



Parenting Styles and Student's Level of Behavioral Compliance: The Case of Jose P. Laurel Sr. High School

Suzette P. Cagurangan*

Schools Division Office of Quezon City District III

Jose P. Laurel Sr. High School

zetpiedad@gmail.com

Teacher 3

Ardrian D. Malangen, MAEd**

School of Graduate Studies

Dr. Carlos S. Lanting College

Quezon City, Philippines

<https://orcid.org/0000-0002-5649-4359>

ardrianmalangen@lanting.ph.education

Associate Professor 2

Abstract: *At some point in many people's lives, most adults become parents. While most of them strive to be good at becoming one, some find themselves bewildered and disappointed by the seemingly unending responsibilities of being a parent. As both parents of toddlers and teenagers can testify, such challenges can be seen from birth to teenage years. The purpose of the study is to determine the level of student's behavioral compliance that is associated with the parenting styles they experienced in their families. A sample size of 350 randomly selected respondents were involved in the study. The study utilized a descriptive correlational design to determine the level of student compliance and the parenting styles of parents. Based on the findings and results the parent-respondents in the study revealed an authoritative style as their form of parenting their children and showed a high level of compliance in terms of following school policies. This creates a positive impression among the respondents since they show a high dedication towards studies and school activities, rules and regulations. Hence, the students should continue demonstrating high dedication towards studies and activities and consistently follow school rules and regulations and parents should explore other effective aspects of each parenting style that may be used in different situations. They should learn how and when to apply the different parenting styles.*

Keywords: *Parenting Style, Authoritarian Style, Authoritative Style, Permissive Style, Neglectful Style, Behavior*

Date of Submission: 28-6-2023

Date of Acceptance: 06-7-2023

At some point in many people's lives, most adults become parents. While most of them strive to be good at becoming one, some find themselves bewildered and disappointed by the seemingly unending responsibilities of being a parent. As both parents of toddlers and teenagers can testify, such challenges can be seen from birth to teenage years.

Parenting styles have been under study for a long time and are considered factors that can predict the development of a child. These styles can be construed as a set of behaviors of fathers and mothers in the children's socialization. The variability of parents' behaviors concerning the socialization of their children has been satisfactorily explained by two basic dimensions, which, despite other terms used by researchers, can be called parental control (demandingness) and affection (responsiveness). Control implies making demands, supervision, and requirements imposed by maternal and paternal figures, while affection involves sensitivity, acknowledgment, and parents' commitment to their children (Pasquali, et al., 2012).

Its practices worldwide share three primary goals: ensuring children's health and safety, preparing children for life as productive adults, and transmitting cultural values (Tashjian, 2018). These objectives are ambitious. Being a successful parent is no small feat and whether children become capable, healthy and productive adults rests on a variety of environmental and biological influences. The factors on child results are numerous, but a wealth of literature indicates parenting practices are a significant part of the equation. The extent to which parenting practices shape behavioral development in children is a multifaceted question. Though we may not answer it with certainty, we can be confident that parents are important in their children's behavioral outcomes (Tasjian, 2018).

Research has found consistent links between parenting and child behavioral adjustment. For instance, a mother's parenting behaviors, including the extent to which she displays affection and exerts behavioral and psychological control over her child, are linked to later internalizing and externalizing behaviors. Internalizing or emotional behavior problems often refer to anxiety and depression. Externalizing or disruptive behavior problems commonly include attention-deficit hyperactivity disorder and conduct problems. These are just a few common behavioral problems that are, in part, shaped by particular styles of parenting (Akhter, et al., 2011).

Because of an extremely wide range of Parenting behaviors and Child behavior outcomes, the attempt to determine the influence of parenting styles on child outcomes is a complex matter. The causal relation between parenting practices and child behavior outcomes is relatively unclear considering the factors such as the timing and measurement of the behaviors in question. An in-depth study is imperative to enhance the field's current understanding of parenting styles and their role in child behavioral outcomes. Awareness -raising on the roots of different parenting practices may empower the area to deal with the environmental factors that lead parents to adopt less than ideal strategies more effectively. This in-depth study could be instrumental in developing more effective and efficient prevention and intervention programs to help foster adaptive behavioral development in children at home and school. When parents are made aware of their parenting styles, it can encourage them to improve their relationships with their children, thus influencing better positive outcomes of students' compliance in school.

With this in mind, the researcher would like to determine the parenting styles and behavioral compliance to schools' policies of selected parents and students of Jose P. Laurel Sr. High School in the school year 2020-2021.

Statement of the Problem

This study determines the level of student's behavioral compliance that is associated with the parenting styles they experienced in their families. Specifically, it sought answers to the following questions:

1. What is the demographic profile of the parent-respondents in terms of:
 - 1.1 age
 - 1.2 gender
 - 1.3 highest educational attainment
 - 1.4 occupation
 - 1.5 family income
 - 1.6 number of children
2. What is the profile of the student-respondents in terms of:
 - 2.1 age
 - 2.2 gender
 - 2.3 grade level
3. What parenting styles are being manifested by the parent-respondents as:
 - 3.1 Authoritarian Style
 - 3.2 Authoritative Style
 - 3.3 Permissive Style
 - 3.4 Neglectful Style
4. What is the level of behavioral compliance of the student-respondents to school policies?
5. Is there a significant difference in the parenting style of the parent-respondents when they are grouped according to profile?
6. Is there a significant relationship on the parenting style of the parent-respondents and student's behavioral compliance to school policies?
7. What recommendations may be proposed based on the findings of the study?

