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Parenting Styles in the New Normal of Carrascal National High School, Division of Surigao del Sur, Philippines

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Abstract:

The study presented in this paper sought to find the parenting styles in the new normal of Carrascal National High School, Division of Surigao del Sur, as well as the relationship between parents' profile and their parenting style. Parenting styles being considered are: Authoritative, Authoritarian, Uninvolved, and Permissive based on the theory of Baumrind (1971).

Out of 1,389 parents for School Year 2020-20201, with 95% confidence level, parents were randomly selected as part of the sample. A survey utilizing validated items was conducted to gather data from the identified respondents. Findings were based on the results from the questionnaire given to the 311 respondents.

The study shows that the dominant parenting style of the parents of Carrascal National High School, Division of Surigao del Sur in the new normal is Authoritative.

Findings suggest that in order to enhance the parental support to the learners of Carrascal National High School, Division of Surigao del Sur, there is a need to conduct orientation of the parents on Responsible Parenthood. The orientation must focus on the improvement of the following indicators: Encouraging children to talk about their troubles, Emphasizing the reasons for rules, Giving praise to the performance of children, Avoidance on scolding children when behavior doesn't meet parent's expectations, Avoidance on stating punishments to children but do not actually do them, and Not spoiling children.

Keywords: Parenting styles, authoritative parenting, authoritarian parenting, permissive parenting, uninvolved parenting

1. Introduction & Rationale

When it comes to family life, everyone strives to figure out how the relationship between parents and children can become ideal. Positive parenting techniques work well for raising children with discipline and good moral values, and are every parent's dream. However, it is not an easy feat. And it is important to know that the parent-child relationship is a two-way street, in other words, it is actually a partnership between a parent and their child.

Parents serve as a coach for their students, at any age, and support them through their learning process. The same way parents can mentor and encourage students that travel nearby for school, a parent also plays a vital role in a student's distance learning.

To fight the spread of coronavirus and maintain healthy social-distancing, schools across the country have temporarily closed and quickly transitioned from on-campus, face-to-face learning to distance learning.

The numbers are unprecedented, the implications enormous. As the COVID-19 pandemic has spread across the globe, a majority of countries have announced the temporary closure of schools, impacting more than 91 percent of students worldwide – around 1.6 billion children and young people.

Distance learning is continuously complimented for its ability to mirror individual needs and reflect a conducive environment at a per-person level. This style creates high achievers, but the appropriate environment, especially for younger students, can set a stronger scenario for success.

Students should see their parents as their greatest cheerleaders and coaches, knowing a coach won't be misleading or overly positive, but constructive and goal-oriented. They need to reinforce the bigger picture and how the responsibilities of today point to the larger intention.

Students who see their parent's role as a secondary educator will often become confused or challenged with weighted opinions. A parent who is authoritative in their approach to task-oriented actions can also rid a student of his or her independent learning style. Matching the objectives of a parent and a teacher can build hostility or demotivate. Finding the balance of grooming a performer for long-term success as opposed to seeing education as a chore is critical.

The roles of a parent and teacher are different. While a teacher or instructor serves as a guiding force in subject matter, a parent knows when to lean in and lean out of their student's experience. They are not meant to serve as the

homeschooler in conjunction with distance course leaders. Instead, they offer support to the learning structure, and reinforce the goals that can be accomplished in and out of school with education.

Parenting styles greatly affect the distance learning of the students due to the novel use of the modality caused by COVID-19.

The parenting styles commonly used in psychology today are based on the work of Diana Baumrind, a developmental psychologist at the University of California at Berkeley, in the 1960s. Maccoby and Martin also contributed by refining the model in the 1980s.

Baumrind's theory is that there is a close relationship between the type of parenting style and children's behavior. Different parenting styles can lead to different child development and child outcomes.

Based on extensive observation, interviews and analyses, Baumrind initially identified these three parenting styles: authoritative parenting, authoritarian parenting and permissive parenting.

Although Diana Baumrind is known for her work on categorizing parenting styles, Maccoby and Martin (1983) were the ones who expanded this 3-parenting-styles model using a two-dimensional framework.

