

Parent-child communication factors and the learning domains of the senior high school students in Divine Word College of San Jose

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Abstract

This study utilized a descriptive-correlational research design to determine the relationship between parent-child communication factors and the learning domains of Senior High School students in Divine Word College of San Jose during the academic year 2023 - 2024. A randomly selected 204 students participated in the survey questionnaires. The findings show that the respondents were dominated mainly by firstborn children, females, with a general weighted average (GWA) of 91—95, and Grade 12 STEM students. Regardless of their personality type (introverted, extroverted, or a combination), SHS students are esteemed and honored by their parents. Students can fulfill their responsibilities without gender bias influencing their actions. Results revealed no significant relationship between respondent profiles—such as birth order, gender identity, general weighted average, and Senior High School strands—and the learning domains. However, a significant relationship was found between parent-child communication factors and the learning domains. Factors investigated included helicopter parenting, parent-child comfort level, personality gap, gender dynamics, and sibling order treatment, all relevant to students' learning domains. The study indicates that students generally maintain a healthy communication status with their parents, positively affecting their learning performance. This study recommends that parents encourage transparent dialogue and cultivate an environment devoid of gender stereotypes, dismissal of individual traits, reluctance to discuss sensitive subjects, and partiality among their children. Thus, it highlights the intricate influence of communication factors between parents and children on academic outcomes across various learning domains, underscoring the importance of effective parent-child communication in enhancing student learning experiences.

Keywords: parent-child communication, learning domains, helicopter parenting, gender dynamics, personality gap

Parent-child communication factors and the learning domains of the senior high school students in Divine Word College of San Jose

1. Introduction

Parent-child communication emerges as a foundational element for children to attain comprehensive self-awareness within the intricate realm of human development. Embedded within this dynamic interaction is the transmission of familial values, beliefs, and expectations amidst the balance between parental guidance and children's desire for autonomy. However, contemporary discourse grapples with understanding the multifaceted nature of parent-child communication, acknowledging its dual role as a source of strength and a cause of conflict within family dynamics (Jabbari et al., 2023). As these complexities are navigated, it becomes increasingly apparent that unresolved familial struggles can have detrimental effects, particularly on children's learning performance, underscoring the urgent necessity for resolution and intervention

Parent-child relationships in certain provinces of the Philippines, such as Mindoro, exhibit complexities and challenges. In Calapan City, a study by Regencia (2021) revealed that parental involvement positively influences the academic achievement of Grade 1 pupils at Juan Morente Sr. Memorial Pilot School by adopting an authoritative parenting style. However, in the province of Occidental Mindoro, specifically in the barangay of Murtha, Mendez and Usita's study (2021) demonstrated that parents, particularly those benefiting from the 4Ps program, tend to exhibit authoritative and negligent tendencies. These findings underscore a prevailing trend in Mindoro, where parents often adopt an authoritative parenting style characterized by fear, aggression, and coercion. Such parenting styles, as supported by Masud et al. (2019), may lead to children displaying heightened levels of aggression, alongside tendencies towards shyness, social ineptitude, and a reliance on parental decision-making. Adopting an authoritative parenting style can hinder healthy parent-child communication, as the relationship may become fraught with unnecessary apprehensions and barriers.

Existing literature has extensively delved into the correlation between parent-child relationships. Yet, a notable gap remained in comprehending the intricacies of parent-child communication within the Senior High School student demographic. Prior research, as affirmed by Carmona-Halty et al. (2020), has predominantly concentrated on elementary, secondary, and tertiary students. However, this study aimed to address this gap by focusing on Senior High School students, who represent the latest addition to the Department of Education (DepEd) curriculum following the implementation of Republic Act 10533, also recognized as the Enhanced Basic Education Act of 2013. While much of the existing literature provided repetitive justifications for the prevalence of poor parent-child communication, researchers have often explored this phenomenon in conjunction with various psychosocial measures. Parent-child communication, as Moilanen et al. (2018) noted, is closely intertwined with factors such as relationship quality, attachment, and parenting styles. Additionally, studies such as those observed by Hidayat et al. (2021), have investigated parent-child communication within the contexts of sexuality discourse, psychological issues, adolescence stages, and children's career choices. However, this study aimed to diverge from the conventional approach by incorporating previously unexamined factors in parent-child communication. These factors included helicopter parenting, comfort level, personality gap, gender dynamics, and birth order, which may have not been comprehensively assessed in the existing literature. This study sought to provide a more nuanced and unique understanding of parent-child communication by exploring these novel dimensions.

While many papers typically focus on academic performance as a broad concept, as evidenced by Geng and Jin (2023), some narrow their scope to associate parent-child communication solely with aspects such as their child's English proficiency. In contrast, this paper created a more comprehensive approach by categorizing students' academic performance into three distinct and extensive learning domains: cognitive, affective, and psychomotor. Moreover, it stretched its analysis beyond learning domains by examining how factors such as

students' birth order, gender identity, general weighted average (GWA), and Senior High School strands may relate to these learning domains. By critically analyzing these sub-variables and domains, the researchers aimed to provide a thorough and unique exploration of parent-child communication factors and the learning domains of Senior High School students. This approach allowed for a deeper understanding of the multifaceted relationship between parent-child communication factors and the learning domains of Senior High School students.