METHODOLOGY

Research Design

The study utilized a descriptive correlational design to determine the level of student compliance and the parenting styles of parents of junior high school students in Quezon City. Correlational research examines the associations between two or more relevant variables and assesses the relationship between or among those variables, allowing the prediction of future events from present knowledge. (Mukaka, 2012)

Research Respondents

The table shows the different grade year level and the number of student-respondents and parent-respondents in Jose P. Laurel Sr. High School, Division of City Schools, District 3 Quezon City.

Table 1
Respondents of the Study

Number of Respondents	Grade Level	F
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Students Respondents	Grade 7	91
	Grade 8	96
	Grade 9	76
	Grade 10	87
Total Student Respondents		350
Parents Respondents	Grade 7	91
	Grade 8	96
	Grade 9	76
	Grade 10	87
Total Parent Respondents		350

Population and Sampling

We used random sampling to identify and select the immediate respondents who participated in the research investigation, including both student and parent respondents.

Research Environment

The location of this study is Jose P. Laurel Sr. High School, Main Campus, which is strategically located in Barangay Milagrosa, Project 4, Quezon City. It is composed of four buildings: Coseteng, Roldan, Defensor, and a new SB building that offers a free education program of the Government. The campus has an area of 3,678.20 square meters and is accessible to both public and private transportation. Jose P. Laurel Sr. High School is a school community composed of families, with 20% belonging to the middle class, 30% to the average income group, and the rest to which most of our students come from Barangay Escopa I, II, III, and IV, a conglomeration of families who thrive on vending.

The campus has an area of 3,678.20 square meters with its proximity to the commercial center, the public market, the police station, City Hall, private hospitals, and multi-purpose center of the district makes it accessible to both public and private transportation. Jose P. Laurel Sr. High School is a school community composed of families 20% of which belong to the middle class, 30% with the average income group and the rest, that is the majority, to which most of our students come from Barangay Escopa I, II, III and IV is a conglomeration of families who thrive on vending.

Many parents are unemployed while some accept laundry or carpentry works to make both ends meet. The more ambitious ones receive support from various foundations to be able to pursue secondary education. To date, there are some families whose parents are given the opportunity to work abroad as Overseas Filipino workers. This however, results in broken families, so that many of the students who drop out of school are children who are left under the care of relatives who cannot really extend the tender true loving care and training that the children truly need.

Research Instrumentation

The study used a descriptive questionnaire with the first part containing questions on the demographic profile of the respondents. The second part refers to the parenting styles of the parent-respondents as well as the level of behavioral compliance of the student-respondents. The questionnaire utilized the Likert Scale for the descriptive interpretations of the responses of the respondents.

Research Procedure

The researcher secured the necessary permit to conduct the study and then gathered the data needed in the study. The main sources of data were the responses of the participants from the responses in

the questionnaire answered. The researcher then consolidated the respondents' answers through a tabulation method.

Data Gathering Technique

The steps enumerated below served as guidelines in gathering the data for this study:

A formal letter addressed to the Schools Division Superintendent, Division of Quezon City was sent to seek permission and approval for the conduct of the study. A letter was also sent to the school principal to secure permission to conduct pilot testing at one of the schools in Quezon City (Sauyo High School) and to conduct the final study in the school. Upon approval, the researcher will distribute the questionnaires. The data will be collected, collated, and tabulated to get the results.

Statistical Treatment

The data gathered from the questionnaires were tallied properly and classified accordingly. The following statistical techniques were used to assemble data from the survey.

Frequency and Percentage Distribution. This is used to determine the profile of the respondents.

Weighted Mean. To determine the parenting styles of the parent-respondents

ANOVA. To determine the significant difference in the parenting styles of the parent-respondents and the level of behavioral compliance of the student-respondents.

Chi-Square. To determine the significant relationships between the parenting styles of the parent-respondents to the level of behavioral compliance of the student-respondents.

Results and Discussion

The Demographic Profile of the Respondents

Tables 1 to 6 presents the demographic profile of the parent respondents according to age, gender, highest educational attainment, occupation, income, and number of children, respectively.

Table 1
Profile of the Parent Respondents according to Age

Age	F	%
26-30	14	4.00
31-35	62	17.71
36-40	84	24.00
41-45	91	26.00
46-50	65	18.57
51-55	29	8.29
56-60	5	1.43
Total	350	100

Table 1 shows that the majority of the parents are between 41-45 years old or 26 percent of the total parent-respondent population. It is followed closely by parents whose age includes 36-40 with 84 responses or 24 percent. There were also 5 or 1.43 percent of parents who belong to 56-60 years old. It can be noted from the data that the ages of the parents are sporadic because it was able to cover most of the age brackets.

