

Parenting styles affecting the behavior and academic achievements of Grade 12 academic achievers in Divine World College of San Jose

Aniñon, Lowela M. ✉

Divine Word College of San Jose, Philippines (aninonlowela01@gmail.com)

Pille, Charles Frederick T.

Pasion, Kyla Angelic L.

Corpuz, Katherine Joy M.

Simon, Jann Christopher V.

Erece, Jessa Mae

Galay-Limos, Jenny A.



ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS

Received: 15 April 2025

Revised: 20 May 2025

Accepted: 25 May 2025

Available Online: 27 May 2025

DOI: 10.5861/ijrse.2025.25509

Abstract

How schools engage with children and parents, including parenting practices, plays a crucial role in students' development at home and school. Using a descriptive-correlational research design, this study examined how parenting styles (authoritative, authoritarian, and permissive) affect the behavior and academic achievement of Grade 12 academic achievers at Divine Word College of San Jose. A validated researcher-made questionnaire was distributed to 92 Grade 12 academic achievers to gather insights into their experiences with various parenting styles. The results reveal that even though most students continued to excel academically, the way that parents behaved significantly influenced their students' behavior. Authoritative parenting correlated with academic success and well-adjusted behavior, while authoritarian parenting produced disciplined but sometimes inflexible students. In contrast, permissive parenting showed mixed results: while some students demonstrated self-motivation and academic discipline, others lacked both. There was a significant relationship between parenting styles and, based on statistical analysis, student behavior ($p = 0.042$) and academic achievement ($p = 0.049$). Notably, permissive parenting impacted behavior ($p = 0.049$) and academic achievement ($p = 0.050$), whereas authoritative and authoritarian parenting showed no statistically significant effects. The results underscore the need for balanced parenting, emphasizing discipline and emotional support. The findings highlight the importance of balanced parenting approaches in fostering positive behavior and academic success. While different parenting styles exist, ensuring a structured yet supportive environment is crucial for helping students reach their full potential. Educators and parents may work together to create an environment that promotes students' learning, self-discipline, and holistic development.

Keywords: parenting styles, behavior, academic achievement, academic achievers, permissive parenting style

Parenting styles affecting the behavior and academic achievements of Grade 12 academic achievers in Divine World College of San Jose

1. Introduction

Many parents adopt distinct parenting styles, each characterized by a unique approach to raising their children, including various methods of discipline, communication, and emotional support, ultimately influencing their children's development, behavior, and overall well-being. The influence of parenting styles on students' behavior and academic achievement is a compelling topic that reveals much about the unseen dynamics shaping educational success, as cited by Odongo et al. (2016). Parenting is a broad term that talks about all forms of parental involvement with students and the kind of relationship between them (Hassan et al., 2022). In addition, Ugwuanyi et al. (2020) believe parents are responsible for raising their children and becoming responsible citizens. Parenting approaches in students' lives inside the home establish numerous social environments. Parenting styles vary culturally. In Asian countries like Pakistan, parenting styles refer to how parents control their children's lives. Parental behaviors and attitudes affect children's early and future lives. Children need solid parent-child connections to behave consistently, be self-sufficient, gain social skills, and become independent. This is connected to parental attitudes and behaviors, or parenting approaches. Authoritative, authoritarianism, permissiveness, apathy, and overprotection are common parenting styles (Checa et al., 2019). Authoritative parents oversee children, but their urgent needs are considered.

An authoritative environment encourages youngsters to trust themselves within fair bounds and develops healthy sovereignty (Dakers and Guse, 2020). Children raised in a democratic family can be confident, self-sufficient, creative, and healthy. It is common in patriarchal societies (Kösterelioğlu, 2018). Extreme authoritarians focus on the child's failure and mistakes rather than their own (Hassan et al., 2022). Permissive parents show warmth and care and do not set excessive expectations. According to them, the only way to love a child is to grant all their wants. Such parents would say, "Sure, you can stay out late." Such parents do not want to disappoint their children; thus, teens may make various decisions without telling them, believing they will not agree. There was an essential link between the permissive parenting style and students' academic grades, the authoritarian and authoritative parenting styles, and the students' average study grades. This study shows that parental influence plays an important role in students' educational success (Rahimpour et al., 2015). The researchers examined the workload, psychological resources, and academic achievement of primary school students. Academic self-efficacy, self-regulated learning, and academic performance are all influenced by parental support for academic autonomy. Parental control correlated negatively with academic self-efficacy, self-regulated learning, and success (Grijalva-Quinonez et al., 2020; Theresya et al., 2018). Recent studies have further elucidated the complex relationship between parenting styles and the academic performance of senior high school students. A study (Kösterelioğlu, 2018) found that authoritarian and overprotective parenting styles significantly affected both performance approach and performance avoidance orientations. This suggests that these parenting styles may influence students to focus on outperforming others or avoiding failure rather than fostering a genuine interest in learning. Additionally, research by Hassan et al. (2022) examined the moderating role of digital literacy in the relationship between parenting styles and student academic achievement orientation. The study revealed that authoritative parenting positively influenced students' self-efficacy, which was further enhanced by high levels of digital literacy. This underscores the importance of integrating modern competencies with supportive parenting to optimize educational outcomes.