The researchers also discovered a lack of published literature concerning parent-child communication factors and the learning domains of Senior High School students, specifically those related to Divine Word College of San Jose. Furthermore, after meticulously searching all available published papers online, the researchers discovered a notable need for more literature regarding parent-child communication and the learning domains of Senior High School students living in Mindoro's province. Consequently, this paper presented an opportunity to fill these gaps and contribute to the existing body of knowledge by shedding light on the dynamics of parent-child communication among some students in Divine Word College of San Jose and Mindoro. By exploring communication factors among parents and children studying in this school and living in this province and their correlation with learning domains, this study offered localized insights to enhance understanding of parent-child dynamics and contribute to the broader discourse on effective communication within familial contexts. More specifically, this study explored the parent-child communication factors and the learning domains of Senior High School students at Divine Word College of San Jose. This study explored whether there is a significant relationship between the profile of the Senior High School students and their learning domains. In addition, this study also explored whether there is a significant relationship between parent-child communication factors and the learning domains of Senior High School students at Divine Word College of San Jose. To further strengthen the study's findings, the researchers explored the communication status between Senior High School students and their parents within the specific setting of Divine Word College of San Jose.

Statement of the Problem - This study aimed to explore the Parent-child Communication Factors and the Learning Domains of Senior High School students at Divine Word College of San Jose during the school year 2023 – 2024. Specifically, this study sought to answer the following questions: (1) What is the profile of the respondents in terms of birth order, gender identity, general weighted average (GWA), and senior high school strands? (2) What is the level of parent-child communication of the Senior High School students at Divine Word College of San Jose in terms of helicopter parenting, parent-child comfort level, personality gap, gender dynamics, and sibling order treatment? (3) What is the level of learning domains of the Senior High School Students at Divine Word College of San Jose in terms of cognitive, affective, and psychomotor? (4) Is there a significant relationship between the profile of the students and the learning domains of Senior High School students at Divine Word College of San Jose? (5) Is there a significant relationship between parent-child communication factors and the learning domains of Senior High School students at Divine Word College of San Jose?

Significance of the Study - The researchers believe that the outcome of the study can bring significant benefits to the following, First to the Students. The findings of this study would the students because aside from being the core of this paper, it will also increase a representation of the status quo within their household. By getting the students involved in this paper, the subject will be able to participate in parent-communication-related topics, increasing their awareness and focusing on some factors that affect their learning domains. Second, to the Parents. This study's findings could improve their communication level with their children and strengthen their support based on their necessities, strengths, and challenges. Acknowledging the effects of communication on academic results allows parents to participate in their child's education more efficiently. This engagement includes offering the required assistance and direction and setting up a favorable learning setting. Third, to the Teachers. The findings of this study would inform the teachers about the feasible difficulties their students struggle with, especially in parent-child communication. Teachers can utilize the results to cultivate cooperative relationships with parents, guaranteeing a mutual dedication to their children's academic achievements. Fourth, to the School. The findings of this study could help schools create and improve family participation initiatives that emphasize good communication. Workshops, seminars, or internet materials that promote constructive relationships between

parents, students, and teachers may fall under this category. Better parent-school partnerships can help schools create a more encouraging and stimulating learning environment. Fifth, to the School Heads. The study findings would help school heads update or create new parent participation and communication policies. Developing policies that promote consistent communication and cooperation between parents and the school may be one way to achieve this. Realizing the value of communication may result in funding efforts and programs supporting successful academic outcomes for children and their parents and healthy parent-child interactions. Sixth, to the Local Government Unit. The findings of this study could encourage local government units to plan and fund parenting classes and seminars emphasizing effective communication techniques. They may also start community-wide education initiatives to increase awareness of the value of parent-child connection by utilizing their social media platforms. Lastly, to the Future Researchers. The findings of this study would enable future researchers to build on their work by delving deeper into the nuanced aspects of academic achievements and parent-child communication. By using this study as a standard for validation and replication, future researchers can increase their findings' generalizability and robustness.

Scope and Delimitation of the Study - This research focused exclusively on three Senior High School strands offered at Divine Word College of San Jose (DWCSJ): Humanities and Social Sciences (HUMSS), Accountancy and Business Management (ABM), and Science, Technology, Engineering, and Mathematics (STEM) for the academic year 2023 – 2024. The primary objective of this study was to explore the relationship between Parent-Child Communication Factors and the Learning Domains of Senior High School Students at Divine Word College of San Jose. Data collection occurred between February 5 and February 8, 2024, encompassing Senior High School students at Divine Word College of San Jose. The researchers specifically focused on previously unexplored factors in parent-child communication, such as helicopter parenting, parent-child comfort level, personality gap, gender dynamics, and sibling order treatment, in conjunction with the respondents' profiles, including birth order, gender identity, general weighted average (GWA), and strands. The research solely depends on data collected through survey responses to gauge students' GWA, without utilizing objective academic measures for assessment. Although this study aimed to contribute to the limited literature on parent-child communication among students in Mindoro by localizing its focus, it exclusively involved respondents from the Senior High School department of Divine Word College of San Jose. Moreover, the researchers exclusively sought the viewpoints of the students in this study, without incorporating input from the parents. Due to the quantitative nature of the study, in-depth interviews with the respondents were not conducted. Instead, the researchers relied solely on the students' responses in a four-scale survey to explore the parent-child communication factors and learning domains of Senior High School students at Divine Word College of San Jose.

