

## Influence of Parenting Styles on Students' Performance under Modular Distance Learning

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### Abstrak

Pengaruh orang tua terhadap anak sangat penting karena membentuk perilaku kognitif yang akan mencerminkan prestasi akademisnya. Di masa pandemi COVID-19, siswa SMA harus belajar dalam bentuk pembelajaran modular dimana mereka hanya berada di rumah masing-masing dan orang tuanya berperan sebagai guru sekolah. Penelitian ini bertujuan untuk mengevaluasi pengaruh gaya pengasuhan orang tua yang berbeda terhadap kinerja siswa dalam pembelajaran jarak jauh modular di tengah lockdown akibat pandemi. Data primer dikumpulkan dari 87 siswa SMA yang merespon survei Google seperti profil siswa, nilai, dan gaya pengasuhan dengan menggunakan Parental Authority Questionnaire (PAQ). Data yang dikumpulkan dianalisis melalui ukuran deskriptif standar dan analisis korelasional. Hasil penelitian menunjukkan bahwa rata-rata siswa mempunyai prestasi "sangat memuaskan", yaitu indeks prestasi akademik sebesar 93%. Apalagi ibu dan ayah siswa sama-sama "berwibawa" dalam pendidikannya. Berdasarkan analisis korelasi, ketegasan ibu (kebalikan dari permisif ( $p\text{-value}=0,027$ )) dapat berpengaruh positif terhadap prestasi akademik siswa, namun hubungannya lemah. Selain itu, pola asuh ayah tidak ada hubungannya dengan anaknya. Kinerja akademik anak berdasarkan analisis korelasi ( $p\text{-value}>5\%$ ) Hal ini menunjukkan bahwa sebagian besar siswa belajar secara mandiri di rumah dari orang tua masing-masing, sehingga sebagian besar siswa SMA pada pembelajaran modular di tengah pandemi adalah belajar tanpa bantuan dan pengaruh orang tuanya.

**Kata kunci:** Pola Asuh Orang Tua, Prestasi Akademik Siswa, Analisis Korelasi, Pembelajaran Jarak Jauh Modular

### Abstract

The influence of parents on their children is vital in that it molds a cognitive behavior that will reflect on their academic performance. During the COVID-19 pandemic, high school students have to learn in the form of modular learning in which they were just in their respective homes and their parents were taking the role of school teacher. This study aimed to evaluate the influence of different parenting styles of parents on the student's performance under modular distance learning amid the lockdown of the pandemic. Primary data were collected from 87 high school students who responded to the Google survey such as profiles of students, grades, and parenting styles using the Parental Authority Questionnaire (PAQ). The data gathered were analyzed through standard descriptive measures and correlational analysis. Results depicted that, on average, students have a "very satisfactory" performance, that is, the grade point average is 93%. Moreover, students' mothers and fathers are both "authoritative" in their education. Based on the correlation analysis, the mother's strictness (opposite of permissive ( $p\text{-value}=0.027$ )) can positively influence the student's academic achievement, but the relationship is revealed to be weak. In addition, the fathers' parenting styles have no association with their children's academic performance based on the correlation analysis ( $p\text{-values}>5\%$ ). This implies that most of the time students are learning independently from their respective parents at home. Hence, most of the high school students during modular learning amid the pandemic are learning without the aid and influence of their parents.

**Keywords:** Parenting Styles, Students' Academic Performance, Correlation Analysis, Modular Distance Learning

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## 1. INTRODUCTION

One of the significant teachers for a child is the parents since knowledge starts at home. Parents' behaviors and ways of raising their children the vital factors for the development of a child's learning (Gunning et al., 2020; Uysal Bayrak et al., 2021). Parents are the first teachers of their children during preschool life and their responsibility in teaching does not terminate when their child starts going to formal education. It is worth noting that children need help and support with their homework, and parents must show them excitement

and influence them to be motivated to do good in school. In fact, good parenting skills result in positive child development which produces good academic outcomes (Lahti et al., 2019; Tosun & Mihci, 2020). In that case, parents are the ones shaping and guiding the futures of their children as good students and citizens. Likewise, parents' attitudes influence their children's traits, social, and psychological settings, characteristics, and the behavior that they exhibit (Kosterelioglu, 2018; Li & Chu, 2021). These are the variables that drive a parent to exhibit a variety of behaviors that comprise their parenting style. Parenting style is defined as a parents' attitudes toward their children and expressed an emotional climate that parents' behaviors are being expressed (Moradian et al., 2021; Naderer, 2021).