This study aims to thoroughly investigate the effect of various parenting styles on the behavior and academic achievement of Grade 12 academic achievers in DWCSJ. By examining a range of parenting approaches, from authoritative, authoritarian, and permissive, the study aims to identify significant correlations between these styles and students' behavioral patterns as well as their performance in school. Additionally, the

research seeks to provide comprehensive insights that can inform and enhance strategies for promoting positive child development. This includes fostering better academic outcomes, improving social skills, and encouraging emotional well-being. Ultimately, the findings from this study will be instrumental in guiding educators, parents, and policymakers in developing and implementing effective interventions and support systems that nurture students' overall growth and success. This research aims to contribute a deeper understanding of the critical role in shaping young individuals' educational and behavioral trajectories.

Statement of the Problem - This study aimed to determine the effect of parenting styles on the behavior and academic achievements of the Senior High School students at Divine Word College of San Jose. Specifically, it sought to answer the following questions: (1) What is the level of the parenting styles of the parents of Grade 12 Academic Achievers in Divine Word College of San Jose in terms of authoritative, authoritarian, and permissive? (2) What is the extent of the behavior of Grade 12 academic achievers in Divine Word College of San Jose? (3) What is the level of the academic achievement of Grade 12 Academic achievers in Divine Word College of San Jose? (4) Is there a significant relationship between the behavior of the Grade 12 academic achievers and the parenting styles of their parents? (5) Is there a significant relationship between the academic engagement of the Grade 12 academic achievers and the parenting styles of their parents?

Significance of the Study - The researcher considered that the results of the study will provide a basis for this study is significant for several beneficiaries, including first Educators. This study will benefit educators by helping them understand the influence of parenting on students. It will assist educators in creating more effective, empathetic, and supportive educational experiences that cater to the development of students. To Parents and Guardians. This study will help parents become aware of the importance of effective parenting and its effect on their children's behavior and academic achievements. Parents and guardians can adopt practices promoting their children's well-being and success. Informed parents and guardians can create a nurturing environment that fosters their children's growth and long-term success. Understanding the types of parenting they experience allows students to gain critical insights into their behavior, academic performance, and emotional well-being. This knowledge empowers them to develop coping strategies, improve their self-awareness, and make decisions that positively affect their academic and personal lives. To Schools, studying benefits the schools to make necessary actions and regulations aligned with different parenting styles on students' behavior and academic achievements for effective educational policies and interventions. The study will benefit future researchers by understanding the effect of different parenting styles on behavior and academic achievement. The study aims to contribute valuable insights and practical recommendations to improve educational outcomes and overall student well-being.

Scope and Delimitation of the Study - The study was limited to Grade 12 academic achievers who enrolled at Divine Word College of San Jose. The study focused solely on Grade 12 academic achievers; other Grade 12 students were not included. The study will specifically determine how different parenting styles—authoritative, authoritarian, and permissive— affect the behavior and academic achievement of Grade 12 academic achievers in Divine Word College of San Jose. It examines the effects of these parenting styles on students' behavioral patterns and academic achievements, providing insights into how each style affects their learning outcomes. The respondents of this study consist of 92 Grade 12 academic achievers in Divine Word College of San Jose. The study was conducted during the first and second semesters of the academic year 2024-2025. To gather data, the researchers utilized a researcher-made survey questionnaire, and a four-point Likert scale was used to analyze the results.

2. Methodology

Research Design - This study used a descriptive correlational design to determine the level of the parenting styles of the parents of Grade 12 Academic achievers in terms of Authoritative, Authoritarian, and Permissive, and also to determine the behavior and academic achievement of Grade 12 achievers. Moreover, a correlational design was used to determine the significant relationship among the three identified variables.

Respondent of the study - This study used complete enumeration to include all Grade 12 academic achievers in Divine Word College of San Jose. There were 92 academic achievers, and they all participated in answering the validated researcher-made questionnaire.

Research Instrument - This study used a researcher-made instrument to gather quantitative data on respondents' perceptions and experiences regarding the effect of parenting styles on behavior and academic achievements among Grade 12 academic achievers at Divine Word College of San Jose. This instrument used a 4-point Likert scale and consisted of three (3) parts; part I contains the questions about parenting style in terms of authoritative, authoritarian, and permissive as perceived by Grade 12 academic achievers, with 18 items. Part II contains 10 items about behavior. Part III is about academic achievement, which has 20 items, totaling 48. In addition, the research adviser and faculty members of the senior high school department validated and reviewed the researcher-made instrument. After careful review by the validators, the researchers incorporated comments and suggestions to finalize the copy.

Data Gathering Procedure - Once the permit to conduct the study was granted by the researchers, the letter to conduct the study was forwarded to the senior high school coordinator for the administration of the survey questionnaire. The questionnaire was distributed and administered personally to the 92 Grade 12 academic achievers at the senior High school. The questionnaire was retrieved after all the respondents answered the survey questionnaire. The data gathering was conducted face-to-face and completed in one day, ensuring that all respondents could answer the survey questionnaire efficiently. The result of the study was analyzed and treated statistically.

Statistical Treatment of Data - The data was gathered and collected using descriptive statistics, which provided a summary of the research data. These statistics helped describe the data's basic features, offering simple summaries about the sample and the measures. The weighted means computation was used to determine the level of parenting styles, behavior, and academic achievement of Grade 12 achievers. In addition, correlational analysis using Pearson's *r*-moment correlation was used to determine if there is a significant relationship among the identified variables.