2. Methodology

Research Design - This study employed a descriptive-correlational research design to explore the relationship between parent-child communication factors and the learning domains of senior high school students at Divine Word College of San Jose. In this study, the primary variables of interest are the communication factors between parents and their children, and the learning domains encompassed within the Senior High School students. Moreover, this research exclusively adopts a quantitative approach. Through the application of a quantitative methodology, the researchers can objectively explore the relationship between parent-child communication factors and the learning domains of Senior High School students at Divine Word College of San Jose.

Respondents of the Study - The respondents of the study were the Senior High School students at Divine Word College of San Jose during the academic year 2023—2024. The researchers used Slovin's formula with a 5% margin of error and 95% confidence level to determine the actual number of respondents. Out of 417 population, the computed sample size was 204 and they were randomly selected to avoid biases.

Research Instrument - The researchers utilized a researcher-made instrument, with the use of related literature. The survey utilized a 4-point Likert scale approach, providing respondents with their exact answer related to the items presented. To determine the reliability and validity, the researcher-made instrument underwent

face and content validation through the help of the adviser and experts in the field of research. These experts meticulously scrutinized the survey questions to determine their intended measurement for each specific item. Additionally, they evaluated the relevance of each questionnaire item to the study's topic and assessed. Comments and suggestions from the experts were followed by the researchers for the final copy of the instrument. Consequently, the questionnaire was deemed suitable for administration to the final population of respondents.

Data Gathering Procedure - The researchers employed a face-to-face survey as the data collection method for this study, utilizing the survey technique wherein respondents responded to structured questions based on their experiences. This approach facilitated the prompt assessment of respondents' comfort levels in answering questions, proving particularly advantageous when addressing sensitive topics. To obtain approval for data collection among the students, the researchers sent a letter of request to the Academic Coordinator of the Senior High School department at Divine Word College of San Jose. Following the completion of face and content validation of the instrument, and subsequent approval from the adviser, the survey questionnaires were then distributed to the designated respondents of the study. These respondents consisted of 204 students from Divine Word College of San Jose's Senior High School department, representing various academic disciplines such as Humanities and Social Sciences (HUMSS), Accountancy, Business, and Management (ABM), and Science, Technology, Engineering, and Mathematics (STEM) across grades 11 and 12. Data gathering commenced on February 5 and concluded on February 8, 2024. Subsequently, researchers retrieved completed survey questionnaires to ensure a high retrieval rate and accuracy of responses. The study's findings underwent statistical examination and evaluations.

Statistical Treatment of the Data - This study utilized descriptive statistics which aimed to calculate, describe, and summarize research data coherently and efficiently. The researchers used frequency distribution, percentage, and weighted mean to determine a central tendency measure, representing the average value within the dataset and providing insight into the typical trend or pattern exhibited by the variables under investigation. A weighted mean was employed to quantify the information on the parent-child communication factors and learning domains of Senior High School students at Divine Word College of San Jose. By employing these descriptive statistics measures, the researchers were equipped with the necessary tools to systematically analyze and interpret the characteristics of the research data in a logical and meaningful manner. Moreover, the researchers used correlational analysis to determine the relationship between the profile of the students, parent-child communication factors, and the learning domains of Senior High School students at Divine Word College of San Jose. Through the systematic application of this correlational analysis, the researchers were able to delve deeply into the relationships between variables, uncovering valuable insights to inform the research findings and conclusions.

Ethical Considerations - In this study the researchers ensured that Senior High School students, who served as the study's respondents, provided informed consent, thereby understanding the purpose, procedures, and potential risks and benefits of the study. Additionally, researchers rigorously maintained confidentiality by anonymizing and securely storing all data to protect the privacy of the respondents in accordance with RA 10173, the Data Privacy Act. Ethical guidelines governing the treatment of human subjects were followed, including efforts to minimize any discomfort or harm and to ensure voluntary participation without coercion. Moreover, researchers took measures to mitigate potential biases in the research process, such as including diverse and representative samples and employing validated measurement tools to accurately assess parent-child communication and learning domains across all sections and strands in Grades 11 and 12 of Divine Word College of San Jose. Furthermore, measures were implemented to guarantee the integrity and honesty of the research, adhering to professional codes of conduct and accurately presenting the findings without any form of manipulation or distortion. Transparency remained paramount throughout the research process, with clear dissemination of the study's objectives, methodologies, and outcomes to the respondents. Finally, the researchers remained dedicated to ongoing ethical reflection and review, consistently evaluating and addressing any ethical dilemmas that emerged during the study to safeguard the welfare and rights of all parties involved.