In the study of Cherry (2020), it has been found that among parents who had their first child after the age of 40, most believed that the best time to become a parent was five to 10 years earlier. Interestingly, most of the over-40 parents still maintained that being an older parent had more advantages than disadvantages. Most older parents suggested that their greatest advantage was

being more emotionally prepared to be a parent. Some said that being older made them more self-aware, confident, resilient, self-actualized, better able to offer support, and more capable of communicating with a child.

Table 2
Profile of the Parent Respondents according to Gender

<i>Gender</i>	<i>F</i>	<i>%</i>
Male	56	16
Female	294	84
Total	350	100

Table 2 above illustrates the distribution of parent-respondents in terms of gender. Majority of the respondents are female, which is 84 percent of the total sample population (350); while male is composed of 56 respondents or 16 percent. It can be observed from the data that most of the respondents are females. According to Lee (2020), mother's involvement helps to extend the teaching beyond the classroom. This creates a more positive learning experience for students and allows them to perform better in school. It also establishes their confidence and ability.

Table 3
Profile of the Parent Respondents according to Highest Educational Attainment

<i>Educational Attainment</i>	<i>F</i>	<i>%</i>
Elementary Undergraduate	6	1.71
Elementary Graduate	21	6.00
High School Undergraduate	39	11.14
High School Graduate	121	34.57
College Undergraduate	86	24.57
College Graduate	70	20.00
Post-Graduate Units	5	1.43
Post-graduate Degree	2	0.58
Total	350	100

Table 3 reveals that the majority of the parent-respondents are high school graduates with a total number of 121 or 34.57 percent. It is being followed by parents who are college undergraduates with a total of 86 or 24.57 percent. Among all the parent-respondents, two of them hold a postgraduate degree or .58 percent. It can be observed from the data that most of the parents are high school graduates who may have already gone straight to the workforce to provide for their families. Having a basic education will help them perform their roles as parents assisting their children in their educational endeavors and children's good behavior in school.

Education is the basic mechanism for enhancing the population quality of a nation, and a foundation for the formation of human labor-force quality. It does not only affect the achievement and happiness at the individual level, but also shapes the labor force quality and capacity of innovation (Heckman, 2011). This is further affirmed by the study conducted by (Chevalier, et.al, 2013) when he stated that the children of more educated parents go on themselves to higher educational achievement which suggests that because of attaining more education, parents with higher levels of

schooling provide a better childhood experience and home environment and consequently their children do better and behave well in school.

Table 4
Profile of the Parent- Respondents according to Occupation

Occupation	F	%
Businessman	13	3.71
Call Center Agent	13	3.71
Carpenter	3	0.86
Dressmaker	8	2.29
Driver	12	3.43
Housemaid	16	4.57
Housewife	185	52.86
Laborer	10	2.86
Mason	2	0.57
Nurse	2	0.57
Office Employee	48	13.71
OFW	10	2.86
Policeman	2	0.57
Vendor	26	7.43
Total	350	100

Table 4 elucidates the occupation of the parent-respondents. Most of the parents are housewives with a total of 185 or 52.86 percent which reflects more than half of the total respondents. It is followed by office employees with 48 or 13.71 percent of the total sample population. Least occupations also included carpenters, masons, nurses, and policemen with 0.57 percent each of the total population sample.

In the study of Bergmann (2005), to be a housewife is to be a member of a very peculiar occupation—an occupation like no other. The nature of the duties to be performed, the method of payment, the form of supervision, the tenure system, the “market” in which the “workers” find “jobs,” and the physical hazards are all very different from the way things are in other occupations. The differences are so great that one tends not to think of a housewife as belonging to an occupation in the usual sense. It is commonly said that a housewife “doesn’t work” and that she “is unpaid.” The truth is, of course, that a housewife does work and does get recompense. Like other workers, she can quit or be fired. One dictionary defines an occupation as “an activity that serves as one’s regular source of livelihood.” Being a housewife is an activity that gets one food, clothing, and a place to live, and that certainly meets the dictionary’s definition of having an occupation.

Table 5
Profile of the Parent Respondents according to their Income

Income	f	%
P1,000.00-P5,000.00	123	35.14
P6,000.00-P10,000.00	96	27.43

P11,000.00-P15,000.00	37	10.57
P16,000.00-P20,000.00	23	6.57
P21,000.00-P25,000.00	15	4.29
P26,000.00-P30,000.00	12	3.43
P31,000.00-P35,000.00	13	3.71
P36,000.00-P40,000.00	11	3.15
P41,000.00-P45,000.00	9	2.57
P46,000.00-P50,000.00	11	3.14
Total	350	100

Table 5 shows that a majority of the parent-respondents with a total of 123 or 35.14 percent receive a salary range of 1,000 - 5,000 per month. It is followed with a salary range of 6,000-10,000 with 96 parent-respondents or 27.43 percent. Nine parents or 2.57 percent also receive a salary range of 41,00-45,000.