They expanded Baumrind's permissive parenting style into two different types: permissive parenting (also known as indulgent parenting style) and neglectful parenting (also known as uninvolved parenting style).

These four parenting styles are sometimes called the Baumrind parenting styles or Maccoby and Martin parenting styles. The four types of parenting styles are: authoritative, authoritarian, permissive and uninvolved.

Based on the on the research 'Factors Affecting Distance Learning of Carrascal National High School, Division of Surigao del Sur' of Cos and Pagua (2020), it was found out that one of the leading factors is Parental Support. It was recommended to conduct responsible parenting seminar to improve such support. A basic knowledge on where to start and what to enhance is deemed necessary.

With this, the researchers sought to find the parenting styles in Carrascal National High School, Division of Surigao del Sur.

2. Literature Review

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child and not exclusively for a biological relationship.

Responsible parenting involves more than just guiding the children in the right direction; it also involves monitoring the parents' own behavior and reactions and responding in a way that they would like their children to model (Green, 2017).

In modern society, many aspects of life have become increasingly similar around the world – one of the rare exceptions to this is probably the way we parent our children. In the United States, there is some truth to the stereotype of 'helicopter parents' who monitor and guide every step of their children's lives. Scandinavian parents tend to be the opposite. They are more interested in having their children develop imagination, independence, and a sense of discovery, and they generally interfere much less with their children's choices (Sorrenti, 2019).

Enhancing the quality of basic education in the Philippines is urgent and critical. The poor quality of education is reflected in the low achievement scores of Filipino students. One of the indicators of the quality of education is the performance of students in international comparison tests. Although Philippines ranks number 1 in terms of data availability in support of the Millennium Development Goals among the 11 countries of South-East Asia, the participation of the country in different international studies to measure the performance of students is unsatisfactory. One of the few standards for international comparison of the students of Philippines is the Trends and International Mathematics and Science Study (TIMSS 2003), jointly implemented by the Department of Science and Technology (DOST), through the Science Education Institute (SEI), and the Department of Education DepEd). Filipinos ranked second to the lowest in Grade IV Science and Mathematics among the 25 countries; in high school science and mathematics, we ranked 43rd out of 46 and 34th place out of 48 countries who tested (TIMMS 2003, 2008).

Parenting styles were only part of the challenging roles portrayed by parents; it has positive or negative effects on their children's development. It is a common knowledge that children benefit when their parents do interpret and explain events that their children are involved in or witness, such as a fight or an accident; establish regular routines or patterns in family life; make use of neighborhood resources, such as community programs; negotiate with child-care centers to ensure their children's early childhood education meets their needs; and stay informed about what their children are seeing and doing and provide an open atmosphere that encourages communication (Bacus, 2014).

Many researchers have found a link between particular discipline practices and behavioral problems in young children and adolescents. Over reactivity (i.e., harsh, coercive discipline) and laxness (otherwise referred to as permissive or inconsistent parenting) are two specific discipline styles that have frequently been associated with externalizing problems.

As the child grows, authoritative parenting is linked to greater social and emotional competence (at least for white, middle-class children, with whom most of these studies have been conducted). The children of authoritative parents tend to be good at making friends in their early years, are less likely to use drugs in their teens, and are emotionally stable as young adults. These children also tend to have good self-esteem and to be successful in school (Brown, et al, 2008). Growing research in neuroscience and developmental sciences emphasizes the importance of responsive interaction and relationships that contribute to a child's physical and emotional well-being, social competence, cognitive development

(National Scientific Council on the Developing Child 2007, 3–12) and spiritual and moral development (Fowler and Dell 2006,).

A child's holistic growth in all areas serves as a strong foundation for a lifetime of productivity and responsibility in work and relationships. Parents also need to be firm on matters that are important for children's optimal development and protection against risk behaviors. Lovingly firm and supportive family relationships could buffer the effects of a toxic environment and stress brought on children by poverty (Moskowitz, Vittinghoff, and Schmidt 2013).

