



Influence of Parenting Styles on the Academic Performance of Grade V Learners

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ABSTRACT

This study examined the parenting styles practiced by parents of Grade V learners and their relationship to academic performance at Capannikian Elementary School. Using a descriptive-correlational design, data were collected from parents through a structured questionnaire and from school records for learners' academic performance. Results revealed that authoritative parenting was the most commonly practiced style, while authoritarian, permissive, and uninvolved styles were observed at a neutral level. However, no significant relationship was found between parenting styles and learners' academic performance. The findings suggest that parenting style alone may not be a strong predictor of academic success, highlighting the influence of other contributing factors. The study recommends strengthening home-school collaboration and exploring additional variables affecting academic performance.

Keywords: parenting styles, academic performance, Grade V learners, authoritative parenting, descriptive-correlational design

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1. Introduction



Parents play a fundamental role in shaping the overall development of their children, particularly in their academic and social growth. Among the various influences within the home environment, parenting style has been widely recognized as a critical factor that affects how children behave, interact, and perform in school. Parenting style refers to the consistent patterns of attitudes, behaviors, and practices that parents use in raising their children over time. Rather than isolated actions, it is this stable approach to guidance, discipline, and support that significantly shapes a child's development (Darling & Steinberg, 1993).

Scholarly literature commonly identifies four primary parenting styles: authoritative, authoritarian, permissive, and uninvolved. These classifications were originally introduced by Baumrind (1967, 1971) and later expanded by Maccoby and Martin (1983, as cited in Leslie & Cook, 2015). Each of these styles differs in terms of parental warmth, control, communication, and expectations. Authoritative parenting, characterized by a balance of responsiveness and firm guidance, is often associated with positive developmental outcomes, including higher academic achievement, better self-regulation, and stronger social skills (Steinberg, 2001). In contrast, authoritarian parenting, which emphasizes strict discipline and limited emotional support, has been linked to lower academic motivation and reduced classroom engagement. Similarly, permissive and uninvolved parenting styles, marked by low levels of control or involvement, may result in poor study habits, lack of discipline, and decreased academic performance among learners (Baumrind, 1991).

Global and regional studies consistently highlight that parenting styles influence not only children's emotional and behavioral development but also their academic success. For instance, Spera (2005), in a comprehensive review, found that authoritative parenting is positively associated with students' academic achievement, while authoritarian and permissive styles show weaker or negative associations. Learners raised in supportive and structured home environments tend to demonstrate better study habits, stronger motivation, and higher levels of achievement in school. In contrast, children who experience inconsistent guidance or limited parental involvement are more likely to encounter academic difficulties (Hill & Tyson, 2009). These

findings emphasize that the way parents interact with their children, through discipline, communication, and support -plays a crucial role in shaping learners' educational outcomes.

In the Philippine context, parenting practices are often influenced by cultural values such as close family ties, respect for authority, and strong parental involvement in children's education. Studies conducted among Filipino learners reveal that children who perceive their parents as warm, supportive, and consistent in enforcing rules tend to perform better academically and exhibit more positive attitudes toward learning (Alampay, 2014). In addition, Arce-Daet (2024) emphasized that home and community environments significantly shape learners' language use, communication patterns, and overall educational experiences in the Province of Apayao. This further supports the idea that home-based influences, including parenting practices, play a crucial role in learners' academic development. Parental practices such as monitoring homework, setting clear expectations, and maintaining open communication have been identified as significant contributors to academic success. However, despite these findings, many studies still rely on broad classifications of parenting styles and give limited attention to how these styles are actually practiced in specific local settings.

Moreover, variations in socioeconomic conditions, cultural norms, and parental roles may influence how parenting styles are expressed and experienced by children. For instance, parents in rural or resource-limited communities may adopt different approaches compared to those in urban settings, depending on their access to educational resources and time for involvement. Research suggests that socioeconomic status and family context can moderate the relationship between parenting style and academic outcomes, highlighting the importance of examining parenting practices within specific environments (Conger & Donnellan, 2007).

In Capannikian Elementary School, understanding the parenting styles practiced by parents of Grade V learners is essential in identifying how home-based influences contribute to pupils' academic development. While general theories provide a foundation, there is a need for localized data that reflects the realities of parents and learners within the school community. By



focusing on the parenting styles practiced by parents, this study aims to provide a clearer picture of the dominant approaches used and how these may support or hinder learners' academic progress.

Thus, this study seeks to investigate the parenting styles of parents of Grade V learners at Capannikian Elementary School, providing valuable insights that may serve as a basis for strengthening parental involvement programs and enhancing learners' academic outcomes.

