



AMERICAN JOURNAL OF YOUTH AND WOMEN EMPOWERMENT (AJYWE)

VOLUME 1 ISSUE 1 (2022)

Indexed in



PUBLISHED BY: E-PALLI, DELAWARE, USA

Parenting Styles of Grade 5 and 6 Parents in Calbayog District III, Calbayog City

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Article Information

Received: August 27, 2022

Accepted: August 31, 2022

Published: September 02, 2022

Keywords

*Authoritarian, Authoritative,
Permissive, Parenting, Parenting
Style*

ABSTRACT

Parenting differs from child rearing. In the child rearing emphasis is on the act of training or bringing up the children and the interaction between the parents and child, while parenting emphasizes the responsibilities and qualities of exemplary behavior of the parent. The study utilized a descriptive method with the questionnaire as the instrument of the study. It was found out in the study that the profile of parents of Grades 5 and 6 students in Calbayog III District are composed of both parents, middle age, finished if not completed elementary level of education has more number members in the family, average earner and has no active community affiliations. The parenting style of parents is authoritative. This implies that the Grade 5 and 6 parents in Calbayog District III are nurturing, responsive, and supportive, yet set firm limits for their children. They attempt to control children's behavior by explaining rules, discussing, and reasoning. They listen to a child's viewpoint but don't always accept it.

INTRODUCTION

The word parenting is derived from the Latin verb *parere*, a word defined as to bring forth or produce. Parenting is performing a role of a parent by care-giving, nurturance and protection of the child by a natural or substitute parent. The parent supports the child by exercising authority and through consistent, empathic, appropriate behavior in response to the child's needs. Parenting differs from child - rearing. In the child - rearing emphasis is on the act of training or bringing up the children and the interaction between the parents and child, while parenting emphasizes the responsibilities and qualities of exemplary behavior of the parent.

Parenting is a process by which parents and children grow and develop, each influencing the other throughout their lives. Parents move through a series of six stages from pregnancy when they prepare for parenthood and the birth of the child to the time when their child leaves home to enter the adult world (Sailor, 2014).

Before one becomes a parent, they should find their partner. Usually, partners engage to marriage. Marriage is a special contract of permanent union between a man and a woman entered into in accordance with law for the establishment of conjugal and family life. It is the foundation of the family and an inviolable social institution whose nature, consequences, and incidents are governed by law and not subject to stipulation, except that marriage settlements may fix the property relations during the marriage within limits provided by this (Art. 1, Family Code).

Ultimately, after the union, comes the bearing of a child. Erikson pointed out that raising children can serve as an important function of adulthood. Generativity involves helping the next generation and this can be done through parenthood (Acero, 2008). With the childbirth, a parent confronts old challenges in a new relationship and has

a second shot mastering them. Emotional growth as a parent is, in fact, key to a child's development (Castelloe, 2012). An evolving parent-child relationship comes from reflective thinking, the ability to perceive one's own internal mental states as distinct from those of one's child. A caregiver with reflective functioning thus sees their child as a separate, progressively autonomous individual with own thoughts, feelings, intentions and desires. The second part of the reflective equation is recognizing, as a parent, how one's own emotional history intrudes into the present.

Responsible parenthood suggests the responsibilities of parents to guide protect and provide for the children's basic needs. It can also be seen as the duties of parents towards their children. It also refers to the situation in which parents effectively carry out their duties towards their children. Eastern Visayas is already geared towards the full implementation of the Responsible Parenthood and Reproductive Health (RPRH) Law and its Implementing Rules and Regulations according to Regional Director Pulma.

Speaking of responsible parenthood, Calbayog III District, having clusters of elementary schools have number of households whose children are supported by parents. Parenting Intervention Program is the anticipated output closely similar to other intervention plans of improving and enhancing existing series of activities.

With this reality, the researcher is prompted to further study parents' parenting styles among the areas of Calbayog III District. She would like to know how the learners fared with particular kind of parents considering the different parenting styles.