Fortifying family relationships primarily during the children's vulnerable early years is essential for both parents and children so they can better handle another difficult area of parenting – that of dealing with ingrained beliefs and practices, mainly in areas of discipline and character building (Pajaron, 2019).

No one expects parents to be full-time teachers or to be educational and content matter experts. They need to provide support and encouragement, and expect their children to do their part. Learning will then take place even with the difficult circumstances (ACS, 2020).

3. Research Questions

This study delved on the parenting styles in the new normal in Carrascal National High School, Division of Surigao del Sur.

Considering the research problem, the following questions are posed:

1. What is the profile of the parent respondents in terms of
 - Age
 - Sex
 - c. Educational Attainment
 - d. Number of trainings attended on Responsible Parenthood
2. What are the parenting styles of the parent respondents as to being
 - Authoritative
 - Authoritarian
 - Uninvolved
 - Permissive
3. Is there a significant relationship between the profile of the parents and the parenting styles as to variable sub problem no. 2?
4. What measures are recommended to enhance the parental support to the learners of Carrascal National High School, Division of Surigao del Sur?

3.1. Hypothesis

The study was guided by the null hypothesis

H_0 : There is no relationship between the parents' profile and the parenting styles in Carrascal National High School, division of Surigao del Sur.

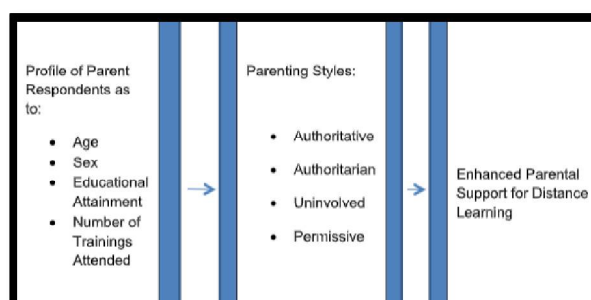


Figure 1: Schematic Diagram

4. Scope and Limitation

The study examined the parenting styles in Carrascal National High School. The researchers sought to find out mostly-practiced parenting style during distance learning so to find give interventions in improving it to enhance the achievement of the learners as well. Specifically, aspects being considered are the styles theorized by Baumrind: Authoritarian style, authoritative style, permissive style and uninvolved style.

Findings were based on the results from the questionnaire given to the 311 respondents who served as sample. Respondents were the randomly selected parents of Carrascal National High School from Grade 7 to Grade 12. Results were used to come up with solutions to enhance the parental support to learners to better the implementation of this novel modality of distance learning.

5. Research Methodology

5.1. Sampling

This study used a descriptive quantitative research design. The population of the study consisted parents of Carrascal National High School. Data were obtained through sampling of the respondents. Out of 1,389 parents for School Year 2020-20201, using Slovin's formula with a 95% degree of confidence and a 5% margin of error, 311 parents were randomly chosen as the respondents. Using simple random sampling, 52 parents from each grade level were picked to comprise the 311 chosen respondents.

5.2. Data Collection

A questionnaire written in English translated to Surigaonon was designed to capture data on the following variables: Profile, Authoritarian Style, Authoritative Style, Permissive Style, and Uninvolved Style. These variables mainly comprised the validated questionnaire. A total of 22 questions were formulated to capture information on all the variables and factors that tested the hypotheses. Each statement on the questionnaire was based on the Likert scale, and each answer was assigned weights to establish normally distributed scores. The weights of the responses from the questionnaire were assigned as follows:

- Refers to 'Never'
- Refers to 'Seldom'
- Refers to 'Sometimes'
- Refers to 'Many Times'
- Refers to 'Always'

After identifying the ideal number of samples using sampling methods, the survey questionnaire was given to each respondent. The researcher inserted the survey forms to the respondent's envelope together with their Learning Activity Sheet for the week with the instruction to let the learner's parent answer them. The questionnaire was available for one week to allow parents sufficient time to completely answer the questions. Survey forms were then collected and recorded for further interpretation and analysis. To observe intellectual property right, all data gathered were subjected to utmost confidentiality.