It can be seen from the data that most of the parent-respondents are from low-income households. In the study of Albert, et.al. (2020), Philippine Statistics Authority (PSA) released official estimates of poverty based on the results of the 2018 Family Income and Expenditure Survey (FIES). The poverty incidence, i.e., the proportion of people in poverty, across the country stands at 16.6 percent as of 2018. This estimate is much lower than the corresponding (revised) estimate of 23.3 percent poor Filipinos in 2015.

Table 6
Profile of the Parent Respondents according to Number of Children

Number of Children	F	%
1	45	12.86
2	95	27.14
3	91	26.00
4	58	16.57
5	32	9.14
6	19	5.43
7	5	1.43
8	3	0.86
9	1	0.29
10	1	0.29
Total	350	100

Table 6 shows that most of the parent-respondents have 2 children with a total of 95 or 27.14 which is closely followed by parents with 3 children with a total of 91 or 26 percent of the total population sample. It can also be seen from the data that 2 parents or 0.29 percent have 9 and 10 children respectively. It can be noted that most of the parents have an average of 2-3 children in their households. The simple role of parents is to meet the needs of their children so they will grow healthy, behave well in school, and achieve their dreams in the future.

This is supported by (Leman, 2014) when he stated that family size affects every child's personality. If a family has many children, parental resources are spread thinly. For example: money, time, and attention. Parents that are educated, comfortable and wealthy usually have fewer

children. The offspring of parents with that lifestyle have smaller families. On behalf of this, the children's behavior and personalities are affected. For instance, if a child has more resources either social or parental, the child may be more selfish than one larger family and less resources.

On the profile of the student-respondents

Table 7-9 presents the demographic profile of the student-respondents according to age, gender, and grade level, respectively.

Table 7
Profile of the Student Respondents according to Age

<i>Age</i>	<i>F</i>	<i>%</i>
0	1	0.29
11	2	0.57
12	47	13.43
13	79	22.57
14	85	24.29
15	65	18.57
16	48	13.71
17	12	3.43
18	11	3.14
<i>Total</i>	350	100

Table 7 shows that the 350 student respondents are distributed across ages 10 to 18. Of the 350, 1 or 0.29% is aged 10, which is the smallest of the total. Another 2 or 0.57% are aged 11 and 47 or 13.43% are aged 12. Together, pupils aged 10 to 12 form one third of the total. The rest were aged 13 to 18, comprising a total of 300 or 85.71%

Table 8
Profile of the Student Respondents according to Gender

<i>Gender</i>	<i>F</i>	<i>%</i>
Male	161	54.00
Female	189	46.00
Total	350	100

Table 8 presents the frequency and percentage distribution of respondents as to gender. As reflected above 189 or 54.00 percent are female while 161 or 46.00 percent are male. The female respondents outnumbered the males.

According to the World Data Atlas (2020), male to female ratio for the Philippines was 100.87 males per 100 females. Male to female ratio of the Philippines increased from 98.91 males per 100 females in 1950 to 100.87 males per 100 females in 2020 growing at an average annual rate of 0.14%. This shows why there are more female students than males.

Table 9
Profile of the Student Respondents according to Grade Level

<i>Grade Level</i>	<i>f</i>	<i>%</i>
7	91	26.00

8	96	27.43
9	76	21.71
10	87	24.86
Total	350	100

Table 9 shows the profile of the student-respondents in terms of grade level. It can be gleaned that Grade 8 students are 96 or 27.43% has the highest number of respondents. It is followed by the Grade 7 students which consisted of 91 or 26.00% of the total population sample. Grade 10 students comprise 87 in total or 24.86% and the least among the grade levels are Grade 9 students with 87 or 24.86%. It can be noticed in the data that the Grade 8 students were more involved in the study among all the other grade levels.

On the Parenting Styles of the Respondents

Table 10
Parenting Styles Manifested by the Parent-Respondents
Authoritative Style

<i>Parenting Style Indicators</i>	Weighted Mean	Verbal Interpretation
1. Nais kong maging isang kaibigan, tagapayo at gabay ng aking anak. (I would like to be a friend, philosopher, and guide to my child)	4.71	Very Highly Manifested
2. Noon, sinusubukan kong unawain ang damdamin ng aking anak sa anumang sitwasyon. Parati ko ring sinubukang kunin ang kanyang opinion sa tuwing bibili ng anumang gamit para sa kanya. (I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her)	3.86	Highly manifested
3. Sama-sama naming ginagawa ang mga importanteng desisyon sa pamilya. Binibigyan ko rin ng kabuuang kalayaan ang aking anak upang ibahagi niya ang kanyang sariling ideya sa akin. (Important decisions of the family are done together and I give full freedom to my child to share everything with me)	4.04	Highly Manifested
4. Nauunawaan ko ang mga kalakasan at kahinaan ng aking anak kaya naman nagtatakda ako ng mga nararapat na alituntunin at mga payong kaibigan kung kinakailangan. (As I understand the strengths and weaknesses of my child, I set some appropriate rules for him/her and give friendly corrections whenever necessary)	4.07	Highly Manifested
5. Hindi ko pipilitin ang aking anak sa gusto niyang propesyon para sa kanyang kinabukasan. Tutulungan ko rin siyang magtakda ng mga makatotohanang layunin.	3.65	Highly Manifested