Authoritarian parent is defined to be conservative, conforming, and rule-followers which focuses on the discipline of the students that involves punishment. According to previous study children under authoritarian parents are having low self-esteem and are seldom socially competent (Obiunu, 2018). As for the permissive parents they take on the role of a friend rather than a strict parent in which they accept and respond to their children's needs and wants. On the other hand, the authoritative parent is defined to be more likely to demand what are the best things to do with their children and they push them to excel academically and in perfection (Carmo et al., 2021; Moradian et al., 2021). Moreover, the authoritative focuses on the restrictions and limits. There are Studies have shown that parenting styles influence student's academic performance since they govern the children's behavior and perspective in the classroom and school-based events (Briones et al., 2022; Kim & Kim, 2021; Uysal Bayrak et al., 2021; Watson et al., 2023). In the time of the COVID-19 pandemic, students were learning at their homes under the parenting style of their respective parents. Since all classes at the high school level were shifted to modular distance learning, parents have a big role in the student's academic performance. Students during the pandemic were independently learning from the teacher and if they had some difficulties, they sought the help of their parents. In that case, the researchers have a hypothesis that parents' parenting styles in assessing their children have a tremendous effect on the student's ability to learn under modular learning at a distance (Akhter et al., 2020; Aquino et al., 2023). Hence, studying the relationship between parenting styles and students' performance in class is an interesting research that might provide insights to improve a parent as a teacher.

In the literature, several social scientists examined the relationship between parenting style and students' performance (Carmo et al., 2021; Obiunu, 2018; Watson et al., 2023; Zahedani et al., 2016). However, there is no research has focused on the said relationship in view of modular distance learning in the Philippines during the pandemic. In that case, the researchers investigated the said research gap and provided useful insights to improve the student's learning ability under distance learning and to enhance parents' parenting style. Hence, the study took place.

This study in general, looks into the influence of parenting styles on the students' performance of Visayas State University-Integrated High School (VSU-IHS) students under modular learning amid the pandemic. Specifically, the research study analyzes students' profile, parenting styles of parents and the degree of association between parenting styles and students' performance. The results of the study may help parents gain insights on how to improve their parenting style which motivates their students to do good in school. Moreover, parents may get information from the study on how to deal with their children regarding their school activities and other concerns. Furthermore, the findings of the study may help teachers in developing their teaching strategy in distance learning while considering various approaches that address the students' diverse backgrounds and family influence.

**2. METHODS**

The researchers used a descriptive-correlational research design to determine the influences of parenting styles on the student's performance under modular distance learning (Tridinanti, 2018). The target respondents of this study were bonafide students of VSU-IHS from grade 7 to grade 12 during the distance learning amid the COVID-19 pandemic year 2022. During the conduct of this study, the VSU-HIS is fully implementing modular distance learning to prioritize the safety of students from COVID-19. Hence, the research survey used a Google form to avoid physical contact in gathering data. As for determining the sample size, Slovin's formula was employed. Due to time constraints, the researchers set the margin error to  $e=10\%$ . Hence, a total of 87 high school students were the sample size of the respondents. In that case, the sample size was proportionate to each year level, and stratified random sampling was used to determine the possible participants. The list of high school students was obtained from the registrar's office with formal consent. Using the randomizer application from mobile phones, the random samples were determined. In case the prospective participants refused to participate in the survey, a replacement was again generated in the same manner. Participation in the survey is voluntary and the high school students were informed that all gathered information from them will be treated strictly confidential to protect their reputation. In gathering the needed data, a survey questionnaire was constructed in a virtual platform, that is, Google Forms. The questionnaire consists of the following information: profile of students and parenting style perception. For the profile, the following was asked: (i) grade level, (i) time spent studying their lessons per week (hours), and grade point average (GPA). Table 1 shows the possible range of the student's GPA and its verbal interpretation.

