

PARENTING STYLES AND ACADEMIC ACHIEVEMENT OF GRADE VI LEARNERS

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Abstract

This study is about the parents' way of rearing their children and how they are related to learners' academic achievement. Specifically, this answers questions such as the parenting styles perceived by the learners, and to find out whether such parenting styles are related to academic achievement. The study seeks to prove the significant relationship between parenting styles and academic achievement of the Grade VI learners of Atilano S. De Guzman Elementary School by the use of descriptive correlational research design. The descriptive correlational method was used for this study to determine the extent of a relationship between parenting styles and achievement. The researchers gathered data by the use of survey questionnaires. Based on the findings of this research, there is a significant relationship between parenting styles and academic achievement of Grade VI learners of Atilano S. De Guzman Elementary School. Therefore, the conductors recommend to the future researchers the following: To find out the relationship of parenting styles on academic achievement of learners under different grade levels and parents as respondents of their study; also to focus on a specific learning area such as Filipino, English, Mathematics, Science, Makabayan, Heograpiya/Kasaysayan/Sibika (HKS), Edukasyon sa Pantahanan at Pangkabuhayan (EPP) and Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan (MSEP).

Keywords: Parenting Styles, Academic Achievement, Learners

Introduction

Being a parent has a lot of responsibilities to be carried out and one of them is the responsibility of bringing up their children. It includes the way the parents discipline their children, rules to obey, take care of their health and support them on their life and dreams. The times spent in guiding their children are vital in developing their relationship. Sigelman and Rider (2006) stated that "Many noted theorists have argued that no social relationship is more important than the first: the bond between parent and child." It is such a foundation in helping the child socialize and to have strong rapport in nurturing the child throughout the developing years. Actually, parenting is one of the few that requires neither formal education nor examination to test and guarantee their abilities and skills whether the parents are following a wholesome kind of criteria in childrearing (Opada, 2011).

Having said this, the development of one's identity and ideas toward schooling of a child connects on what his family values taught to him in the early years. The family is also considered as the first institution where the child belongs. Thus, children are more influenced by their respective family because the early years of the child's existence is considered as formative years. Thus, parent support is really needed by the learner.

The behavior and attitude of the people that surround the child have a major impact on how someone views about achievement in the school performance. The physical, social, spiritual, psychological and emotional behavior reflects on how they interact and attain their own goals. The knowledge of the guardians is an element, accepting the fact that parenthood does

the challenging part of being a parent.

One of the primary responsibilities of the parents is to provide their children with education and encourage them to show their innate talents. Parents supervise the schooling of their child from the first day onward. Martin (2007) stated about parenting involvement pointing out that “the climax rests in the fact that how the parents would know that their sincere involvements are really proving worthwhile for their children”. One of the things they keep monitoring is the performance of the child on the curricular areas.

Whenever a learner attains high grades we can say that a learner performs well throughout the time. He has given a certain time and effort to achieve it but we can also say that the teachers and parents are part of his success as a student. The parents are supposed to have more opportunities with the learner towards their schooling and the great need to motivate them. On the other hand we can't exclude a lot of factors affecting the learners in attaining their grades nowadays. The parental guidance and the way a student is disciplined to perform better in school especially in academics. One of the factors is the way they help the learner in school. Parents are highly concerned about the academic achievement of their children because they believe that education will lead to success and result in better career opportunities. That it can help their children to have stable job and a bright future someday (Opada, 2011). We typically hear from them that they want only nothing but the best for us. Despite that giving a good quality of education needs a lot of investments from their part to be able to sustain it.

Those achievements are supported and given inspiration

by the parents who gave them prior knowledge about many things in this world. In this situation the parents are practicing and performing one of their duties. The learners take the decision on their hands, whether they want to be influenced by the deeds of their parents or have their own target to hit their goals. To be able to attain these there is need for prior supervision provided by the elderly to achieve it. The learners performance especially on academics is of greater importance on the parent.

The reason behind why the researchers chose to do this topic is to find out if there is significant relationship on how their parents raised them in the relation with elementary learners academic performance.