(I will not force my child in any of his/her future career and I also help him/her to set a realistic goal)		d
6. Sa tuwing hindi masunod ng aking anak ang timetable na ibinigay ko sa kanya, pinaalalahanan ko siya ng may haplos ng pagmamahal at pag-aaruga. (Whenever my child fails to follow the time table given to him/her, I remind the consequences with a touch of love and affection)	3.97	Highly Manifested
7. Nakikipag-usap sa akin ang aking anak matapos siyang makagawa ng maling bagay. (My child talks with me out of fear of being punished after he/she has done something)	3.42	Moderately Manifested
8. Kahit pa abala ako, sinisigurado kong makabibisita ako sa paaralan ng aking anak, upang alamin sa kanyang mga guro ang pag-unlad niya. (Even though I am busy I have enough time to visit my child's school and to meet teachers to know his/her progress)	3.83	Highly Manifested
Overall Mean	3.94	Highly Manifested

Legend: 5.00 – 4.51 (Very Highly Manifested), 4.50-3.51 (Highly Manifested), 3.50 – 2.51 (Moderately Manifested), 2.50- 1.51 (Slightly Manifested), .1.50-1.00 (Not Manifested)

Table 11
Parenting Style Manifested by the Parent-Respondents
Authoritarian Style

Parenting Style Indicators	Weighted Mean	Verbal Interpretation
1. Nais kong sundin ng aking anak ang aking mga utos dahil ako ay may kapangyarihang magdesisyon kung ano ang dapat at hindi dapat gawin. (I want my child to follow my instructions because I am the authority to decide what to do or what not to do)	3.91	Highly Manifested
2. Maikli lamang ang aking pasensya upang kunsintihin ang anumang maling pag-uugali o kahit ang makinig sa anumang pagsagot ng aking anak sa anumang pagkakamali. (I have little patience to tolerate any misbehavior of my child or to listen to the excuses in any kind of mistakes)	3.04	Moderately Manifested
3. May matindi akong paniniwala na ang kinabukasan ng aking anak ay nasa aking mga kamay kaya naman may timetable na		Moderately

dapat niyang sundin. (I strongly believe that my child's future is in my hand and so there is a strict timetable for my child to follow)	3.49	Manifested
4. Malinaw ang mga ekspektasyon ko patungkol sa pag-uugali ng aking anak at hindi rin ako nababagabag patungkol sa mga hilig niya para sa kanyang kinabukasan. (I have a clear expectation regarding my child's behavior and I am not much bothered about the likings of my child regarding his/her future)	2.35	Slightly Manifested
5. Mas gusto ko ang pamamalo bilang parusa kaysa bigyan ng payo ang aking anak dahil alam kong hindi naman siya makikinig (I usually like to give physical punishment than giving advice to my child because I am sure he/she will not listen)	1.83	Slightly Manifested
6. Naniniwala akong sa pamamagitan lamang ng pagbibigay ng parusa maitatama ang maling pag-uugali ng isang bata. Naniniwala rin akong hindi dapat bigyan ng kalayaang pinansyal ang isang bata. (I believe that only through punishment a child can be corrected, and I also do not like to give any financial freedom to my child)	2.31	Slightly Manifested
7. Nakadepende sa mood o nararamdaman ko kung anong parusa ang ibibigay ko sa aking anak. (The punishment I give to my child depends upon my mood)	1.85	Slightly Manifested
8. Sa tuwing magpapakita ng hindi pagsunod ang aking anak, sinisinghalan ko siya at pinapagalitan ng buong galit. (Whenever my child shows disobedience, I scold and criticize him/her with bursting anger)	2.20	Slightly Manifested
Overall Mean	2.62	Moderately Manifested

Legend: 5.00 – 4.51 (Very Highly Manifested), 4.50-3.51 (Highly Manifested), 3.50 – 2.51 (Moderately Manifested), 2.50- 1.51 (Slightly Manifested), .1.50-1.00 (Not Manifested)