**Table 1. Grade of Students and their Description**

| <b>Grade Point Average (GPA)</b> | <b>Verbal Description</b> |
|----------------------------------|---------------------------|
| 95-100                           | Outstanding               |
| 89-94                            | Very Satisfactory         |
| 83-88                            | Satisfactory              |
| 76-84                            | Fairly Satisfactory       |
| Below 75                         | Did not meet expectations |

The questionnaire consists of 30-item questions about the perception of their parents, which assessed the common three parenting styles that include permissive (10 items), authoritarian (10 items), and authoritative (10 items). The 30-item questions follow a five-point Likert-type scale with the following coding: strongly disagree-1, disagree-2, neutral-3, agree-4, and strongly agree-5. In that case, each parenting style has a minimum response score of 10 and a maximum of 50. The said parenting style questionnaire was validated by experts in education and it was found that it captures the parents' attitude and the well-being of students. Moreover, the questionnaire has a good criterion regarding reliability based on Cronbach's alpha (Abdul Gafor & Kurukkan, 2014). Table 2 shows the interval of parenting style perception scores and their interpretation.

In summarizing the gathered data, the following standard descriptive metrics were used: frequency count (n) and percentages (%), mean average (M), standard deviation (SD), and range values. In determining the relationship between parenting styles and students' performance during modular learning, Spearman's rho correlation ( $r_s$ ) was used and tested its significance (L. F. Casinillo & Guarte, 2018). Table 3 presents the range of correlation coefficient and its degree of association.

**Table 2.** Interval of Parenting Style Perception Scores and its Verbal Description

| Score     | Response          | Verbal description                                |
|-----------|-------------------|---|
| 10.0-18.0 | Strongly disagree | Not permissive/authoritarian/authoritative        |
| 18.1-26.0 | Disagree          | Slightly permissive/authoritarian/authoritative   |
| 26.1-34.0 | Neutral           | Moderately permissive/authoritarian/authoritative |
| 34.1-42.0 | Agree             | Permissive/authoritarian/authoritative            |
| 42.1-50.0 | Strongly agree    | Very permissive/authoritarian/authoritative       |

**Table 3.** Possible Correlation Coefficient and its Degree of Association

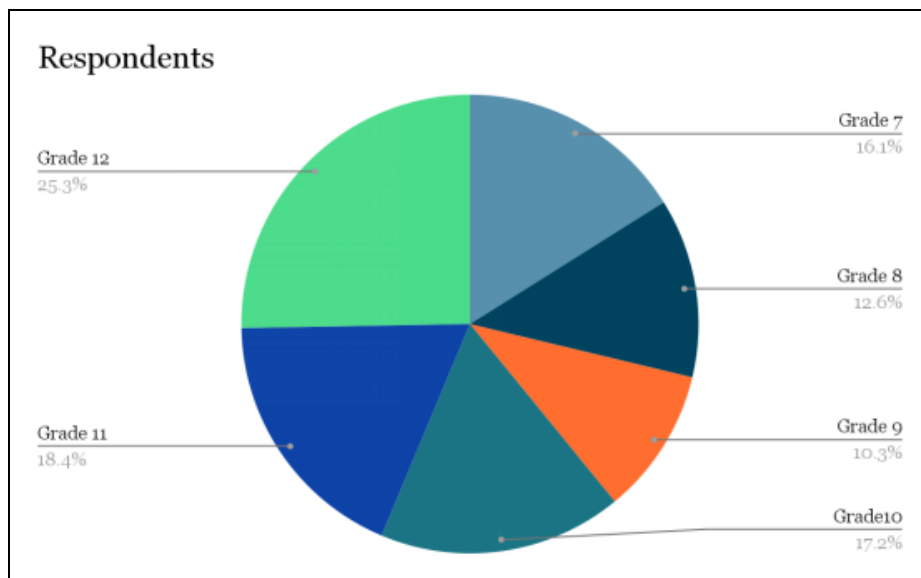
| Correlation Coefficient | Degree of Association |
|-------------------------|-----------------------|
| $0.0 <  r_s  \leq 0.3$  | Weak Association      |
| $0.3 <  r_s  \leq 0.7$  | Moderate Association  |
| $0.7 <  r_s  \leq 1.0$  | Strong Association    |