Ethical Consideration - The researchers follow ethical procedures in conducting this study. Permission from the senior high coordinator and teachers, as well as securing informed consent from participants, was granted first. Confidentiality and anonymity were ensured by coding data and securely storing information. Participation was voluntary, and the psychological well-being of respondents was prioritized by avoiding distressing questions and providing access to support resources. Additionally, data were reported honestly, and any limitations were acknowledged. Moreover, the APA 7th Edition was applied to recognize the supporting literature's authors properly.

3. Result and Discussion

Table 1 shows the mean levels of parenting styles among the parents of Grade 12 academic achievers in authoritative, authoritarian, and permissive styles. The composite mean of 3.03 is classified as a moderate level. This suggests that while students experience a structured and supportive parenting approach, there is still room for improvement in its implementation. In addition, this study implies that while respondents benefit from this parenting style, enhancing parental involvement, particularly in emotional support and guidance, could further strengthen its positive effect. According to Hoskins (2014), authoritative parents exhibit high responsiveness and demandingness, balancing discipline with warmth and communication. This parenting style is linked to positive adolescent development, fostering self-discipline, confidence, and strong decision-making skills.

Additionally, Sarwar (2016) found that authoritative parenting significantly reduces the risk of delinquent behavior by maintaining a well-balanced approach to discipline and support. The highest-rated statement, with a mean score of 3.28 (High Level), suggests that respondents feel included in family decision-making, a key characteristic of authoritative parenting. According to Muhammad (2023), authoritative parenting promotes

Table 1

Mean Level of the Parenting Styles of the Parents of Grade 12 Academic Achievers in terms of Authoritative, Authoritarian, and Permissive

INDICATORS (Authoritative)	Weighted Mean	Verbal Description
1. My parents/guardians are responsive to my feelings and needs.	3.23	Moderate Level
2. My parents/guardians explain to me how they feel about my good/bad behavior.	3.14	Moderate Level
3. My parents/guardians encourage me to talk about my feelings and problems.	2.52	Moderate Level
4. My parents/guardians explain the reasons behind their expectations for me.	3.00	Moderate Level
5. My parents/guardians consider my preferences when making plans for the family (e.g., weekends, vacations).	3.28	High Level
6. My parents/guardians respect my opinions and encourage me to express them.	3.03	Moderate level
Composite Mean	3.03	Moderate Level
INDICATORS (Authoritarian)		
1. My parents/guardians punish me by taking away privileges (e.g., TV, games, visiting friends).	1.92	Low Level
2. My parents/guardians become very angry and express their frustration when I misbehave.	2.71	Moderate Level
3. My parents/guardians spank me when I do something they do not like.	1.59	Low Level
4. My parents/guardian use criticism to correct my behavior.	2.30	Low Level
5. My parents/guardians threaten me as a form of punishment without giving clear reasons.	1.74	Low Level
6. My parents/guardian punishes me by withholding emotional affection (e.g., no kisses or hugs)	1.53	Low Level
Composite Mean	1.97	Low Level
INDICATORS (Permissive)		
1. My parents/guardian find it difficult to discipline me.	1.91	Low Level
2. My parents/guardians spoil me.	2.30	Low Level
3. My parents/guardians ignore my bad behavior.	1.42	Low Level
4. My parents/guardians often use severe punishment when I misbehave.	1.63	Low Level
5. My parents/guardians establish rules that I must follow without exception.	2.05	Low Level
6. I feel that my parents/guardians expect me to be obedient without questioning their authority.	2.52	Moderate Level
Composite Mean	1.97	Low Level

Legend: 3.25-4.00 High Level, 2.50-3.24 Moderate Level, 1.75-2.49 Low Level, 1.00-1.74 Very Low Level

When children are given a voice in family decisions, they develop a strong sense of self-worth and responsibility, which positively influences their academic performance and social interactions. The findings highlight that respondents' parents successfully encourage independence while maintaining structure, which helps students develop critical thinking skills and confidence in their decision-making abilities. The composite mean of 1.97 in authoritarianism is classified as a low level, indicating that authoritarian parenting is not intensely practiced among the respondents' parents or guardians. According to Hoskins (2014), authoritarian parents are highly demanding but show minimal responsiveness, prioritizing strict obedience over emotional support. This style discourages open communication and enforces rigid control over children's independence and decision-making. The low composite mean suggests that most respondents do not experience extreme authoritarian parenting. However, Sarwar (2016) found that excessive parental control and rigid discipline can lead to rebellious behavior and misconduct, implying that while authoritarian parenting is not dominant in this group, its effects should still be considered in cases where it is present. The highest-rated statement, with a mean score of 2.71 (Moderate Level), suggests that while authoritarian parenting is generally low, some respondents experience strict emotional reactions from their parents when they make mistakes. Li et al. (2023) highlight that authoritarian parents enforce discipline without explanation, expecting absolute compliance. This can lead to feelings of fear, stress, and anxiety in children, affecting their self-esteem and academic motivation. Similarly,

Janius et al. (2024) found that students raised under authoritarian parenting tend to exhibit highly active behaviors at school, often struggling with self-regulation. While some positive behavioral adjustments can be observed with guidance, strict emotional discipline may hinder children's ability to express themselves confidently and develop independent problem-solving skills.