Review of Related Literature

Parenting on Education

The basic foundation of education are the parent, who are the ones who first started to teach their children. That's why their role is important they help in monitoring their child's progress in their knowledge about life. Parents are the first teachers of their children before anyone else. Their support towards their children is a critical role to prepare them for school. (Md-Yunus, 2007).

Parents have their own different ways on how they guide and counsel their children especially in daily scenarios. They may have rules, punishments or reinforcement for the child to be able to be discipline them and to learn how they must react on their actions. On the other hand, there are some parents who prefer to give their child advices rather than punishing the child for his wrong activity. The parental supervision must be whole

rounded, so it can help a lot in the developing years of a child. (Sticht, 2012).

Parental involvement is relevant to the school success of the children but it is really important that they are involved in the education of the children. Padgett added that the schools that have strong parental involvement help improve the children themselves. It results usually to a high academic achievement on the performance in school; the children develop desirable behavior in the school and home. (Padgett, 2006).

Children who seek challenges and display high levels of achievement have parents who praises their successes and are not only on critical of an occasional failure (Shaffer, 2012).

Parenting includes many things. It's not about only taking care of a child. As an individual in developing his life, we need to give decisions and advices for them to be responsible. Parenting is the hardest selling job in the world, these days. Parents have to sell their likes and interests, beliefs, decisions and values to your kids. And parents compete with so many others trying to do so. (San Juan, 2016).

There is no secret formula in handling and rearing a child. But the parent's way of guiding and supporting their children towards education influences and helps with them in school achievement and also influences the learners' own learning strategies. (Erden & Uredi, 2008).

Parents who are supportive of their children's learning in school are observed to do the following things: First, before they follow up the performance of their children in the school they ask the teachers who are handling their children about the

progress and development of the children's learning. Second, they check, guide and help the learner in their various assignments/ home works or projects. They give their concern to help their children. Third, they check the notebooks of their children to find out what he/she have learned in the certain day. The last is reviewing their children's corrected seat works and examinations. Though that, parents are diagnosing the learners strengths and weaknesses about what they had answered correctly and which are the parts they have difficulty with (Lucas & Corpuz, 2014).

Parenting Styles and Academic Achievements

If the parenting style used is Authoritative Parents Style and who had high expectations their children are found to achieve better in school. (Alsheikh et al., 2010).

Children are very good imitators of their own parents. They like doing what their parents do. They really admire and like what the adults do even simple things. They learned from their own environment. That's why parents must motivate them and help them in their studies. Especially, when they feel that parents are encouraging them to study well (Munyi, 2013).

Handling the child's development in their education is one of the roles of parents. For example, the parents support them by teaching their children doing their homework, activities and others. In those different things various parenting styles are applied. In simple way, parents can guide their children doing particular activities and helping them to develop and achieve their goals throughout their learning stage. (Ibukunulu, 2013).

Parenting styles are not all about rearing a child but it

include also the issues in disciplining a child that can translate in the academic performance of a child, that is why results poorly than the other children in authoritarian and authoritative parenting styles (Morawska, 2007).

Parents too are influenced by their children and their children are influenced by them. It is a clear reflection of their relationships with each other, and that children are also influencers to their parents. The influence of different parties bounces back to each other (Phillipson, 2007). For example, if the parents see their child had good grades in school, the parents' reaction will be influenced by it in terms of their behavior and attitudes towards their children. Another one is, if a child sees that his/ her both parents' have placed utmost importance about education.

Children from authoritative parents show higher competence in academics but also in terms of social development, self-perception, and mental health than to children who raised by authoritarian parents. (Baumrind, 2012). Authoritative parenting styles were strongly associated with the learners academic performance (Bacus, 2014).

Academic achievement serves as one of the determinants of success in life. Students who achieve well academically have some advantages. Nuthanap said that academic achievement is one of the keys to success in the future (Nuthanap, 2007).

Theoretical Framework

The well-known theory about parenting styles that explains the parent's child rearing is the Baumrind Theory of Parenting Styles which describes that there are four basic

parenting styles. There are different approaches and effect on the individual's personality.