Table 12
Parenting Style Manifested by the Parent-Respondents
Permissive Style

<i>Parenting Style Indicators</i>	Weighted Mean	Verbal Interpretation
1. Nagiging sobrang malambing ako sa aking anak nang sa gayon ay hindi ko siya maiwasto sa pamamagitan ng anumang parusa kapag dumating na ang takdang panahon. (I am very soft with my child so that I cannot correct him/her at proper time by punishment)	3.21	Moderately Manifested
2. Sa tuwing magkakaroon ng mababang marka ang bata,		

hindi ko siya binibigyan ng anumang parusa, sa halip nararamdaman kong mas maging mabuti siya sa susunod na pagkakataon. (Whenever the child comes with low marks, I will not give any punishments, rather I feel he/she will become better next time)	3.71	Highly Manifested
3. Nagbibigay ako ng mahahalagang pabuya sa aking anak dahil sa pagsunod sa akin o dahil sa mabuting pag-uugali. (I give valuable reward to my child by obeying me or behaving well)	3.32	Moderately Manifested
4. Kahit pa may sigurado akong layunin at plano para sa kinabukasan ng aking anak, hindi ko ito masunod nang maigi dahil sa pagiging konsentidor ko. (Though I have definite goal and planning about my child's future I cannot follow it strictly because of my leniency)	2.05	Slightly Manifested
5. Dahil pinalaki ako ng mga striktong magulang, nais kong maging malaya sa aking anak. (As I was brought up by strictly disciplined parents, I am very liberal with my child)	3.15	Moderately Manifested
6. Nais kong maging mapag-arugang magulang sa aking anak at pinaninindigan ko rin ang responsibilidad ng maling pagpapalaki sa aking anak. (I like to be a very affectionate parent towards my child and also, I take the responsibility of my faulty parenting on my child)	3.99	Highly Manifested
7. Lagi kong sinasabihan ang aking anak na parurusahan ko siya ngunit hindi ko ginagawa dahil sa pagiging maluwag sa kanya. (I always threaten my child with punishment but do not actually do it because of my leniency)	2.72	Moderately Manifested
8. Dahil sa sobrang pag-aaruga at pagmamahal na ipinapakita ko sa aking anak, wala na siyang sariling disiplinang ipinapakita. (Because of my excessive love and sympathy I show towards my child, he/she has no self-discipline)	2.11	Slightly Manifested
Overall Mean	3.03	Moderately Manifested

Legend: 5.00 – 4.51 (Very Highly Manifested), 4.50-3.51 (Highly Manifested), 3.50 – 2.51 (Moderately Manifested), 2.50- 1.51 (Slightly Manifested), 1.50-1.00 (Not Manifested)

Table 13
Parenting Style Manifested by the Parent-Respondents
Uninvolved Style

<i>Parenting Style Indicators</i>	Weighted	Verbal
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	Mean	Interpretation
1. May ganap na kalayaan ang aking anak sapagkat hindi ako humihiling ng anumang bagay at hindi ko siya kinokontrol sa kanyang mga kilos. (I do not have demand or control on my child, and I give total freedom)	3.28	Moderately Manifested
2. Dahil sa pagiging abala ko sa mga gawaing bahay at trabaho, kaunting oras na lamang ang nailalaan ko para sa pag-aaral ng aking anak o maging sa pakikinig sa kanyang pangangailan at mga hiling. (As I am very busy with my household and office duties, I get less time to get involved my child's studies or to listen his/her needs and wishes)	2.32	Slightly Manifested
3. Sapat na ang pagod at pagpipigil ko sa aking sarili kaya naman hindi ko magawang maasikaso ang kapakanan ng aking anak. (I have enough stress and strain myself and hence I cannot take care of my child's welfare)	2.00	Slightly Manifested
4. Karaniwang mas binibigyan ko ng halaga ang sarili kong mga gusto at hiling kaysa isipin ang mga pangangailangan at maling pag-uugali ng aking anak. (I usually give more important to my own likes and wishes but not bother much about needs or misbehaviors my child)	1.58	Slightly Manifested
5. Dahil sa pagiging abala ko, kaunting oras na lamang ang nailalaan ko sa aking anak. Kaya naman malaya siyang gumalaw at bumuo ng sariling niyang desisyon. (As I am busy and get little time to care my child, he/she is quite free to move on his own ways to make decisions)	2.58	Moderately Manifested
6. Dahil nakatali ako sa mabigat na suliranin ng buhay, hindi ko na pinapansin ang mga maling pag-uugali ng aking anak. Wala rin akong ideya kung ano ang buhay niya sa labas ng bahay. (As I am bounded with severe life problems, I ignore my child's misbehavior and I have no idea about his/her life outside the home)	1.59	Slightly Manifested
7. Hindi ko gustong sabihin sa aking anak kung saan ako pupunta at kung saan ako nahuhuli. (I never like to tell my child where I am going or why I am late)	1.87	Slightly Manifested
Overall Mean	2.17	Slightly Manifested

Legend: 5.00 – 4.51 (Very Highly Manifested), 4.50-3.51 (Highly Manifested), 3.50 – 2.51 (Moderately Manifested), 2.50- 1.51 (Slightly Manifested), .1.50-1.00 (Not Manifested)

The parent-respondents in the study revealed an authoritative style as their form of parenting their children with a total weighted mean of 3.94 which is interpreted as highly manifested. This is supported by (Leman, 2014) when he stated that authoritative parents are more likely to raise confident kids who achieve academic success, have better social skills and are more capable at problem-solving. Instead of always coming to their children's rescue, which is more typical among permissive parents, authoritative parents allow their children to make mistakes. In this situation, the authoritative parents offers their children the opportunity to learn while also letting them know that their parents will be there to support them. Moreover, authoritative parenting, is especially helpful when dealing with conflict because the way we learn to deal with conflict at a young age plays a big role in how we handle our losses or how resilient we are in our adult lives.