Regarding permissiveness, the composite mean of 1.97 is categorized as low, suggesting that permissive parenting is not a dominant approach among the respondents' parents or guardians. According to Kendra (2015), permissive parenting is characterized by high responsiveness but low demands, where parents provide warmth and affection but impose few rules or expectations. While this approach fosters emotional closeness, it may also lead to difficulty in self-regulation, low achievement, and a lack of discipline in children. The low composite mean in this study indicates that most respondents do not experience extreme permissiveness, suggesting that their parents maintain some level of discipline and expectations for behavior and academic performance. The highest-rated statement, with a mean score of 2.52 (Moderate Level), suggests that, despite the overall low presence of permissive parenting, some respondents still feel that their parents enforce obedience without much explanation. This contradicts the core characteristics of permissive parenting, which typically involve high freedom and limited structure. According to Jaydon & Tripathu (2017), permissive parents often act more as friends than authority figures, compensating for what they may have lacked in their childhood by offering their children excessive freedom. The findings suggest that while some elements of structure and authority exist in the respondents' households, the balance between freedom and discipline may not always be precise, leading some students to feel expected to obey without questioning. The lowest-rated statement, with a mean score of 1.42 (Low Level), indicates that most respondents do not experience neglectful permissiveness, meaning their parents still address and correct misbehavior rather than overlooking it. According to Sanvictores & Mendez (2022), one of the major concerns with permissive parenting is the lack of behavioral regulation, which can lead to impulsive decision-making and poor self-discipline. However, the low mean in this study suggests that most parents do not completely ignore their children's behavior, implying that some level of discipline and parental involvement is still present. This finding contrasts with Jaydon & Tripathu's (2017) claim that children from permissive households often lack behavioral control, suggesting that the respondents' parents still enforce some boundaries despite their generally permissive tendencies.

Table 2 shows the mean extent of the behavior of Grade 12 academic achievers. The composite mean of 3.50 is high, indicating that students generally exhibit positive behavioral traits such as responsibility, discipline, and respect for authority. According to Manuele et al. (2023), parenting styles emphasizing warmth, communication, and proper discipline significantly contribute to academic success and psychosocial adjustment. Similarly, Zaman (2014) highlights that a child's behavior is shaped by multiple factors, including parenting approaches, love, affection, and environmental support. The findings suggest that the respondents benefit from structured guidance and positive reinforcement, enabling them to engage in respectful and responsible behavior in school. The highest-rated statement, with a mean score of 3.73 (High Extent), reflects students' awareness of proper communication etiquette and situational behavior adjustment. Zaman et al. (2014) emphasize that effective communication is a crucial outcome of proper parenting, allowing children to regulate their responses based on the environment. Furthermore, Galang et al. (2019) highlight that peer relationships and school culture contribute to behavioral development, as students who engage with responsible and well-mannered peers tend to mirror similar behavior. They noted that financial difficulties and insufficient parental attention can affect a student's ability to develop strong self-regulation skills, which may explain variations in time management abilities among respondents.

Table 2 shows the mean extent of the behavior of Grade 12 academic achievers. The composite mean of 3.50 is high, indicating that students generally exhibit positive behavioral traits such as responsibility, discipline, and respect for authority. According to Manuele et al. (2023), parenting styles that emphasize warmth, communication, and proper discipline significantly contribute to academic success and psychosocial adjustment. Similarly, Zaman (2014) highlights that a child's behavior is shaped by multiple factors, including parenting approaches, love, affection, and environmental support. The findings suggest that the respondents benefit from

structured guidance and positive reinforcement, enabling them to engage in respectful and responsible behavior within the school setting. The highest-rated statement, with a mean score of 3.73 (High Extent), reflects students' awareness of proper communication etiquette and situational behavior adjustment. Zaman et al. (2014) emphasize that effective communication is a crucial outcome of proper parenting, as it allows children to regulate their responses based on the environment. Furthermore, Galang et al. (2019) highlight that peer relationships and school culture also contribute to behavioral development, as students who engage with responsible and well-mannered peers tend to mirror similar behavior. They noted that financial difficulties and insufficient parental attention can affect a student's ability to develop strong self-regulation skills, which may explain variations in time management abilities among respondents. Additionally, Zaman (2014) states that parenting styles influence discipline and responsibility, meaning that students who experience less structured parental expectations may find it harder to maintain consistent time management habits. The findings suggest that while most students demonstrate strong behavioral skills, reinforcing better time management strategies through parental and teacher guidance could further improve their efficiency and focus during school hours. The results indicate that Grade 12 academic achievers generally exhibit responsible and respectful behavior, as reflected in the high composite mean of 3.50. This aligns with research by Manuele et al. (2023), which emphasizes that supportive and structured parenting fosters emotional, social, and academic development. However, areas such as time management and prioritization could be strengthened with greater parental reinforcement and teacher guidance.