6. Discussion of Results

This part deals with the presentation, analysis, and interpretation of the data.

6.1. What Is the Profile of the Parent Respondents in Terms of Sex, Age, Educational Attainment, and Number of Trainings on Responsible Parenthood Attended?

Profile of the Parents	Frequency	Percentage
Sex		
Male	71	22.83%
Female	240	77.17%
Total	311	100%
AGE		
15-20	8	2.57%
21-25	1	0.32%
26-30	2	0.64%
31-35	32	10.29%
36 and above	268	86.17%
Total	311	100%
Educational Attainment		
Elementary	73	23.47%
High School	153	49.20%
College	85	27.33%
Total	311	100%
Number of Trainings Attended on Responsible Parenthood		
None	196	63.02%
1-2	79	25.40%
3 or more	36	11.58%
Total	311	100%

Table 1: Profile of the Respondents

Table 1 shows the frequencies of the respondents' profile. It can be seen that 77.17% of the respondents were female, and only 22.83% were male. With regards to age, most of the parents were 36 years old and above, comprising 86.17% of the sample. The table also illustrates that most of the respondents (49.20%) graduated from high school;

elementary and college graduates were close at 23.47% and 27.33% respectively. It also indicates that only 11.58% of the parents were able to attend three or more trainings on responsible parenthood and 63.02% of them said that they were not able to attend any training.

The data gathered enabled the researchers to understand deeper and carefully analyze if there is a significant relationship between the profile of the parents and their parenting styles.

6.2. What Are the Parenting Styles of the Parent Respondents as to Being Authoritative, Authoritarian, Uninvolved, and Permissive?

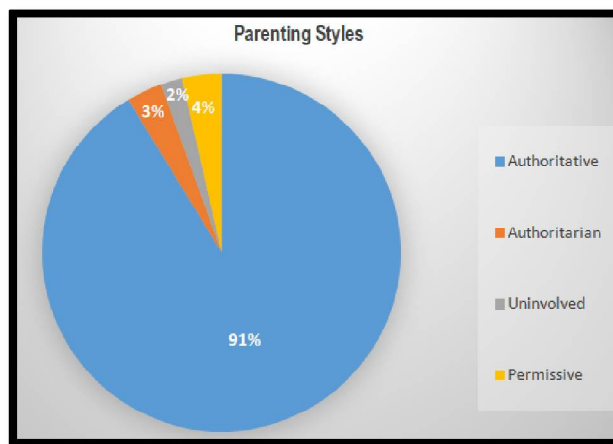


Figure 1: Parenting Styles of the Respondents

Figure 1 shows the composition of the parenting styles in the new normal of Carrascal National High School. It illustrates that the prevailing parenting style of the respondents was being authoritative, constituting 91% of the entire sample. Very few were being authoritarian, uninvolved, and permissive, comprising 3%, 2%, and 4% of the respondents respectively.

Even if most of the parents said they are authoritative, there is still a need to identify what indicators they are weak at, to know what components to improve. It can be seen in Table 2.

Parenting Styles	Mean	Description
A. AUTHORITATIVE		
1. I encourage my child to talk about his/her troubles.	4.21	Always
2. I help my child to understand the impact of behavior by encouraging my child to talk about the consequences of his/her own actions.	4.53	Always
3. I explain to my child how we feel about the child's good and bad behavior.	4.48	Always
4. I give my child reasons why rules should be obeyed.	4.56	Always
5. I emphasize the reasons for rules.	4.27	Always
6. I give praise when my child is good.	4.34	Always
7. I show respect for my child's opinions by encouraging my child to express them.	4.36	Always
8. I give comfort and understanding when my child is upset.	4.47	Always
9. I am responsive to my child's feelings and needs.	4.45	Always
10. I have warm and intimate times together with my child.	4.49	Always
General Mean	4.42	Always
B. AUTHORITARIAN		
1. I scold or criticize when my child's behavior doesn't meet my expectations.	3.66	Many times
2. I explode in anger towards my child.	2.66	Sometimes
3. I grab my child when being disobedient.	1.52	Never
4. I scold and criticize to make my child improve.	3.29	Sometimes
5. I use physical punishment as a way of disciplining my child.	1.82	Seldom
General Mean	2.59	Seldom
C. UNINVOLVED		
1. I state punishments to my child and do not actually do them.	2.72	Sometimes
2. I threaten my child with punishment more often than actually giving it.	2.71	Sometimes
3. I find it difficult to discipline my child.	1.90	Seldom
4. I let my child do what he/she wants.	2.13	Seldom
General Mean	2.37	Seldom
D. PERMISSIVE		
1. I spoil my child.	2.11	Seldom
2. I give into my child when the child causes a commotion about something.	1.65	Never
General Mean	1.88	Seldom