On the Level of Behavioral Compliance of Students to School Policies

Table 14
Level of Behavioral Compliance of Students to School Policies

Behavioral Compliance	Weighted Average	Verbal Interpretation
1. Inako ko ang aking sarili sa mga aktibidad na pinahintulutan ng paaralan. (I engage myself to activities authorized by the school)	3.86	Moderately Compliant
2. Ako ay regular na pumapasok sa aking mga klase. (I attend my classes everyday)	4.59	Highly Compliant
3. Ako ay pumapasok sa tamang oras. (I attend my classes on time)	4.39	Highly Compliant
4. Sinusunod ko ang tamang pamantayan ng pagsusuot ng uniporme (I strictly wear the school's prescribed uniform)	4.32	Highly Compliant
5. Ako ay nakikiisa kasama ng aking mga kamagparal sa mgaaktibidades. I join co-curricular activities with my classmates.	4.15	Moderately Compliant
6. Sinusunod ko ang mga alituntunin ng aking paaralan, tulad ng hindi pangongopya at pagnanakaw. (I follow school rules and regulations such as no cheating and no stealing)	4.38	Highly Compliant
7. Sinusunod ko ang tamang pamantayan ng gupit sa buhok. (I follow the schools' prescribed haircut)	4.35	Highly Compliant
8. Tinitiyak ko ang aking responsibilidad sa aking pag-aaral. (I take responsibility for my education)	4.66	Highly Compliant
9. Hindi ako gumagawa ng anumang ingay sa klase. (I do not make unnecessary noise when I am in the class)	4.10	Moderately

		Compliant
10. Lagi kong nirerespeto ang aking mga guro sa lahat ng oras. (I respect my teachers at all times)	4.86	Highly Compliant
11. Sinusuportahan ko ang aking pangkat sa mga paligsahan ng aking paaralan. (I support my class in school programs and activities)	4.48	Highly Compliant
12. Ako ay nagpapasa ng aking mga takdang aralin sa takdang oras. (I turn-in my work and assignment on time)	4.21	Highly Compliant
13. Ako ay palaging nakikinig sa aking mga guro sa lahat ng oras. (I listen to my teachers at all times)	4.51	Highly Compliant
14. Napapanatili ko ang pagkakalapit tingin sa mata sa pakikipag-usap sa aking mga guro at mga kamag-aral. (I maintain eye contact when communicating with teachers and classmates)	4.05	Moderately Compliant
15. Nagdadala ako ng mga kinakailangang kagamitan sa aking klase. (I bring required materials in class)	4.41	Highly Compliant
16. Ginagamit ko ng maayos ang mga pag-aari ng aking paaralan. (I use and respect school property)	4.75	Highly Compliant
17. Tahimik akong nagtatrabaho kasama ng aking mga kamag-aral sa silid aklatan. (I work quietly with my classmates in the library)	4.24	Highly Compliant
18. Gumagamit ako ng mabuting asal at tamang pag-uugali sa aking mga guro at kamag-aral. (I used good manners and right conduct to my teachers and classmates)	4.69	Highly Compliant
19. Ako ay laging gumagamit ng magagalang na pananalita hindi lang sa aking mga guro pati na rin sa aking mga kamag-aral at iba pang mga tauhan ng paaralan. (I use appropriate language to my classmates, teachers and other school personnel)	4.59	Highly Compliant
20. Aking binibigyang halaga ang bawat likha at kontribusyon ng bawat tao sa aking klase tuwing kami ay may gawain. (I respect others efforts and contributions in class whenever we have classroom activities)	4.67	Highly Compliant
Overall Mean	4.41	Highly Compliant

Legend: 5.00 – 4.51 (Highly Compliant), 4.50-3.51 (Most of the time), 3.50 – 2.51 (Sometimes), 2.50- 1.51 (Rarely), .1.50-1.00 (Never)

The table above shows the result of the student behavioral compliance survey. The statements in the questionnaire were used to measure and quantify the extent of behavioral compliance among the respondents on the different statements included on the survey. The result of the statistics yielded a highly compliant result of 4.41 and a standard deviation of 0.26 that means consistent and similar, since the standard deviation is relatively small.

This means that the students have a high compliance attitude towards the activities mentioned in the survey. This also creates a positive impression among the respondents since they show a high dedication towards studies and school activities, rules and regulations. On the above-given results statement number 10, 16, 18, 20 and 8 piled on the highest 5. The five statements got the highest compliance among the students. It can be reflected that the students respect their teachers at all times, use and respect school property, use good manners and right conduct to their teachers and classmates, respect others' efforts and contributions in class whenever they have classroom activities and take responsibility for their education.

Statements number 1, 5, 9, 14 yielded a verbal interpretation of moderate compliance among the students. It can be seen that sometimes, students do not engage themselves to co-curricular school activities, makes unnecessary noise when in class and maintaining eye contact when communicating to their teachers and classmates.