3. Results and Discussions

Table 1

Frequency and Percent Distribution of Students' Profile in terms of Birth Order, Gender Identity, General Weighted Average (GWA), and Senior High School strands (n=204)

Birth Order	Frequency	Percent
First	86	42%
Second	56	27%
Third	31	15%
Fourth	16	8%
Fifth	5	2%
Sixth and above	10	5%
Gender Identity		
Male	71	35%
Female	119	58%
Queer	10	5%
Nonbinary	4	2%
General Weighted Average (GWA)		
75 and below	5	2%
76 - 80	3	1%
81 - 85	16	8%
86 - 90	54	26%
91 - 95	95	47%
96 and above	31	15%
Strands		
ABM 11	40	20%
HUMSS 11	13	6%
STEM 11	44	22%
ABM 12	18	9%
HUMSS 12	17	8%
STEM 12	72	35%

Table 1 shows the frequency and percent distribution of students' profiles in terms of birth order, gender identity, general weighted average and strands. In relation to birth order, firstborn children dominated the Senior High School students, placing in the highest quantity of learners with a frequency of 86. With 42%, the result shows more firstborn students are there in Senior High School in DWCSJ than the other birth orders dealing with parent-child communication factors, which can affect their learning domains. This result aligns with the study of firstborn children by Hotz and Pantano (2015), being more likely to exist than having another child due to economic and social factors. Unlike other birth orders, firstborn students have a broader population of Senior High School students, making them more conceivable and identifiable than the younger ones. In developing countries, as examined by Mu et al. (2023), firstborn children often outperform their younger siblings. Firstborn

children develop skills and knowledge first, with more lengthy and advanced years to recognize themselves holistically, serving as role models for their younger siblings. The importance of birth order on learning domains, as explored by Weng et al. (2019), aligns with evidence from other developing countries. It has been emphasized in different studies that birth order is a significant factor in measuring the enthusiasm of students, most especially when parents' participation is actively involved. Hence, these results show how the birth order among Senior High School students differs.

In terms of gender identity, females obtained the highest frequency of 119, proving their dominance in the said department. During the 2021-2022 school year, as reported by Statistica (2024), there were more female senior high graduates than their male counterparts in the Philippines. Based on the 48-gap discrepancy between female and male students, this study agrees with this finding, stating that the former has more Senior High School curriculum attendees. However, female students, as studied by Cebu et al. (2023), experience moderate levels of academic anxiety, leading to reduced academic participation. Despite the overwhelming number of female Senior High School students, regardless of gender, parental factors such as activism and support, as indicated by Kincaid et al. (2022), influence the level of social activism among female Senior High School students, emphasizing the importance of parent-child communication in enhancing students' enthusiasm for school. The term 'non-binary,' as defined by Abrams (2019), is an umbrella term for those whose genders transcend conventional binaries. Having only 2% of scope out of 100% indicates its absence in the school, making it challenging for nonbinary students to come out if they want to. This result aligns with the findings that in predominantly Catholic countries like the Philippines, as observed by De Leon and Jintalan (2018), including conservative government officials, non-binary individuals face conflicts and increased visibility of their gender identities. This study is relevant to this paper's research locale, a premier Catholic institution in Occidental Mindoro, Philippines, which is purely Catholic-centered. In this result, there is a conspicuous shortage of representation for nonbinary students, with its lowest quantity compared to other gender identities such as male, female, and queer.

In this study, the researchers classified students according to their GWA: 75 and below, 76 – 80, 81- 85, 86 – 90, 91 – 95, and 96 and above. The results of this study show that out of 204 respondents, outstanding students dominate a frequency of 95 ranging 91-95 GWA. This overwhelming frequency ties up to half the respondents, indicating how academic recognition is relevant to the school and its students. This result aligns with the study that recognition for academic efficiency, as found out by Almerino et al. (2020), enhances the esteem of very good students, motivating them towards more significant goals. With 47% of very good students in this study, DWCSJ embodies an academic-stimulating setting that helps its students cope with academic responsibilities. Speaking of responsibilities, very good students, as observed by Tadese et al. (2022) demonstrate determination and competence in maintaining their academic ranking and prioritizing their time for academic pursuits. On the other hand, average students had the lowest frequency among all, with only three respondents attaining 76 – 80. Average students, based on the study of Engin and Pusmaz (2021), are defined as adequate learners who struggle to excel academically. In this result, only one percent—a deficient percentage—of Senior High School students belong to average students. Despite having the lowest quantity, average students, as seen by Pastor et al. (2022), often struggle with studying due to a mindset that excellence transcends academic achievement alone, leading to occasional truancy. There is a high possibility that these average students in study stick to the traditional mindset of exploring the world more than mere academics. This assumption is supported by a study showing that average students, as studied by Aritonang et al. (2020), are more likely to focus on internal factors like kindness and acceptance rather than external ones like academic achievements.

In terms of their strands, leading the enumeration are students enrolled in the Accountancy, Business, and Management (ABM) strand, totaling 40 and 18 respondents in Grades 11 and 12, respectively. Their numerical representation ranks second only to STEM and precedes HUMSS. This outcome resonates with the assertions made by Faelnar et al. (2019), positioning the ABM strand between STEM and HUMSS. The neutrality of this strand's enrollment vis-à-vis others underscores the multifaceted considerations underlying students' selection of