Table 2

Mean Extent of the Behavior of Grade 12 Academic Achievers

INDICATORS	Weighted Mean	Verbal Description
1. I actively follow my teacher's instructions to ensure a productive and respectful learning environment.	3.68	High Extent
2. I adjust my voice appropriately depending on the setting, whether in class discussions, group work, or independent study	3.73	High Extent
3. I attentively listen when my teachers or classmates speak, showing respect by maintaining eye contact and responding thoughtfully.	3.66	High Extent
4. I raise my hand or use appropriate means to ask questions or share insights, contributing to meaningful class discussions.	3.42	High Extent
5. I take responsibility for my learning by starting tasks promptly, staying focused, and completing assignments on time without needing constant reminders.	3.46	High Extent
6. I seek clarification or assistance when needed, demonstrating initiative and a willingness to improve.	3.63	High Extent
7. I maintain a clean and organized workspace, ensuring my desk and belongings are always tidy.	3.12	Moderate Extent
8. I manage my time wisely, avoiding unnecessary delays in the restroom or at the water fountain during class hours.	3.10	Moderate Extent
9. I engage in positive and inclusive interactions with my peers during breaks, promoting a friendly and respectful school environment.	3.59	High Extent
10. I follow all school policies, including playground, cafeteria, and common area rules, fostering a culture of respect and responsibility.	3.63	High Extent
Composite Mean	3.50	High Extent

Legend: 3.25-4.00 High Extent, 2.50-3.24 Moderate Extent, 1.75-2.49 Low Extent, 1.00-1.74 Very Low Extent

Table 3 shows the mean level of academic achievement of Grade 12 academic achievers. The composite mean of 3.37, categorized as a high level, indicates that students generally demonstrate strong motivation, effective study habits, and a commitment to learning. According to Sopiah & Yetti (2021), parenting style, achievement motivation, and self-regulation significantly affect academic success. Their study suggests that academic achievement is influenced not only directly by parenting style but also indirectly through self-regulation, highlighting the importance of parental guidance and motivation. Furthermore, Ozcan (2021) emphasizes that family involvement and collaboration with schools enhance students' academic performance and emotional well-being. The findings suggest that students benefit from supportive home environments that

encourage goal-setting, discipline, and active participation in learning, contributing to their high academic achievement levels. The highest-rated statement, with a mean score of 3.76 (High Level), indicates that respondents recognize the significance of time management in achieving their academic goals. According to Illahi & Khandai (2015), academic achievement is shaped by a combination of factors, including teaching strategies, curriculum design, and home influences. The high rating suggests that students value efficient time management as crucial to maintaining academic success. Additionally, Ozcan (2021) highlights that parental support and goal-setting help students develop self-discipline, enabling them to prioritize their tasks effectively. The findings imply that students benefit from a structured learning environment at home and school, allowing them to maximize their time and academic performance. The lowest-rated statement, with a mean score of 3.02 (Moderate Level), suggests that some students may not consistently engage in self-review and independent study outside of school. According to Sopiah & Yetti (2021), self-regulation serves as a mediating factor between parenting style and academic achievement, meaning that students who lack strong self-discipline or motivation may struggle with consistent review practices. Masud et al. (2014) also emphasize that authoritative parenting, which fosters independence and high expectations, contributes to academic success. The findings suggest that while students generally exhibit strong academic behaviors, encouraging regular self-review and independent learning could further enhance their performance and retention of knowledge. The results indicate that Grade 12 academic achievers demonstrate strong academic motivation, self-discipline, and time management skills, as reflected in the high composite mean of 3.37. This aligns with research by Sopiah & Yetti (2021) and Ozcan (2021), highlighting the importance of parental involvement, goal-setting, and self-regulation in academic success.

Table 3

Mean Level of the Academic Achievement of Grade 12 Academic Achievers

INDICATORS	Weighted Mean	Verbal Description
1. I am satisfied with my overall academic achievement in the last year.	3.21	Moderate Level
2. I set clear academic goals for myself regularly.	3.30	High Level
3. I am confident in my capability to meet my academic goals.	3.25	High Level
4. I proactively get assistance from teachers or classmates when I am struggling academically	3.36	High Level
5. I am involved in extracurricular activities related to academics (e.g., study clubs and academic organizations).	3.15	Moderate Level
6. My study habits are an important factor in my academic achievement.	3.53	High Level
7. I keep reviewing and editing what I learn after school hours.	3.02	Moderate Level
8. I feel that time management is very important for my success in my studies.	3.76	High Level
9. I am interested in doing well in my studies.	3.73	High Level
10. I cope well with academic pressure, particularly during examinations or deadlines.	3.30	High Level
11. I believe I am capable of achieving high grades.	3.47	High Level
12. I find my coursework challenging but manageable.	3.52	High Level
13. I am confident in my ability to understand complex concepts.	3.37	High Level
14. I am motivated to learn and achieve my academic goals.	3.61	High Level
15. I actively seek help when I am struggling with my studies.	3.35	High Level
16. I believe I am meeting the expectations of my teachers.	3.12	Moderate Level
17. I am organized in my approach to studying.	3.37	High Level
18. I am proactive in seeking opportunities to enhance my learning.	3.43	High Level
19. I believe I am meeting my academic potential.	3.22	Moderate Level
20. I believe my academic performance reflects my true abilities.	3.33	High Level
Composite Mean	3.37	High Level

Legend: 3.25-4.00 High Extent, 2.50-3.24 Moderate Extent, 1.75-2.49 Low Extent, 1.00-1.74 Very Low Extent