On the Level of Significant Difference

Table 15
Test of Differences on the Parenting Styles When Grouped
According to their Profile

<i>Parent-Respondents' Profile</i>	<i>p-value</i>	<i>Interpretation</i>
Age	0.48	Not Significant
Gender	0.37	Not Significant
Highest Educational Attainment	0.2	Not Significant
Occupation	0.36	Not Significant
Family Income	0.57	Not Significant
Number of Children	0.44	Not Significant

Table 15 reveals no significant differences in the perceived parenting styles as compared according to the respondents' demographic profiles. Tests of differences across seven respondent profiles yielded p-values higher than 0.05. Parent's highest educational attainment yielded $p = 0.2$, a value which approaches the significance level but is insufficient to yield significance. Thus, it can be said that the respondents' profiles do not determine any differences in the way that the respondents viewed their parenting styles.

Parenting styles are related with a variety of children's outcomes, and the authoritative style is generally related to positive behaviors such as strong self-regard and self-competence. However, influences such as one's family's culture, children's personality, children's observations of parental

actions, and environmental influences also play an important role in shaping children's manners and conduct.

Table 16
Test of Differences on the Student's Behavioral Compliance When Grouped According to Profile

<i>Student-Respondents' Profile</i>	<i>p-value</i>	<i>Interpretation</i>
Age	0.11	Not Significant
Gender	0.09	Not Significant
Grade Level	0.19	Not Significant

Table 16 reveals no significant differences in the perceived behavioral compliance of the student-respondents as compared according to their profiles. Tests of differences across the student-respondent's profiles yielded p-values higher than 0.05. Student's gender yielded $p = 0.09$, a value which approaches the significance level but is insufficient to yield significance. Thus, it can be said that the respondents' profiles do not determine any differences in the way that the respondents viewed their behavioral compliance on school policies.

In the study of (Ukpabio, et. al, 2016), teenage years are an exciting and stimulating period. It is the time in which the spirit of exploration and youthful enthusiasm seem to take control of people, driving them to actions sometimes with terrible consequences. There are also objections about the unmanageable nature which permeates children at this age: their reluctance to follow instructions, their willfulness and seemingly struggle in following orders. Characteristics of these students at this age become very energetic, intrusive, and most of the time, disobedient. It accords with the transition time many students pass from junior to senior high school. A change into a thoughtful sense of self respect, admiration and feeling is being developed by the students where they think that they are old enough to take care of themselves. They are young individuals which stresses that their environment and actions be well monitored and controlled for proper guidance so that they may improve to have right outlooks and conduct in life.

Table 17
Correlation Between Parenting Style and Student Behavioral Compliance

<i>Scores Paired</i>	<i>r-value</i>	<i>Qualitative Interpretation</i>
Parenting Style Vs Behavioral Compliance	0.01	Negligible Correlation

The table above shows the test for significant relationship on the parenting styles of the parent-respondents and student's behavioral compliance to school policies which yielded an r-value of 0.01 which implies a negligible correlation. This result is in contrast to the study of Nosrati, et.al (2018). In their study, statistical findings revealed significantly positive relationship between parenting style and affective-behavioral disorders of students.

Conclusions

Based on the findings, the following was concluded:

- 1.The parent-respondents included in the study mainly were predominantly female high school graduates in their middle adulthood years. Most of them are housewives with an average of 2-3 children who belong to low-income households.
- 2.The pupil-respondents in the study were primarily female adolescent junior high school students from a public high school in Quezon City.
- 3.The parent-respondents in the study revealed an authoritative style as their form of parenting their children.
- 4.The student-respondents of the study showed a high level of compliance in terms of following school policies. This creates a positive impression among the respondents since they show a high dedication towards studies and school activities, rules and regulations.
- 5.Tests of differences showed no significant differences in the perceived parenting style of the respondents when they are grouped according to their demographic profiles.
- 6.There is no significant difference on the student-respondents level of behavioral compliance when they are grouped according to their profile.
- 7.It has been concluded in the study that there is no significant relationship on the parenting style of their parents as related to the level of behavioral compliance on school policies of the student-respondents.

Recommendations

Based on the conclusions, the following recommendations were made:

- 1.The students should continue demonstrating high dedication towards studies and activities and consistently follow school rules and regulations.
- 2.The parents should explore other effective aspects of each parenting style that may be used situations. They should learn how and when to apply the different parenting styles.
- 3.Parents should identify their overall ideal style and discover what works best for their children.
- 4.Parents should be encouraged to attend seminars and training prepared by the school to enable them to acquire more knowledge and skills on how to motivate engaging activities with their children.
- 5.School administrators should support programs that encourage active parent participation, so they become partners in building their children's capabilities.
- 6.School administrators should include the community and school relations as one of the topics to be deliberated in in-service training to provide greater insight in building parent-teacher collaborations.
- 7.For future studies, researchers may consider new settings, private schools, or public schools in other divisions to better understand the role of parenting styles on the behavioral compliance of their children to school's policies.

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