this academic track. Notably, peer dynamics and familial influences significantly shape students' bias towards the ABM strand, as emphasized by Michelle et al. (2020), highlighting the pivotal role of environmental encouragement and self-confidence. Conversely, Science, Technology, Engineering, and Mathematics (STEM) students exhibit the highest frequency, with 44 and 72 respondents in Grades 11 and 12, respectively. Unlike other strands, STEM commands a substantial enrollment proportion, comprising 22% and 35% in Grades 11 and 12, respectively. This prominence contrasts with findings by Anito et al. (2019), indicating a scarcity of STEM graduates in the Philippines. Nonetheless, the disparity in enrollment trends observed in this study diverges from prevailing narratives, with STEM emerging as the most sought-after strand despite the random sampling methodology employed. The cumulative enrollment of 116 students in STEM aligns with the significance attributed to STEM education in prior research, as evidenced by Bolds (2017), highlighting a burgeoning interest among students in this domain. Constituting the least frequented strand, Humanities and Social Sciences (HUMSS) enroll 13 and 17 students in Grades 11 and 12, respectively. This lower enrollment aligns with existing literature, reflecting prevailing perceptions towards this strand. Investigative endeavors by Belleza (2019) elucidate discriminatory attitudes towards HUMSS, influencing student perceptions and choices, thereby perpetuating misconceptions regarding the rigor and value of its curriculum. HUMSS students often contend with the stigma of their strand being perceived as comparatively 'easier,' engendering a dichotomy of comfort and unfairness. This enrollment pattern indicates a preference for HUMSS among students undecided on their collegiate pursuits due to its perceived leniency compared to STEM and ABM.

Table 2

Mean Level of Parent-Child Communication of the Senior High School Students in terms of Helicopter Parenting, Parent-Child Level of Comfortability and Personality Gap

Indicators (Helicopter Parenting)	Weighted Mean	Verbal Description
1. My parents disregard my personal spaces, boundaries, and even privacy.	2.10	Moderate Low
2. My parents tend to show an authoritative stance with my personal decisions in life.	2.40	Moderate Low
3. My parents control me in terms of my selection of friends.	2.00	Moderate Low
4. My parents have the final decision over what I should dress myself.	2.06	Moderate Low
5. My parents ask me to delete some of my online posts when they do not like them.	2.16	Moderate Low
Composite Mean	2.14	Moderate Low
Indicators (Parent-Child Comfort Level)		
1. I feel comfortable expressing my emotions, feelings, and ambitions to my parents.	2.68	Moderate High
2. I feel comfortable discussing sensitive or challenging topics, such as relationships, mental health, or life decisions, with my parents.	2.38	Moderate Low
3. I feel comfortable doing physical affection (e.g., hugs, kisses, etc.) with my parents.	2.71	Moderate High
4. My parents have built a safe and healthy relationship among us since I was a kid.	2.78	Moderate High

5. I can talk to my parents about my romantic life without having to be afraid of them.	2.5	Moderate Low
Composite Mean	2.61	Moderate High
Indicators (Personality Gap)		
1. I can do my hobbies with my parents.	2.79	Moderate High
2. My parents value and respect my level of personality (extroverted, introverted, or the dynamics of both) which allows us to connect with each other well.	2.86	Moderate High
3. My parents have a relatable humor which renders our relationship easier to click.	2.76	Moderate High
4. I find my parents' interest in songs way different than mine.	2.74	Moderate High
5. My parents do not have any problems about that kind of personalities I have.	2.62	Moderate High
Composite Mean	2.75	Moderate High

Legend: 3.26 – 4.00 High, 2.51 – 3.25 Moderate High, 1.76 – 2.50 Moderate Low, 1.00 – 1.75 Low

Table 2 shows the Mean Level of Parent-Child Communication of the Senior High School Students in terms of Helicopter Parenting, Parent-Child Level of Comfortability and Personality Gap. The term "helicopter parenting," as characterized by Cline and Fay (2020), is the affectionate yet excessively involved, intrusive, and enmeshed approach of parents to their children, which are potential factors in the student's well-being. The respondents were asked to identify among the four scenarios that depict their situation in the family, which collectively resulted in a composite mean of 2.14, indicating a moderately low chance of students having helicopter parenting as a factor in their parent-child communication. Maintaining a positive parent-child communication status depends on whether parents are aggressive because if the former occurs, it will be difficult for the children to maintain an open relationship. However, attaining the highest ranking with its 2.40 mean is a disagreed statement that parents tend to show an authoritative stance with the respondents' personal decisions in life. Based on the results, the parents of the Senior High School students in DWCSJ do not go beyond deciding their endeavors in life; instead, parents respect their preferences, allowing them to communicate pretty. Parents, as stated by Witmer (2022), must strike a balance between providing their children with the support they need to grow up to be responsible decision-makers and allowing them plenty of space. Acquiring this balance will encourage students to study well, bringing the trust and openness of their parents. Furthermore, helicopter parenting, as observed by Perry et al. (2018), has also been linked to lower academic achievements and decreased well-being, self-regulation, and self-efficacy. Parents will build positive parent-child communication and help them achieve satisfactory learning domains by giving their children the autonomy to explore the world and its people.

Moreover, the results in Table 2 indicate that the Senior High School students have a parent-child high level of comfort with a composite mean of 2.61, which has a moderately high chance of existing. Meaning to say, whatever it is that parents did or are still doing today, they can still have an impact on their children's lives despite life's circumstances. For instance, the actions of parents when their children were younger, as studied by Kim and Torquati (2021), shape the version and kind of environment that their children have now. Luckily, the respondents reveal that their parents have been showing them happy parent-child communication, allowing them to live a productive and healthy life. Being stuck in the last indicates students can talk to their parents about their romantic life without being afraid of them. Unfortunately, this indicator only reached a weighted mean of 2.5,

with a moderately low chance of happening. The Senior High School students revealed they struggle to talk to their parents about their romantic life. This difference can build a gap between parents and their children, especially if the latter keeps secrets from the former. This idea is aligned with a study saying that parents who are involved in their children's love lives, as stated by Abakoumkin et al. (2020), might enhance their comfort level. Not necessarily to over-involve themselves, but parents being supportive of their children—whether in romantic life or other self-development aspects—can strengthen their parent-child communication, ultimately improving their enthusiasm to strive, especially in education.