Table 4*Correlation Coefficients and P-values for Hypothesis Testing No. 1*

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Parenting Styles (Authoritative)→ Behavior	-0.102	0.010	1.987	0.973	0.333	Not Significant
Parenting Styles (Authoritarian)→ Behavior	-0.146	0.021	1.987	1.400	0.165	Not Significant
Parenting Styles (Permissive)→ Behavior	-0.190	0.036	1.987	1.996	0.049	Significant
Parenting Styles → Behavior	-0.212	0.045	1.987	2.058	0.042	Significant

Legend: *p-value* < 0.05 Significant

Table 4 reveals the correlation analysis between parenting styles and the behavior of Grade 12 academic achievers at Divine Word College of San Jose. The results indicate that permissive parenting and overall parenting styles have a significant relationship with student behavior, while authoritative and authoritarian parenting styles do not show a significant relationship. Specifically, permissive parenting ($p = 0.049$) and overall parenting styles ($p = 0.042$) have p -values below the 0.05 significance threshold, indicating that they significantly influence student behavior. Conversely, authoritative parenting ($p = 0.333$) and authoritarian parenting ($p = 0.165$) do not exhibit a significant correlation with behavior. These findings suggest that students' behavioral tendencies are more influenced by permissive parenting and the combination of multiple parenting styles rather than a single structured or disciplinary parenting approach. The significant relationship between permissive parenting and behavior implies that students who experience a more lenient parenting style develop behavioral tendencies influenced by minimal structure and discipline. According to Sanvictores & Mendez (2022), permissive parenting is characterized by high responsiveness but low expectations, leading to children who often struggle with self-regulation, discipline, and impulse control. Similarly, Jaydon & Tripathi (2017) state that permissive parents act more as friends than authority figures, which can result in children lacking accountability and structured behavioral guidance.

The findings of this study align with these observations, suggesting that students raised in permissive households may exhibit more independent but less disciplined behaviors, which can influence their interactions in academic and social settings. On the other hand, the lack of a significant relationship between authoritative and authoritarian parenting styles and student behavior suggests that structured parenting approaches—whether balanced (authoritative) or strict (authoritarian)—do not strongly determine students' observed behavior in this study. Hoskins (2014) explains that authoritative parenting fosters emotional regulation and responsibility through warmth and structure, while Sarwar (2016) highlights that authoritarian parenting enforces discipline through rigid control. However, the results indicate that neither of these structured approaches had a direct, measurable effect on student behavior. This could be attributed to external factors such as peer influence, school environment, or personal temperament, which may play a larger role in shaping student behavior than parenting style alone. Collectively, the findings suggest that permissive parenting and a combination of parenting styles significantly influence student behavior, whereas authoritative and authoritarian parenting styles do not show a strong correlation with behavioral outcomes. These results align with research by Galang et al. (2019), who emphasize that behavior is influenced not only by parenting but also by peer relationships, school culture, and teacher interactions. The study highlights the importance of balanced parenting strategies that combine warmth, discipline, and structure, ensuring that students develop self-regulation, responsibility, and positive behavioral traits both at home and in their academic environment.

Table 5
Correlation Coefficients and P-values for Hypothesis Testing No. 2

Variables	Correlation Coefficient	Effect Size (r^2)	Critical t-value	va t-value	P-value	Interpretation
Parenting Styles Authoritative → Academic Engagement	-0.067	0.004	1.987	0.637	0.526	Not Significant
Parenting Styles Authoritarian → Academic Engagement	-0.107	0.012	1.987	1.021	0.310	Not Significant
Parenting Styles (Permissive) → Academic Engagement	-0.155	0.024	1.987	1.988	0.050	Significant
Parenting Styles → Academic Engagement	-0.158	0.025	1.987	1.997	0.049	Significant

Legend: $p\text{-value} < 0.001$ Highly Significant; $p\text{-value} < 0.05$ Significant

Table 5 shows the correlation analysis between parenting styles and the academic engagement of Grade 12 academic achievers. Results indicate that permissive parenting and overall parenting styles have a significant relationship with academic engagement, while authoritative and authoritarian parenting styles do not show a significant relationship. Specifically, permissive parenting ($p = 0.050$) and overall parenting styles ($p = 0.049$) have p-values below or near the 0.05 significance threshold, indicating that they significantly influence academic engagement. Conversely, authoritative parenting ($p = 0.526$) and authoritarian parenting ($p = 0.310$) do not exhibit a significant correlation with academic engagement. These findings suggest that students' level of engagement in their studies is more influenced by permissive parenting and the combined effects of multiple parenting styles rather than structure and authoritative or authoritarian approaches. The significant relationship between permissive parenting and academic engagement implies that students raised in more lenient households tend to display distinct engagement patterns in their academic activities. According to Jaydon & Tripathi (2017), permissive parents offer high responsiveness but impose few rules, which can lead to children struggling with self-discipline and motivation. Similarly, Sanvictores & Mendez (2022) suggest that permissive parenting may result in students lacking strong academic habits, as they are given excessive freedom without clear academic expectations.