### 3. RESULTS AND DISCUSSION

#### Results

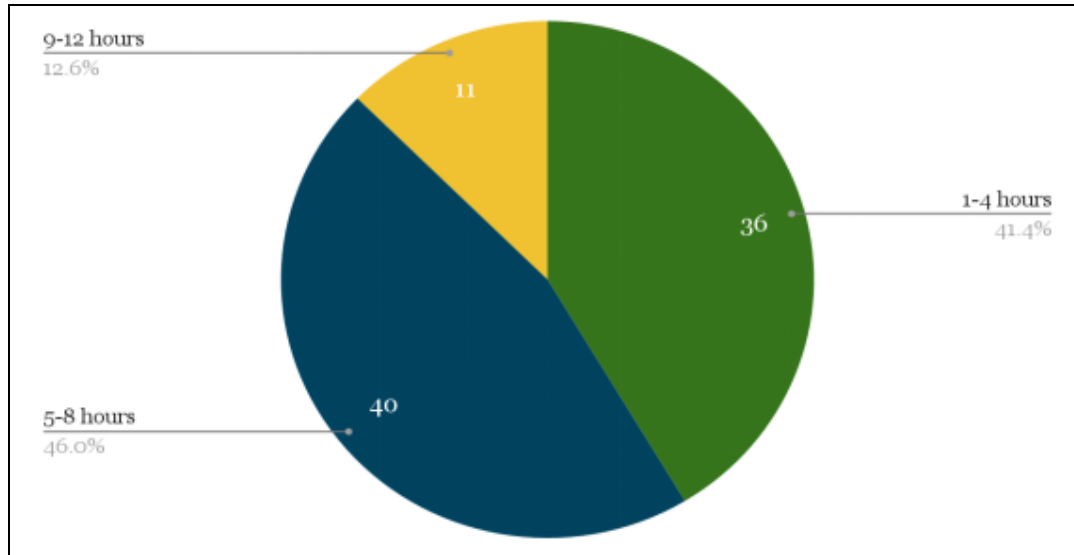
##### *Profile of High School Students*

The profile of high school students can be seen in [Figure 1](#).



**Figure 1.** Grade Level of Students

Base on [Figure 1](#) there are 16.1% (14) of them are grade 7, 12.6% (11) are grade 8, 10.3% (9) are grade 9, 17.2% (15) are grade 10, 18.4% (16) are grade 11, and 25.3% (22) are grade 12. Hence, a total of 87 high school students participated in the survey study. Number of hours studying their lessons per week is show in [Figure 2](#).



**Figure 2.** Number of Hours Studying their Lessons per Week

Figure 2 shows that 41.4% of the students only studied their lessons in the range of 1-4 hours a week, 46% of them were studying for about 5-8 hours, and 12.6% of them were about 9-12 hours. On average, high school students study their lessons for about 5.56 hours during modular distance learning. Grade point average of high school students during modular learning is show in Table 4.

**Table 4.** Grade Point Average of High School Students During Modular Learning

| Grade point average (GPA)        | n                                   | %     | Verbal description        |
|----------------------------------|-------------------------------------|-------|---------------------------|
| 95-100                           | 32                                  | 36.78 | Outstanding               |
| 89-94                            | 50                                  | 57.47 | Very Satisfactory         |
| 83-88                            | 5                                   | 5.75  | Satisfactory              |
| 76-84                            | 0                                   | 0.00  | Fairly Satisfactory       |
| Below 75                         | 0                                   | 0.00  | Did not meet expectations |
| <b>Mean (<math>\pm</math>SD)</b> | <b>93.44 (<math>\pm</math>2.85)</b> |       | <b>Very Satisfactory</b>  |

Table 4 revealed that about 36.78% of the high school students have attained an "outstanding" performance (95-100%) during modular learning. The majority (57.47%) of these students have a "very satisfactory" performance (89-94%) and only 5.75% of them have of "satisfactory" performance (83-88%). On average, the GPA of the high school students during the modular learning at a distance is close to 93.44 (SD=2.85) which can be interpreted as "very satisfactory."