The first one is the Authoritative style the parent has the high expectations on their children. Parents here are open to giving advice and being supportive. They are responsive on the demands. Also they are reasonable in their expectations for their child. The child is competent, good in socializing with other people, good in adjustments and has a high sense of self-esteem.

Authoritarian style means that the parent's way of controlling children are high in demand but low in the responses to their children. They are also characterized in giving set of rules that needed to obey without questioning it. They use punishments or threats for the misbehavior to control the child. The child becomes unhappy, has difficulty in socializing and has low self-esteem.

The parent with Permissive Style has the high sense of love and warmth for their child. But although they are uninvolved and uninterested on the child, they set the least expectations that not firm. Despite giving rules they are inconsistent about implementing. The children of permissive parents have problems in self-control and unhappy.

The uninvolved parent with the Neglectful Style characterized as having low in demands and low supervision. They don't give rules on their children. They are low in response and demand. That's why their knowledge about their child is very minimal. They give no supervision and guidance. The children of neglectful parents perform poor academically; they have low of self-esteem, and slow in adjustment (Santrock, 2004).

The researchers used the Baumrind Theory of Parenting Styles because it clearly stated that every parenting style has its various effects in many terms towards a child including academic achievement. This theory is widely used in studies related to parenting styles.

Conceptual Framework

The conceptual paradigm of this study indicated the relationship of parenting styles and academic achievement of Grade VI learners of Atilano S. De Guzman Elementary School. As shown in figure 2 the dependent variable it stated the four parenting styles which were Authoritative, Authoritarian, Permissive and Neglectful. The independent variable shown the Academic Achievement which was the General Weighted Average.

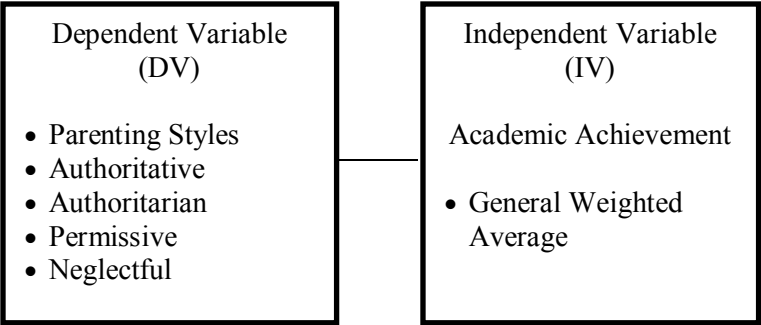


Figure 2. Research Paradigm

Statement of the Problem

This study aimed to determine the relationship between parenting styles on academic achievement of Grade VI learners of Atilano S. De Guzman Elementary for the school year 2016-2017.

Specifically, the researchers sought to answer the following questions.

1. How may the parenting styles be described by the respondents in terms of:
 - 1.1. Authoritative;
 - 1.2. Authoritarian;
 - 1.3. Permissive;
 - 1.4. Neglectful?
2. What is the general average of the Grade VI learners in all learning areas?
3. Is there a significant relationship between parenting styles and academic achievement of the learners?

Method

This study was conducted at the Atilano S. De Guzman Elementary School located at General Alejo G. Santos Highway Taboc, Angat, Bulacan. The researchers chose this school for the efficiency and to save time for the study that was conducted. On the other hand, the researchers wanted the Grade VI learners of Atilano S. De Guzman Elementary School to be the beneficiary of this study, to be able to help the learners, parents and other stakeholders.

The design used for this study was the descriptive correlational research design that attempts to determine the extent of the relationship between two or more variables using statistical data. The descriptive correlational research design helps to describe the parenting styles on academic achievement among Grade VI learners and also to examine the relationship

between those variables.

The researchers chose the Grade VI learners of Atilano S. De Guzman Elementary School, school year 2016-2017 as the respondents of this study. The researchers used the universal population of Grade VI learners coming from two sections. There were seventy- five (75) respondents, forty two (42) of them were males and thirty three (33) of them are females. Most of the respondents/ leaners of Grade VI were in the ages of 11-16 years old.