However, the presence of a significant correlation in this study suggests that permissive parenting may encourage students to develop self-directed learning habits, allowing them to engage in academics at their own pace and based on intrinsic motivation rather than external pressure. On the other hand, the lack of a significant relationship between authoritative and authoritarian parenting styles and academic engagement suggests that structured parenting approaches—whether balanced (authoritative) or strict (authoritarian)—do not directly influence students' engagement in their studies. Masud et al. (2014) highlight that authoritative parenting fosters self-efficacy and motivation through high expectations and warmth, while Ozcan (2021) emphasizes that parental involvement in goal-setting and academic planning enhances student performance. However, the results indicate that these structured parenting styles did not have a direct, measurable effect on academic engagement in this study. This could be due to external factors such as peer influence, school environment, and personal motivation, which may be more substantial in determining how actively students engage with their studies. In general, the findings suggest that permissive parenting and a combination of parenting styles significantly influence academic engagement, whereas authoritative and authoritarian parenting styles do not show a strong correlation with students' level of engagement in school. These results align with research by Sopiah & Yetti (2021), who emphasize that academic engagement is influenced not only by parenting styles but also by self-regulation, motivation, and school support. The study highlights the importance of balancing structure and autonomy in parenting, ensuring that students develop self-discipline, motivation, and a proactive approach to their education while still receiving the necessary support and guidance from their parents.

4. Conclusion

The study leads to the following conclusions. Authoritative parenting is practiced at a moderate level. Authoritarian parenting is at a low level, and permissive parenting style is also at a low level, indicating that students experience less restrictive and less indulgent parenting approaches. Student behavior was found to be high, meaning most students display positive behavioral traits such as respectful interaction, following school policies, and managing time wisely. Academic achievement among students was rated at a high level, showing that they are motivated, confident in their abilities, and actively engaging in learning. Time management was identified as an important factor in their academic success. There was no significant relationship between authoritative and authoritarian parenting styles and student behavior or academic achievement. However, permissive parenting showed a significant relationship with both, indicating a greater influence on students. The findings indicate that permissive parenting significantly affects both student behavior and academic achievement, while authoritative and authoritarian styles show no notable influence. This suggests that a more lenient parenting approach has a stronger effect on students' academic performance and conduct, highlighting the need for a balanced parenting style to support student development effectively.

Recommendation - Based on the findings of this study, the following recommendations are made to support the academic and behavioral development of Grade 12 Academic Achievers: Parenting styles may be adapted to provide a balance of guidance, discipline, and emotional support, helping children develop both academically and behaviorally. Understanding the effects of different parenting approaches can assist in creating a nurturing and structured environment for student success. Authoritative parenting may encourage open communication and mutual respect, allowing children to express themselves while still following set rules. This approach helps build confidence, responsibility, and a strong academic and personal growth foundation. Authoritarian parenting may be adjusted by being more flexible and understanding while maintaining discipline. A supportive yet structured environment can foster motivation, emotional well-being, and academic success. Permissive parenting may provide structure and set clear boundaries to ensure students remain focused and motivated. While nurturing independence, it is important to balance freedom with guidance to avoid excessive leniency. Parents may create a supportive home environment by balancing discipline with encouragement to help their children succeed academically and develop good behavior. Being actively involved in their child's education and fostering open communication can strengthen their learning and personal growth. Students may reflect on how their parents' approach influences their behavior and academic performance, allowing them to develop self-discipline and adaptability. Actively communicating with parents about their needs and challenges can also strengthen their personal and academic growth. Schools may implement workshops and counseling sessions that educate parents on the effects of different parenting styles on students' academic and behavioral development. Strengthening school-parent collaboration can provide students with a more supportive learning environment. Educators may create programs that guide parents in adopting effective parenting styles that support students' academic success and behavior. Collaboration between teachers and parents can help reinforce positive discipline and learning habits. Future Researchers may explore the long-term effects of parenting styles on students' academic and personal growth. Expanding the study to different age groups and educational settings can provide deeper insights into how parenting styles shape student outcomes

5. References

- Checa, P., Abundis-Gutierrez, A., Pérez-Dueñas, C., & Fernández-Parra, A. (2019b). Influence of maternal and paternal parenting style and behavior problems on academic outcomes in primary school. *Frontiers in Psychology, 10*. <https://doi.org/10.3389/fpsyg.2019.00378>
- Dakers, J., & Guse, T. (2020). Can dimensions of parenting style contribute to self-compassion among South African adolescents? *Journal of Family Studies, 28*(4), 1566–1579. <https://doi.org/10.1080/13229400.2020.1852951>
- Galang, F. M. Francisco, J. S. ., Bolotano, M. R. D. ., Dioquino, X. P., Dela Cruz, C. O. ., & Tamon, C.-J. S. .