#### Parenting Styles

Students' perception scores for parenting styles of their parents is show in Table 5.

**Table 5.** Students' Perception Scores for Parenting Styles of their Parents

| Parent | Parenting Styles | Mean  | SD   | Verbal description <sup>a</sup> |
|--------|------------------|-------|------|---------------------------------|
| Mother | Permissive       | 30.77 | 5.89 | Moderately permissive           |
|        | Authoritarian    | 31.93 | 7.06 | Moderately authoritarian        |
|        | Authoritative    | 38.46 | 6.51 | Authoritative                   |
| Father | Permissive       | 27.06 | 6.01 | Moderately permissive           |

| Parent | Parenting Styles | Mean  | SD   | Verbal description <sup>a</sup> |
|--------|------------------|-------|------|---------------------------------|
|        | Authoritarian    | 31.97 | 8.92 | Moderately authoritarian        |
|        | Authoritative    | 36.66 | 8.06 | Authoritative                   |

Note: a - see Table 2 for details.

Table 5 depicted that the mothers of high school students were "moderately permissive" (M=30.77, SD=5.89) about their learning in school. It is also shown that mothers are "moderately authoritarian" (M=31.93, SD=7.06) in their studies. Moreover, mothers are dominantly "authoritative" (M=38.46, SD=6.51) in their children's education wherein the rules in their homes must be strictly followed. On the other hand, the father also showed a "moderately permissive" (M=27.06, SD=6.01) to the student's education during modular learning. Plus, their fathers were considered "moderately authoritarian" (M=31.97, SD=8.92) regarding the student's learning in school. Finally, it is portrayed that fathers of high school students are "authoritative" (M=36.66, SD=8.06) in the students' study habits and their learning.

#### *Relationship Between Parenting Styles and Students' Performance*

The parenting style of a mother that is "permissive" is inversely (p-value=0.027) correlated to students' academic performance during modular distance learning is show in Table 6.

**Table 6.** Relationship between the student's academic performance (GPA) and parenting styles

| Parent | Parenting Styles | $\hat{r}_s$          | $\hat{r}_s^2 \times 100$ (%) | p-value |
|--------|------------------|----------------------|------------------------------|---------|
| Mother | Permissive       | -0.236*              | 5.584                        | 0.027   |
|        | Authoritarian    | 0.006 <sup>ns</sup>  | 0.005                        | 0.949   |
|        | Authoritative    | -0.030 <sup>ns</sup> | 0.091                        | 0.782   |
| Father | Permissive       | -0.126 <sup>ns</sup> | 1.600                        | 0.243   |
|        | Authoritarian    | -0.126 <sup>ns</sup> | 1.598                        | 0.243   |
|        | Authoritative    | -0.057 <sup>ns</sup> | 0.329                        | 0.597   |

Note: \* - significant at 5% level; ns - not significant.

Moreover, the coefficient of determination (CD) in Table 6 (CD=0.005) has shown that students' parenting perception score has little influence on the GPA of students. In addition, the authoritarian (p-value=0.949) and authoritative (p-value=0.782) parenting styles of the mother do not influence the students' performance. Meanwhile, the parenting styles (permissive: p-value=0.243; authoritarian: p-value=0.243; authoritative: p-value=0.597) of the father are not associated with the students' academic performance during modular learning amid the pandemic.

## **Discussion**

Results showed that students during modular distance learning have a few hours of studying per week due to some distractions and barriers. According to previous study students are distracted by social media and online games which is a hindrance in their study habits (Morrar et al., 2017). Hence, most of the students cannot concentrate on their learning tasks and lessons in the form of a modular learning modality. Likewise, previous study depicted that students are experiencing learning anxiety due to the challenges brought by distance learning which adversely affects the student's focus (E. L. Casinillo et al., 2022). Despite the few number of hours studying their lessons, students got a very satisfactory

performance in school. It is worth noting that teachers during the pandemic are showing compassion to their students to promote mental health and well-being (González-García et al., 2021; Ng, 2020). Another reason that students got a good performance is that they can seek help from their parents and other family members for their learning tasks and activities. Moreover, students were given ample time to accomplish their learning outputs and they can also search the internet for the answers and solutions to their school activities and tasks which is flexible for the students (Gelles et al., 2020; Tang & Chaw, 2016).