Lastly, in terms of personality gap, the data reveals a composite mean of 2.75, which reveals a moderate-high. This means that parents can understand the differences in personalities, they can coexist without expecting to reach a certain level of bond on a particular day. This result does not agree with the study that children whose personality is introverted, as observed by Elam et al. (2017), will be hard for an extroverted parent to keep up with them and vice versa, significantly affecting the state of parent-child communication. Contrary to the study, this result achieved a moderately verbal description, indicating that the Senior High School students are accepted by their parents regardless of their personality type. This is a positive result as pursuant to the study that boys high in upbeat personalities, as found by Griffith et al. (2020), were particularly susceptible to the effects of interpersonal stress on levels of social anxiety and depression, for better or worse. Overall, this result suggests that the respondents have parents whose personalities may differ in introversion, extroversion, or the dynamics of both but are treated with understanding and adjustment.

Table 3

Mean Level of Parent-Child Communication of the Senior High School Students in terms of Gender dynamics and Siblings order treatment

Indicators (Gender Dynamics)	Weighted Mean	Verbal Description
1. My parents do not conform to gender-based roles especially in household chores.	2.68	Moderate High
2. My parents allow us to accept responsibilities regardless of my gender.	2.90	Moderate High
3. My parents constantly expect me to act based on my gender and society's gender-based standards.	2.75	Moderate High
4. My parents employ patriarchal dominance in our family.	2.62	Moderate High
5. My parents criticize me when I have friends opposite to my gender.	2.16	Moderate Low
Composite Mean	2.62	Moderate High
Indicators (Siblings Order Treatment)		
1. My parents treat me and my sibling/s fairly regardless of our birth order.	2.66	Moderate High
2. I can easily connect and relate to my parents regardless of my birth order.	2.83	Moderate High
3. My parents do not pressure me to accomplish such things just because of my birth order.	2.69	Moderate High
4. My parents do not dictate my future career based on my birth order.	2.67	Moderate High

5. Our household chores depend on our birth order.	2.33	Moderate Low
Composite Mean	2.64	Moderate High

Legend: 3.26 – 4.00 High, 2.51 – 3.25 Moderate High, 1.76 – 2.50 Moderate Low, 1.00 – 1.75 Low

Table 3 presents the mean parent-child communication level among Senior High School students regarding gender dynamics and sibling order treatment. Parents' attitudes toward gender dynamics, as highlighted by Dawson et al. (2016), directly influence child outcomes, encompassing academic adjustment, social adjustment, and future employment. The r composite mean of 2.62 indicates a moderately high chance of gender dynamics to occur in their family. This means that the respondents agreed that their parents allow them to accept responsibilities regardless of their gender. This result aligns with the study that parents holding egalitarian gender role attitudes, as asserted by Roubinov et al. (2021), are linked to higher quality sibling relationships and fewer behavioral problems in children. Egalitarian parents believe in equality at home, reducing the tendencies of expectations rooted in the gender of their children. Thus, this result also indicates that the respondents have positive parent-child communication due to the absence of gender expectations, which can hinder the relationship between the two. Achieving the lowest weighted mean of 2.16 is students whose parents criticize them when they have friends opposite their gender. The results show that the respondents disagree that their parents dictate who they should be friends with regarding gender preferences. With a moderately low result, the Senior High School students of Divine Word College of San Jose have parents who allow them to forge friendships with anyone without the need to assess the gender dynamics. This result agrees with the study that family support, as expounded by Tseng and Yang (2015), reduces the risk of suicidal behavior in adolescents of both genders. Having this result contributes to the success of students being safe from the risks of suicidal tendencies because if parents can support their children in their life endeavors, it will be easier for them to build a genuine rapport. Having this kind of result makes it safe to say that the respondents have a genuine relationship with friends and parents, which boosts the students' learning domains.

Birth order, as defined by Marais (2022), refers to the order in which a child is born to their siblings, whether firstborn, middle-born, or last-born. Since sibling order treatment is entrenched in the birth order, the researchers presented the respondents with situations related to the topic. Overall, a composite mean of 2.64 showing a moderately high possibility that sibling order treatment can be a factor in parent-child. Thus, the results show that the respondents can easily connect and relate to their parents regardless of their birth order. This result contradicts the situation of middle-born children, as Elton et al. (2018) studied, who were least likely (compared to firstborn or last-born children) to feel comfortable talking to their parents. Consequently, middle-born children, as found by Louis and Kumar (2016), were more likely to be less family-oriented than their elder siblings. Hence, this moderately high result is a testament that the respondents are comfortable communicating with their parents due to how they can easily connect and relate to each other despite the barriers of birth order.