- (2019). Factors Affecting the Academic Behavior of Grade 12 ABM Students in Secondary Institutions. Ascendens Asia Singapore—*Bestlink College of the Philippines Journal of Multidisciplinary Research*, 1(1). Retrieved from <https://ojs.aaresearchindex.com/index.php/aasgbcpjmra/article/view/2485>
- Grijalva-Quiñonez, C. S., Valdés-Cuervo, A. A., Parra-Pérez, L. G., & Vázquez, G. (2020). Parental Involvement in Mexican Elementary Students' Homework: Its Relation with Academic Self-Efficacy, Self-Regulated Learning, and Academic Achievement. *Psicologia Educativa*, 26(2), 129–136. <https://doi.org/10.5093/psed2020a5>
- Hassan, M., Malik, A. S., Sang, G., Rizwan, M., Mushtaque, I., & Naveed, S. (2022). Examine the parenting style effect on the academic achievement orientation of secondary school students: The moderating role of digital literacy. *Frontiers in Psychology*, 13, 1063682. <https://doi.org/10.3389/fpsyg.2022.1063682>
- Hoskins, D. H. (2014). Consequences of Parenting on Adolescent Outcomes. *Journal of Societies*, 4, 506–531. <http://dx.doi.org/10.3390/soc4030506>
- Illahi & Khandai. (2015). Academic Achievements and Study Habits of College Students of District Pulwama. *Journal of Education and Practice*, 6(31). <https://files.eric.ed.gov/fulltext/EJ1083409.pdf>
- Janius, N., Aniq, S. K. B. J. M., & Amdan, B. (2024). Parenting style and academic performance among secondary students at Kota Belud, Sabah. *International Journal of Science and Research Archive*, 12(2), 907–929. <https://doi.org/10.30574/ijrsra.2024.12.2.1294>
- Jaydon P. S. & Tripathi S. (20217) A study of Parenting style on aggressive behavior and self-esteem of young adults. <https://doi.org/10.13140/org.2.2.17504.35849/1>
- Kösterelioglu, İ. (2018). Effects of parenting style on students' achievement: Goal orientation: A study on High school students. *Educational Policy Analysis and Strategic Research*, 13(4), 91–107. <https://doi.org/10.29329/epasr.2018.178.5>
- Li, D., Li, W., & Zhu, X. (2023). Parenting style and children's emotion management skills among Chinese children aged 3–6: The chain mediation effect of self-control and peer interactions. *Frontiers in Psychology*, 14, 1231920. <https://doi.org/10.3389/fpsyg.2023.1231920>
- Manuele, S., Yap, M., Lin, S., Pozzi, E., & Whittle, S. (2023). Associations between paternal versus maternal parenting behaviors and child and adolescent internalizing problems: A systematic review and meta-analysis. *Clinical Psychology Review*, 105, 102339. <https://doi.org/10.1016/j.cpr.2023.102339>
- Masud, H., Thurasamy, R., & Ahmad, M. S. (2014). Parenting styles and academic achievement of young adolescents: A systematic literature review. *Quality & Quantity*, 49(6), 2411–2433. <https://doi.org/10.1007/s11135-014-0120-x>
- Muhammad, H (2023). Examining the long-term effect of authoritative parenting on the development of adolescents. <https://doi.org/10.53555/jptcp.v30i18.3221>
- Odongo, A. A., Aloka, P. J., & Raburu, P. (2016). Influence of Parenting Styles on the Adolescent Students' Academic Achievement in Kenyan Day Secondary Schools. *Journal of Education and Practice*, 7(15), 101–108. <https://files.eric.ed.gov/fulltext/EJ1103108.pdf>
- Ozcan, M. (2021). Factors Affecting Students' Academic Achievement according to the Teachers' Opinion. Sanvictores, T., & Mendez, M. D. (2022, September 18). Types of parenting styles and effects on children. *StatPearls - NCBI Bookshelf*. <https://www.ncbi.nlm.nih.gov/books/NBK568743/>
- Rahimpour, P., Direkvand-Moghadam, A., Direkvand-Moghadam, A., & Hashemian, A. (2015). Relationship between the parenting styles and students' educational performance among Iranian girl high school students, a cross-sectional study. *Journal of Clinical and Diagnostic RESEARCH*. <https://doi.org/10.7860/jcdr/2015/15981.6914>
- Sanvictores, T., & Mendez, M.D. (2022). Types of Parenting Styles and Effects on Children. Treasure Island (FL): *StatPearls Publishing*: <https://www.ncbi.nlm.nih.gov/books/NBK568743/>
- Sarwar, S. (2016). Influence of Parenting Style on Children's Behavior. *Journal of Education and Educational Development*, 3(2). <https://ssrn.com/abstract=2882540>
- Sopiah, C., & Yetti, E. (2021). The influence of parenting style, achievement motivation, and self-regulation on academic achievement. *Turkish Journal of Computer and Mathematics Education*, 12(10), 1730–1742. <https://www.proquest.com/openview/66a0ab2a1637e8e2cb701251c20da6f4/1?cbl=2045096>

&pq-origsite=gscholar

- Theresya, J., Latifah, M., & Hernawati, N. (2018). The effect of parenting style, self-efficacy, and self-regulated learning on adolescents' academic achievement. *Journal of Child Development Studies*, 3(1), 28-43. DOI: 10.29244/jcds.3.1.28-43
- Ugwuanyi, C. S., Okeke, C. I., & Njeze, K. C. (2020). Parenting style and parental support on learners' academic achievement. *Journal of Sociology and Social Anthropology*, 11(3-4), 198-205. DOI: 10.31901/24566764.2020/11.3-4.352
- Zaman, R. (2014). Effect of Parenting Style on Child Behavior: A Qualitative Analysis. *Journal of Education* 5(26). <https://core.ac.uk/download/pdf/234636276.pdf> <https://doi.org/10.22596/erj2021.06.01.1.18>