The findings showed that there are times when both the mother and father of students are moderately permissive and authoritarian in dealing with the student's educational aspects. This implies that parents during modular learning are not so strict but not so permissive to the student's freedom of attitude. Parents are just trying to be nice in dealing with their children to avoid confusion and stress in their studies during the pandemic. According to previous study parents' compassion and patience in parenting results in a good well-being and stress-free for the family while dealing with the challenges amid the pandemic (Preuss et al., 2021). In the study of other study moderate permissive parenting and moderate authoritarian means that parents have moderate strictness regarding restrictions and routines, and they provide moderate rules and limits (Wong et al., 2021).

In addition, the result depicted that there were moments when the parents were authoritative in dealing with their children given their studies, and pushing them to become competitive and achievers in class during the modular distance education. This implies that parents were trying to motivate their children to do good in the classroom by giving them rules and restrictions in their homes. It is worth noting that authoritative parenting considers the understanding of their children's development and designing interventions that develop the child's coping strategies in school (Gao et al., 2021; Gryczkowski et al., 2018). Previous study portrayed that students with good academic performance were governed by parents with an authoritative parenting style (Hayek et al., 2022).

The correlation analysis revealed that the mother's parenting style influences the student's performance regarding not being permissive to their children. The result showed a negative correlation coefficient which implies that somewhere between the permissive and authoritative parenting styles of a mother can positively influence the student's performance during modular distance learning (Akhter et al., 2020; Wu et al., 2020). This implies that mother is closer to their children in helping with their school activities during the pandemic. According to previous study mothers are involved and responsible in assessing their children regarding their online classes and they engage in the learning tasks and activities as a teacher at their home (Novianti & Garzia, 2020). Likewise, the study that found mothers always accompany their children regarding their online education at home during the COVID-19 pandemic (O'Reilly, 2020).

High school students do not need the help of their parents to accompany them in their studies since they are now mature and full-grown individuals. According to previous study teen students have privacy regarding their social network and most of their actions are not any more transparent to their parent's eyes (Cranor et al., 2014). Privacy on the internet and computer security are important to protect reputations that lead to positive well-being and behavior regarding the data and information of students (Chai et al., 2009; Lee et al., 2021). Furthermore, the correlation results showed that the father's parenting styles do not influence the student's performance during modular learning amid the pandemic. According to the research of previous study parents are willing to guide their children but they lack proper training, knowledge, and experience as well as positive self-efficacy in dealing with their children's educational activities (Panaoura, 2021). In that case, fathers who are always concerned with the family's needs have no proper ideas to teach and guide their children in their school concerns.

This research shows that parental parenting style can influence student performance in modular distance learning. This emphasizes the important role of parents in supporting their child's learning, especially in distance learning situations. The results of this research can be used to develop learning strategies that are more appropriate to parents' parenting styles, so that students can have a more effective learning experience. Hence, the study suggests that parents must be trained to obtain enough knowledge and confidence to teach and guide their children regarding their education. Furthermore, to strengthen the results of the current study, it is recommended that one may incorporate the teachers' perceptions and parents' sentiments about the challenges of modular distance education using phenomenological inquiry and grounded theory.

#### 4. CONCLUSION

The main goal of this article is to look into the parenting style and its effect on students' performance during modular distance education amid the pandemic. Findings have shown that students' study hours were few per week due to some challenges and barriers during distance education. However, students still got a “very satisfactory” performance in class. The reason for having a good performance is that students can seek help with their learning task, they are given enough time, and teachers are compassionate during distance learning amid the health crises. With the aid of correlation analysis, it is concluded that the mother's strictness (opposite of permissive) can positively influence the students' performance however, the relationship is weak which indicates that parenting style has little contribution to students' performance.

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