Table 2: Parenting Styles' Indicators Means

Table 2 shows the indicators in every parenting style and the corresponding mean for each indicator. It can be seen that being authoritative has the highest mean of the different parenting styles. And with it, the top three lowest indicators are indicator number 1 (*I encourage my child to talk about his/her troubles, with a mean of 4.21*), indicator 5 (*I emphasize the reasons for rules, with a mean of 4.27*), and indicator 6 (*I give praise when my child is good with a mean of 4.34*). It is also needed to identify the indicators with the largest means for the remaining parenting styles, because these three styles are somewhat negative in nature; for the purpose of improvement. As to being authoritarian, the highest is indicator number 1 (*I scold or criticize when my child's behavior doesn't meet my expectations*). As to being uninvolved, the highest is indicator number 1 (*I state punishments to my child and do not actually do them*). As to being permissive, the highest is indicator number 1 (*I spoil my child*).

6.3. Is There A Significant Relationship between the Profile of the Parents and Their Parenting Styles?

	Sex	Age	Educational Attainment	Number of Trainings Attended on Responsible Parenthood
Parenting Styles				
χ^2 value	20.243	3.230	17.52	10.046
critical value	7.815	21.026	12.592	12.592
p- value	0.00015	0.99	0.01	0.12
Decision	Reject Null Hypothesis	Accept Null Hypothesis	Reject Null Hypothesis	Accept Null Hypothesis

Table 3: Relationship between the Respondents' Profile and Their Parenting Styles

Note: χ^2 Means Chi-Square and Not 'X Squared'. Chi-Square Test of Independence Was Used to Test the Relationship between Profile and Parenting Styles

Table 3 illustrates the relationship between the respondents' profile and their parenting styles. It can be concluded that parenting style and age have no significant relationship; same with parenting style and number of trainings on responsible parenthood attended. However, there is a significant relationship between parenting style and sex, and also between parenting style and educational attainment.

Parents' gender and children's gender interact with parenting behaviors to affect children in emerging adulthood. For instance, mothers are more likely to exhibit authoritative and permissive parenting, while fathers are more likely to adopt an authoritarian style (McKinney and Renk 2008).

Research indicates that when elements such as family structure, size, and parents' educational attainment are present, the variation in parenting styles is present. Well-educated parents tend to be authoritative while those with lesser education chose other styles (Young & Smith, 1997).

6.4. What Measures Are Recommended to Enhance the Parental Support to the Learners of Carrascal National High School, Division of Surigao Del Sur?

In order to enhance the parental support to the learners of Carrascal National High School, Division of Surigao del Sur, the following are recommended:

Orientation of the parents on Responsible Parenthood must be conducted. The orientation must focus on the improvement of the following indicators:

- Open communication between parents and children especially in dealing with the children's emotions.
- Emphasis on the giving of rules.
- Giving praise to children's positive behavior.
- Less scolding.
- Consequences of the children's actions NOT punishments.
- Stop spoiling the children

Policy on enhancing parental support during distance learning based on the authoritative style and the identified indicators in it will be crafted by the Parents Teachers Association (PTA), is highly recommended.

There is a need to present the result of this study to the Parents of Carrascal National High School for them to be aware of their parenting styles.

Future research on the Efficacy of Parental Recognition to enhance Distance Learning Achievement is recommended.

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