As reflected in Table 4, the three learning domains of the Senior High School students in Divine Word College of San Jose were all rated and garnered an overall mean of 2.64, moderate high. The domains are cognitive (2.72), affective (2.73), and psychomotor (2.68). The respondents' rated the indicators as moderately high, given that they excel in positive learning domains through these three domains. Achieving the highest weighted mean of 2.73—one point higher than cognitive—is the affective domain. This moderately high result reveals that the SHS students in DWCSJ perform well academically using their affective abilities. This result aligns with the study saying that the students' emotional tendencies, as elucidated by Wang et al. (2018), serve as a factor in achieving satisfactory learning domains. This result aligns with the study saying that the cognitive domain, as viewed by Taylor et al. (2021), entails encouraging the creative process and actions through experiential approaches which commonly begin at home. This allows students to demonstrate novelty, flexibility, and precision in their learning and eventually develop into self-directed lifelong learners. Furthermore, as explained by Richardson and Mishra (2018), fostering a dynamic classroom atmosphere can positively impact

students' creativity, highlighting the environment's critical role in fostering creativity. Given the moderately low result of the respondents' assessment, the respondents can enhance their critical thinking skills through the active and harmonious assistance of parents and the school environment. It is an advantage to empathetic students who can understand other people's feelings, especially if those are the feelings of their educators. This idea is aligned with a study saying that one of the earliest skills in this domain is the receiving phenomena, as studied by Brouse (2021), which, in a nutshell, means the person can listen and is willing to hear out others.

Table 4

Mean Level of Learning Domains of Senior High School Students in terms of Cognitive Domain, Affective Domain and Psychomotor Domain

Indicators (Cognitive Domain)	Weighted Mean	Verbal Description
1. I have a high span of attention to our class.	2.57	Moderate High
2. I have a high ability to solve problem skills or logical questions.	2.74	Moderate High
3. I can think critically on questions that require serious thinking.	2.75	Moderate High
4. I can demonstrate creativity and apply knowledge to real-world scenarios.	2.8	Moderate Low
5. I am efficient even when I am given a self-directed assignment or project.	2.73	Moderate High
Composite Mean	2.72	Moderate High
Indicators (Affective Domain)		
1. I have a positive self-esteem in my school.	2.65	Moderate High
2. I am constantly motivated to study and achieve academic awards.	2.66	Moderate Low
3. I can be sensitive to the emotions and feelings of my fellow students.	2.71	Moderate High
4. I can take on leadership roles when needed.	2.8	Moderate High
5. I can maintain a positive attitude even in challenging situations.	2.83	Moderate Low
Composite Mean	2.73	Moderate High
Indicators (Psychomotor Domain)		
1. I have an interest in joining sports (e.g.: basketball, volleyball, or badminton) that require physical strength.	2.76	Moderate High
2. I can perform well in classes that require me to demonstrate my physical abilities.	2.69	Moderate High
3. I am physically strong and have a robust stamina to study all-night to review for examinations.	2.62	Moderate High
4. I can navigate and move within physical spaces with awareness.	2.51	Moderate High

5. I maintain the same level of physical strength whenever I travel from our house to the school.	2.8	Moderate Low
Composite Mean	2.68	Moderate High
Overall Mean	2.64	Moderate High

Legend 3.26 – 4.00 High, 2.51 – 3.25 Moderate High, 1.76 – 2.50 Moderate Low, 1.00 – 1.75 Low

Hence, this result shows that the SHS students embody a high value of affective domain, allowing them to showcase their empathy and discernment toward other students and even teachers. This result conforms to the study saying that students who exhibit positive emotions in the face of academic difficulties, as assessed by Getie (2020), have a stable affective domain resistant to outside factors and disruption. In this regard, the respondents' affective domain complements their positive attitude during challenging situations, especially in school and the house, influencing their learning domains. Moreover, the lowest weighted mean, 2.68, belongs to the psychomotor aspects. Achieving its lowest weighted mean aligns with the study stating that teachers and parents often prioritize cognitive and affective dimensions in the educational setting, as Haryadi (2015) observed, paying less attention to the psychomotor dimension. The result reveals that the SHS students in DWCSJ often struggle to have high energy at school after an exhausting journey from house to school and vice versa. This result also aligns with the study saying that as students are prone to physical weariness, as Peteros et al. (2022) viewed, one obstacle to maintaining strong learning domains is the proximity of their residences. Hence, this result reveals how the respondents' physical strength can also serve as their weaknesses, especially since only some have the same stamina. The moderately low result indicates that the student's learning domains can still have challenging episodes, considering how exhaustion limits their capabilities to perform academically. Despite not being on top, this result is still a positive manifestation of how the respondents engage with physical activities that have been studied as a key to high learning domains. This idea is aligned with the study saying that physical and mental health, as Syafi et al. (2018) studied, influence students' academic and non-academic achievements. Therefore, the study shows how the psychomotor aspects of the respondents—although in the lowest rank among the three—still assist them in showcasing their inner potential in their academic endeavors.