In this study the researchers used questionnaires to gather information which was necessary for the descriptive correlational method of this study. The researchers adopted and modified the questionnaire of Munyi (2013) which was used in her study that included ten statements for each parenting styles with forty items, wherein the respondents need to rate based on their own experiences and point of view by using the 5 point likert scale.

Data collected for this study were through the survey questionnaires. The letter of request was given to the principal of Atilano S. De Guzman Elementary School Mrs. Myra L. Bernardino for the permission to conduct the study. Right after the principal signed the letter that was given to her, the researchers asked for the assistance of the teacher or adviser of Grade VI learners in the distribution of survey questionnaires. The researchers explained to the respondents the statements in each parenting styles by translating in Tagalog language before distributing the questionnaires and collecting all the data. The statement that was presented in the survey questionnaire was distributed in the form of checklists wherein the answers are

limited. Right after collecting all the survey questionnaires the researchers asked the advisers of the two sections of Grade VI to have a copy of General Average of the learners.

Results and Discussion

This chapter contains the results, the explanation and conclusions of the data gathered from the study to determine the parenting styles and academic achievement of Grade VI learners of Atilano S. De Guzman Elementary School and the relationship between these variables.

Parenting Styles

Table 1

Weighted Average Mean of Authoritative Styles of the Respondents

Authoritative	Weighted Mean	Interpretation
1. My parents discuss the reasons behind the policy with the children in the family.	4.07	Agree
2. My parents encourage verbal give-and-take whenever I feel that family rules and restrictions are unreasonable.	3.55	Agree
3. I know what my parents directed the activities and decisions of the children in the family through reasoning and discipline.	3.87	Agree
4. My parents consistently give us direction and guidance in rational and objective ways.	3.61	Agree
5. My parents consider our opinions in making family decisions.	3.80	Agree
Total Weighted Mean	3.79	Agree

Legend:

Ranges	Interpretation
4.51----5.00	Strongly Agree (SA)
3.51---- 4.50	Agree (A)
2.51---- 3.50	Neither Agree nor Disagree (N)
1.51----2.50	Disagree (D)
1.00---- 1.50	Strongly Disagree (SD)

Data on Table 1 show that respondents fall under two ratings only; agree and neither agree nor disagree; no respondents indicated the rating strongly agree, disagree and strongly disagree.

In the authoritative style, the statement “My parents discuss the reasons behind the policy with the children in the family” got a weighted mean of 4.07 which is interpreted as agree. The statement “My parents encourage verbal give-and-take whenever I feel that family rules and restrictions are unreasonable” got a weighted mean of 3.55 which is interpreted as Agree. The statement “I know what my parents directed the activities and decisions of the children in the family through reasoning and discipline.” got a weighted mean of 3.87 which is interpreted as Agree. In the statement “My parents consistently give us direction and guidance in rational and objective ways.” got a weighted mean of 3.61 which is interpreted as agree. The statement “My parents consider our opinions in making family decisions.” got a weighted mean of 3.83 which is interpreted as agree. Thus, the authoritative parenting style got the total weighted mean of 3.97 which is interpreted as agree.

The respondents agreed that their parents were using authoritative parenting style. Bacus’s study on the relationship

between parenting styles, self-concept, and attitudes towards school and academic outcomes among seventh grade students found that the majority of the students perceived their parents as practicing authoritative parenting style. (Bacus,2014).

Table 2

Weighted Average Mean of Authoritarian Parenting Styles of the Respondents

Authoritarian	Weighted Mean	Interpretation
1. My parents don’t allow me to question their decisions.	3.15	Neither Agree nor Disagree
2. My parents get upset when I try to disagree with them.	3.32	Neither Agree nor Disagree
3. My parents often tell me exactly what they want me to do and how they expect me to do it.	3.45	Neither Agree nor Disagree
4. My parents feel that wise parents should teach their children who is the boss in the family.	3.37	Neither Agree nor Disagree
5. My parents punish me when I don’t meet their expectations.	3.24	Neither Agree nor Disagree
Total Weighted Mean	3.31	Neither Agree nor Disagree

