



ABSTRACT

TITLE : Parenting Styles, Discipline Problems and Academic Performance of Grade VI Pupils in the District of General Trias Cavite : Basis for an Enhanced Guidance Program

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The study focus on the parenting styles, discipline problems and academic performance of Grade VI pupils the district of General Trias Cavite. Relationship among variables are being tested to develop an enhanced guidance program.

This study used a descriptive correlation research design. The study was made in the Municipality of General Trias Cavite involving (10) elementary schools and 630 Grade VI pupils who answered the questionnaires provided. The sampling method used was stratified random sampling. The questionnaires used was adapted from Seaman's Preventing Classroom Disciplines outlines. (Doll, 2015) and the DECS Service Manual 2000 (as posted by Foster , 2017). The researcher made



use of descriptive statistics as well as correlational statistic (chi-square and Pearson's r .)

The following findings are the important findings based from the answer drawn from each problem cited in this study: Grade 6 pupils among elementary schools in General Trias usually have parents who are married (54.60 %) and professional (33.97%) but their salary or socio-economic level is in the Service Work Level (34.76%) receiving minimum wage; authoritative Parenting Style has the highest weighted mean (WM= 3.32) lowest standard deviation (SD= 0.2255) as compared to Authoritarian (WM= 2.41, SD= 0.8331), Mixed Style (WM= 2.67, SD= 0.4949) and Permissive Parenting Style (WM= 2.45, SD, 0.5297); Emotional and motivational Problems have the highest weighted mean (WM= 2.75, Moderate) among all disciplinary problems self-supported by Grade 6 pupils (Disruptive WM =2.67, Disrespectful WM= 2.37, Classroom Violation WM= 2.54. School Violation WM= 2.36); Majority of Grade 6 pupils have Fair grades (13, 162.9%, Grade Range =77- 82) followed by those pupils who have grade range of 70-76 or Poor (40, 18.8%). In third rank are those pupils who have a grade Satisfactory grades (31,14.0%, Grade Range = 83-88). There are only a few who have Very Satisfactory grades (5, 2.3% Grade Range = 89-94) and fewer still are those have outstanding grades (3, 1.4%, Grade Range = 95- 100%); there is no significant relationship between parent's profile variables and their



Parent's dominant parenting type thus the researcher fails to reject the null hypothesis (none of the three computed chi-square exceed the critical value of chi-parent's parenting profile and their marital status ($\chi_{comp} = 0.03748 < \chi_{com} = 12.592$), parent's parenting profile and their educational attainment ($\chi_{comp} = 0.0245 < \chi_{com} = 16.919$), and parent's parenting profile and their socio-economic status ($\chi_{comp} = 0.0366 < \chi_{com} = 16.919$); Parent's Parenting Profile and their Grade 6 children's Grades GPA). It reveals that all the parent's parenting profile preference is significantly related to the respondent pupils grades (GPA) (Authoritarian $r_{comp} = 0.1590 > r_{crit} = 0.087$, Authoritative $r_{comp} = 0.3579 > r_{crit} = 0.087$, Permissive $r_{comp} = 0.0263 < r_{crit} = 0.087$, Mixed: $r_{comp} = 0.3089 < r_{crit} = 0.087$); there is significant relationship between parents parenting profile and their child's dominant discipline problem ($\chi_{comp} = 423.62 < \chi_{com} = 21.026$); there is a significant relationship between parent's parenting profile and their child's academic performance ($\chi_{comp} = 276.24 > \chi_{com} = 12.592$) Cumulative results show that parenting style can be strong predictor of the child's academic performance.

The following are the conclusions drawn by the researcher based on the findings of the study : parents of Grade 6 pupils in General Trias are married couples who are underpaid as they are mostly professional receiving minimum wage.; Authoritative Parenting Style is the dominant



parenting style of Grade 6 parents.; Emotional and Motivational Problems is the dominant disciplinary issues reported by Grade 6 pupils.; Academic performance is just one category higher than failing marks placing their performance at a fair level and below satisfactory.; Parenting style preference is significantly related to pupil's grades and kinds of discipline problems but there was found no evidence to associate parenting style with parent;s profile such as marital status, educational background and socio-economic status.; Parenting style is a strong predictor of a child;s academic performance.

The following recommendations are endorsed by the researcher in light of the findings and conclusions drawn already discussed. : Parents are encourage to seek more involvement in their child's school activities since parent involvement has been proven to improve child;s academic performance, they are also encouraged to look for employment that correspondents to their academic background so as to provide a positive model of professional employment to their children.; Parents need to provide greater evidence of their Authoritative parenting style by involving themselves more in their child's school activities as authoritative parenting style can be easily claimed as one's preferred parenting style but its actual manifestation in parenting may be mixed by other parenting style.; Parent and teachers are encourage to help develop their child's emotional quotient through proper modeling of adult and responsible behaviors and



proper referral to counselors and youth interest groups that can empower the child's assertiveness and autonomy.; Parents and teachers need to set expectation of their pupils to at least target minimum grade of Satisfactory level (83% -88%), since satisfactory grade level is one of the requirement for tertiary enrollment in quality school and universities as well as a factor for considerations in determining employment in higher corporate positions.; Future researchers are encourage to investigate on the dynamics of Authoritative parenting style (e.g. what behaviors build emotional quotient, assertiveness and autonomy of children) since this study has already proven through triangulations that Authoritative parenting style is superior in predicting a child's academic performance as well as involvement in school disciplinary issues.; and the proposed Enhanced Guidance Program is endorsed to all public elementary school Guidance Counselors for adoption in their local school to assure the proliferation of authoritative parenting style and assure better academic performance as well as less involvement in school disciplinary problems.