2. Methodology

Research Design

This study employed a descriptive-correlational research design. The descriptive approach was used to identify the parenting styles practiced by parents of Grade V learners, while the correlational method was applied to determine the relationship between parenting styles and learners' academic performance.

Respondents of the Study

The respondents included parents or guardians of Grade V learners at Capannikian Elementary School and the Grade V class adviser. The parents served as respondents for the parenting style data, while the teacher provided academic performance records of the learners.

A random sampling technique was used in selecting respondents.

Research Instrument

The study utilized a structured questionnaire adapted from a parenting style framework using a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. It measured authoritative, authoritarian, permissive, and uninvolved parenting styles. Academic performance was obtained from learners' official school records provided by the Grade V teacher.

Data Gathering Procedure

Permission was secured from the Department of Education, Apayao Province, and the school administration. Informed consent was obtained from parents. The questionnaire was distributed to respondents, and academic performance data were gathered from teacher records with approval. All data were checked, coded, and prepared for analysis.

Statistical Treatment of Data

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe

respondents and parenting styles. Pearson Product-Moment Correlation was used to determine the relationship between parenting styles and academic performance at a 0.05 level of significance.

3. Results And Discussion

Parenting Styles of the Respondents

The study examined the parenting styles practiced by parents of Grade V learners at Capannikian Elementary School. The results showed that authoritative parenting was the most commonly practiced style, with a mean score of 4.0, interpreted as "Agree." This indicated that parents generally demonstrated warmth, responsiveness, and reasonable discipline.

In contrast, authoritarian, permissive, and uninvolved parenting styles all obtained mean scores of 3.0, interpreted as "Neutral." This suggested that these parenting approaches were not dominantly practiced but were occasionally observed among respondents.

Relationship Between Parenting Styles and Academic Performance

The results revealed that none of the parenting styles had a statistically significant relationship with the academic performance of Grade V learners. All computed correlation values were lower than the critical value of 0.3687 at the 0.05 level of significance. This indicated that parenting style did not significantly predict learners' academic performance in the study context.

4. DISCUSSION

The findings revealed that authoritative parenting was the most prevalent style among respondents. This indicated that parents generally provided a balanced environment characterized by warmth, responsiveness, and reasonable control. Such results suggested that parents tended to adopt supportive and structured approaches in raising their children.

On the other hand, authoritarian, permissive, and uninvolved parenting styles were only moderately present, as reflected by their neutral mean ratings. This suggested that while elements of these parenting styles existed, they were not the dominant practices among parents. These findings aligned with Baumrind's framework, which emphasized that parenting styles often exist in combination rather than in isolation.

The study also found no significant relationship between parenting styles and learners' academic



performance. This suggested that academic achievement was not solely influenced by parenting practices. Instead, it may have been affected by multiple contextual factors such as school environment, teacher support, peer influence, and access to learning resources.

These results were consistent with the view of Darling and Steinberg (1993), who described parenting style as an indirect influence on child outcomes rather than a direct predictor. Similarly, Spera (2005) emphasized that parenting practices may vary depending on context, socioeconomic conditions, and cultural expectations.

Overall, the findings suggested that academic performance was multifaceted and could not be attributed to parenting style alone. A more holistic perspective was therefore necessary in understanding learner achievement, considering both home and school-related factors.

5. Conclusion

Based on the findings of the study, it was concluded that the authoritative parenting style was the most commonly practiced among parents of Grade V learners at Capannikian Elementary School. This indicated that most parents tended to combine warmth, responsiveness, and reasonable discipline in raising their children, which reflected a generally supportive home environment.

However, despite the dominance of the authoritative parenting style, the results further revealed that parenting styles did not have a statistically significant relationship with the academic performance of the learners. This suggested that parenting style alone was not a strong predictor of pupils' academic achievement in this particular context. While parents played an important role in shaping their children's development, academic performance appeared to be influenced by a combination of other factors beyond parenting practices.

Therefore, it was inferred that learners' academic success was multifaceted and might have depended on various elements such as school-related factors, teacher support, peer influence, and access to learning resources. Parenting style, although important, functioned more as a supporting factor rather than a sole determinant of academic outcomes.

In conclusion, the study emphasized the need to

consider a broader perspective when examining academic performance, recognizing that both home and school environments contributed to the overall development and achievement of learners.

6. Recommendations

Parents are encouraged to maintain supportive and balanced parenting practices and strengthen involvement in their children's education. Schools should enhance parent-teacher collaboration and implement programs that support home-based learning. Future researchers are encouraged to explore other factors affecting academic performance using broader samples and additional variables.

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