In the authoritarian style, the statement “My parents don’t allow me to question their decisions.” got a weighted mean of 3.14 which is interpreted as neither nor disagree. In the statement “My parents get upset when I try to disagree with them.” got a weighted score of 3.32 which is interpreted as neither agree nor disagree. In statement “My parents often tell

me exactly what they want me to do and how they expect me to do it” got a weighted score of 3.45 which is interpreted as agree. In the statement “My parents feel that wise parents should teach their children who is the boss in the family” got a weighted score of 3.37 which is interpreted as neither agree nor disagree. In the statement “My parents punish me when I don’t meet their expectations” got a weighted score of 3.24 which is interpreted as neither agree nor disagree.

The respondents perceived that they were not sure whether their parents are practicing authoritative style. Authoritarian parents are highly unresponsive, highly demanding and expect obedience from their children. (Ross & Hammer, 2002).

Table 3

Weighted Average Mean of Permissive Parenting Styles of the Respondents

Permissive	Weighted Mean	Interpretation
1. My parents seldom give me expectations and guidelines in my behavior.	3.81	Agree
2. My parents don’t direct my behaviors, activities and desires.	3.43	Agree
3. Most of the time my parents consider what I want in making family decisions.	3.82	Agree
4. My parents allow me to decide most of the things for myself.	3.37	Agree
5. My parents don’t view themselves as responsible for directing and guiding my behavior.	3.28	Neither Agree Nor Disagree
Total Weighted Average	3.54	Agree

In the Permissive Style, the statement “My parents seldom give me expectations and guidelines in my behavior” got a weighted score of 3.81 which is interpreted as agree. In the statement “My parents don’t direct my behavior, activities and desires” got a weighted score of 3.43 which is interpreted as agree. In the statement “Most of the time my parents consider what I want in making family decisions” got a weighted score of 3.83 which is interpreted as agree. In the statement “My parents allow me to decide most of the things for myself” got a weighted score of 3.37 which is interpreted as agree. In the statement “My parents don’t view themselves as responsible for directing and guiding my behaviors.” got a weighted score of 3.28 which is interpreted as neither agree nor disagree.”

The respondents agree that their parents are practicing permissive style. Only the question number 4 got the interpretation of neither while the rest of the statements were interpreted as agree. Permissive kind of parenting is characterized generally as communicative and nurturing and treats them as friends. (Grills, 2002).

Table 4

Weighted Average Mean of Neglectful Parenting Styles of the Respondents

Neglectful	Weighted Mean	Interpretation
1. My parents have a very few demands and expectations from me.	3.13	Neither Agree nor Disagree
2. My parents don’t really care about what is going on in my life.	2.99	Neither Agree nor Disagree

Table 4 Continuation

Neglectful	Weighted Mean	Interpretation
3. My parents rarely do assign any duties for me to do while at home.	3.12	Neither Agree nor Disagree
4. My parents have totally no expectations for me regarding my school work.	3.13	Neither Agree nor Disagree
5. My parents have never checked my school results ever I started schooling.	3.19	Neither Agree nor Disagree
Total Weighted Mean	3.11	Neither Agree nor Disagree

In the Neglectful Style, the statement “My parents have a very few demands and expectations from me” got a weighted score of 3.13 which is interpreted as neither agree nor disagree. In the statement “My parents don’t really care about what is going on in my life” got a weighted score of 2.99 which is interpreted as neither agree nor disagree”. In the statement” My parents rarely do assign any duties for me to do while at home” got a weighted score of 3.12 which is interpreted as neither agree nor disagree. In the statement “My parents have totally no expectations for me regarding my school work.” got a weighted score of 3.13 which is interpreted as neither agree nor disagree. In the statement “My parents have never checked my school results ever I started schooling” got a weighted score of 3.19 which is interpreted as neither Agree nor disagree.