Table 5
Correlation Coefficients and p-values for Hypothesis Testing (Ho)

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Profile of the Students Learning Domains	-0.127	0.016	1.972	1.182	0.070	Not Significant
Parent-Child Communication Factors Learning Domains	0.236	0.056	1.972	3.45	0.001	Highly Significant

Legend: p-value < 0.05 Significant

Table 5 shows the results of hypothesis testing of there is no significant relationship between the profile of the students and the learning domains of the Senior High School students in DWCSJ and between parent-child communication and learning domains. The results conclude that the respondents' profile has no significant

relationship with the student's learning domains. This finding is substantiated by a correlation coefficient of -0.127 , implying a low positive correlation between the variables. Consequently, variations in respondents' profiles are unlikely to exert a significant influence on their learning domains. Moreover, the effect size of 0.016 suggests that merely 1.6% of the sample experiences notable impacts. Further bolstering this conclusion, the t -value of 1.182 falls below the critical threshold of 1.972 , with a corresponding p -value of 0.070 exceeding the conventional significance level of 0.5 . Hence, these findings lead to the acceptance of the null hypothesis. The study's outcomes corroborate those of Lim (2023), who similarly found no noteworthy disparities in the learning domains among Senior High School tracks. Accordingly, students' preferences for specific academic strands exhibit minimal correlation with their academic outcomes. Additionally, as revealed by Reyes-Baybay (2017), there exists no significant correlation between respondents' birth order and academic success, further emphasizing the limited impact of birth order on students' academic achievements. However, this study's findings contradict those of Igbo et al. (2015), which assert a significant influence of gender stereotypes on students' self-concept and learning domains, favoring male students. Moreover, experiences related to gender identity, particularly among nonbinary and queer students vulnerable to discrimination, have been identified as detrimental to their academic enthusiasm. Similarly, the study's conclusions contrast with those of Magpily and Mercado (2015), who propose the General Weighted Average (GWA) as a significant predictor of high school students' learning domains. Although the GWA remains a commonly utilized metric for assessing academic prowess, this study's results indicate no notable significance concerning grade level, academic strand, gender identity, GWA, or birth order.

Moreover, the results reveal that parent-child communication factors have a direct and significant relationship with the learning domains of the SHS students. This is based on the correlation coefficient of 0.236 , which indicates a high positive correlation between the two variables. This indicates that these parent-child communication factors relate to the student's learning domains. The effect size of 0.056 , or 5.6% , additionally supported the relationship between the two variables. Additionally, the results of the t -value, which is 3.45 , are higher than the critical value of 1.972 . These are backed up by the P -value of 0.001 , which is less than 0.05 . Thus, this leads to the rejection of the null hypothesis. Indeed, the parent-child communication factors have significance on the learning domains of the students. This result is evident by the study saying that children's social-emotional development, as studied by Alhasani et al. (2019), is influenced by the quality of communication between parents and children. These factors bring different repercussions on how the students will both connect a relationship with their parents and build a thriving academic status. Through communication, as perceived by Nurjannah (2017), children may share their experiences and comprehend those of others; they can also compare themselves, which helps to cleanse their emotional and social development. Similarly, De Lima and Zorrilla (2017) discovered that good communication, particularly peer support and remarks, had a favorable impact on students' learning domains. Through positive parent-child communication, students can focus on their academics without worrying about how their parents will react; this kind of relationship enables high-quality communication among parents and children, eventually leading to successful leads in their education.

4. Conclusions

Based on the findings, the following conclusions are drawn: The Senior High School department of Divine Word College of San Jose is mostly dominated by firstborn children, females, with a general weighted average (GWA) of 91 – 95 , and Grade 12 STEM students. The level of parent-child communication factors; experience freedom from parental authoritarianism concerning their life choices, From childhood, SHS students maintain a secure and constructive mode of communication with their parents, Regardless of their personality type (introverted, extroverted, or a combination), SHS students are esteemed and honored by their parents, Senior High School students have the freedom to fulfill their responsibilities without gender bias influencing their actions, SHS students possess the ability to establish meaningful connections with their parents, irrespective of their birth order. (3) The level of learning domains; SHS students demonstrate adept critical thinking abilities,

enabling them to evaluate logical inquiries effectively, Despite facing adversity, SHS students maintain a constructive outlook, and they express enthusiasm for participating in sports activities that highlight their physical prowess. There is no significant relationship between the profile of the respondents and their learning domains such as cognitive, affective, and psychomotor. In the study, it was found that helicopter parenting did not significantly affect the learning domains of cognitive, affective, and psychomotor. However, factors such as parent-child comfort level, personality gap, gender dynamics, and sibling order treatment were all significantly influenced by these learning domains.

Recommendations - In relation to the conclusions derived from significant findings, the following recommendations are presented: Schools may promote qualitative research to identify reasons for the underrepresentation of specific student groups, such as nonbinary students, fifth-born students, and those with a general weighted average of 76-80, especially in the HUMSS program. Parents may encourage transparent dialogue and cultivate an environment devoid of gender stereotypes, dismissal of individual traits, reluctance to discuss sensitive subjects, and partiality among their children. The school may adopt a more student-friendly and flexible approach to its systems, particularly concerning academic schedules, as this study suggests that students' energy levels decline post-school hours. By doing so, they can enhance the effectiveness of students' learning experiences. Despite the lack of significance between the respondents' profiles and the learning domains, schools may recognize the possible biases or systemic factors influencing the distribution of characteristics among Senior High School students. Although helicopter parenting may not exert a direct impact on learning domains, parents may foster their children's independence by providing guidance and resources, while also allowing them the freedom to make decisions and learn from mistakes. Finally, future researchers are recommended to utilize this study as a foundation for further studies, with a specific recommendation to explore additional aspects of parent-child communication in Mindoro, employing a broader and more diverse sample population.

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