Academic Achievement

Table 5

Academic Achievement of the Respondents

Descriptors	Grading Scale	<i>f</i>	%
Outstanding	90-100	3	4.00
Very Satisfactory	85-89	25	33.33
Satisfactory	80-84	36	48.00
Fairly Satisfactory	75-79	11	14.67
Did Not Meet Expectations	Below 75	0	0.00
Total		75	100
Over-all Grade		83	Satisfactory

Table 5 shows that 3 or 4.00% of the respondents were able to obtain outstanding grade with a corresponding interpretation of 90-100; 25 or 33.33% of the respondents were able to achieve very satisfactory; 35 or 48.00% of the respondents were able to obtain satisfactory; 11 or 14.67% of the respondents were able to attain fairly satisfactory; 0 or 0.00% of the respondents did not meet expectations.

Most of the respondents were able to attain 80-84 rating which is interpreted as satisfactory. The respondents’ over-all general average was 83 rating which is interpreted as satisfactory.

One of the measures of academic achievement is the learners GWAs. GWA is the average of grades in all subjects

taken, whether passed or failed. It serves as an indicator of students' academic achievement in a given school year. (Velasco, 2007).

Relationship of Parenting Styles and Academic Achievement

Table 6

Parenting Styles and Academic Achievement of the Respondents

Variables	Pearson r	Interpretation
Authoritative	0.55	Positive / Substantial
Authoritarian	0.29	Positive / Low
Permissive	-0.08	Negative / Negligible
Neglectful	-0.14	Negative / Negligible

Table 6 shows that authoritative variable and academic achievement of the respondents got 0.55 value as a result of Pearson r which is interpreted as positive substantial. In authoritarian variable and academic achievement of the respondents got 0.29 value as a result of Pearson r which is interpreted as positive low correlation. In permissive variable got the -0.08 value as a result of Pearson r which is interpreted as negative negligible. In neglectful variable a -0.14 as a result of Pearson r which is interpreted as negative negligible.

The results indicate that there is a positive substantial correlation between authoritative style and academic achievement. Positive low correlation exists between authoritarian style and academic achievement. Negative negligible relationship exists between permissive style and academic achievement. Negative negligible relationship exists between neglectful style and academic achievement.

Findings may imply how parents raised and disciplined their children and influenced how their child performs academically. Therefore, parents who are authoritative authoritarians have children who excel in school while parents who are permissive and neglectful have children who fall behind in their low performance in school.

Bacus stated that authoritative parenting styles were strongly associated to the learners' academic performance. It clearly stated that there is a relationship between what parenting style is being used by the parents in rearing and raising their children. (Bacus, 2014). Children who are raised in Permissive Parenting Style are mostly unpredictable, disorganized, and they perform poorly on the academic tasks. They are usually the under achievers and mostly miss out on school compare to their authoritarian peers thus it leads to difficulties in learning and performance in school. (Consolata & Koech, 2016). Conversely, when parents used Neglectful Parenting Style, problems such as academic disengagement and misbehavior of the children are aroused. (Brown & Iyengar, 2008).

There is no secret formula in handling and rearing a child. But the parent's way of guiding and supporting their children towards education can influence and help them in school achievement and the learners' own learning strategies. (Erden & Uredi, 2008).

Parental involvement is relevant to the school success of the children but it do really important and matter that parents are involved in the education of the children. He added that the schools that have strong parental involvement have benefits on the part of the children themselves. Thus, it resulted to the high

academic achievement on the performance of them towards their schooling, have a better attendance. (Padgett, 2006).

Conclusions

Based on the findings of the study, the following conclusions were made.

1. The parenting styles got an over-all weighted means of 3.44 which is interpreted as agree.
2. The academic achievements of the respondents were 80-84 which is interpreted as satisfactory.
3. The general weighted average of the respondents was 83.27 which is interpreted as satisfactory.
4. There is a significant relationship between parenting styles and academic achievement of the learners.

Recommendations

Based on the conclusions, the following recommendations for future researchers are formulated:

1. It is recommended to determine how parenting styles affects academic achievement of learners under different grade level.
2. It is also recommended to choose parents as the respondents of their study instead of learners.
3. The researchers recommended focusing on specific learning areas such as Filipino, English, Mathematics, Science, Makabayan, Heograpiya/Kasaysayan/Sibika (HKS), Edukasyon sa Pantahanan at Pangkabuhayan (EPP) and Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan (MSEP).

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