Problem Statement

1. Determine the profile of Grades 5 and 6 parents/

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guardians in Calbayog III District, Calbayog City in terms of:

- 1.1 Status of parenthood;
 - 1.2 Age;
 - 1.3 Educational attainment;
 - 1.4 Family size;
 - 1.5 Occupation;
 - 1.6 Monthly net income;
 - 1.7 Number of community affiliations.
2. Determine the parenting styles of parents Grades 5 and 6 parents in Calbayog III District, Calbayog City in terms of being:
 - 2.1 Authoritative;
 - 2.2 Authoritarian;
 - 2.3 Permissive.

LITERATURE REVIEW

Parenting style is the term psychologists use to describe how parents rear their children through behavior, discipline, and methods used that influence children (Kordi & Baharudin, 2010). Baumrind was an important researcher who extensively studied parenting styles and helped psychologists learn more about them and how they can be so influential to children. Baumrind described parenting styles as a way to capture normal variations in parent's attempts to control and socialize their children (Terry, 2004). Parenting styles form within the first year or two of a child's life based on how parents react to children and what has worked best for them with the child. Research shows that the overall parenting style is more influential for determining the child's future conduct than the specific behaviors used.

Baumrind created the three parenting styles commonly used today from those traits: permissive, authoritarian, and authoritative. A simple definition of each could be described as follows; permissive parents are low with control and high in responsiveness; authoritarian parents are high in control and low in responsiveness; and authoritative parents are high in control and responsiveness. Overall, the level of parental control and the reason for the control influences the parenting style. Parental control in extreme forms can include overregulation, dictatorial decisions, and imposing parental beliefs all of which allow parents to demonstrate their power (Lazar et al., 2009).

Furthermore, parenting style affects the development of children's conduct and characteristics. The three parenting styles can predict a child's outcome including social competence, academic performance, psychosocial development, problem behavior, optimism, confidence, motivation, and attention problems. Parenting styles largely influence cognitive development and social competence. In general, authoritative parenting is associated with positive outcomes, while authoritarian and permissive parents correlate to poorly adjusted children with low academic grades and self-esteem. However, the information of parenting styles across different cultures is inconsistent and may not be the same as American

culture. While more research is needed, Asian parents mainly show features of authoritarian parenting and seem to lack other styles (Kordi & Baharudin, 2010).

Moreover, authoritarian parenting styles generally lead to obedient and proficient children, but they rank lower in happiness, social competence and self-esteem. Authoritative parenting styles tend to result in happy, capable and successful children. Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience authority problems and perform poorly in school. Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers. There are, however, some important limitations of parenting style research that should be noted. Links between parenting styles and behavior are based on correlational research, which is helpful for finding relationships between variables but cannot establish definitive cause-and-effect relationships. While there is evidence that a particular parenting style is linked to a certain pattern of behavior, other important variables such as a child's temperament can also play a major role. Researchers have also noted that the correlations between parenting styles and behaviors are sometimes weak at best. In many cases, the expected child outcomes do not materialize; parents with authoritative styles will have children who are defiant or who engage in delinquent behavior, while parents with permissive styles will have children who are self-confident and academically successful (Cherry, 2016).

"There is no universally "best" style of parenting," writes author Douglas Bernstein in his book *Essentials of Psychology*. "So authoritative parenting, which is so consistently linked with positive outcomes in European American families, is not related to better school performance among African American or Asian American youngsters." Parenting styles are associated with different child outcomes and the authoritative style is generally linked to positive behaviors such as strong self-esteem and self-competence. However, other important factors including culture, children's perceptions of parental treatment, and social influences also play an important role in children's behavior (Cherry, 2016).

In addition, permissive parents are those categorized by making fewer demands of their children, allowing the children to regulate their behavior, not controlling much, and using minimal amounts of punishment. Furthermore, they are tolerant and accepting of the children's impulses and do not demand mature behavior in the process toward self-regulation. They can be exceptionally lenient and immediately take care of a child's needs and requests (Svenkerud, 2008). Most often the children of these parents are immature creating problems in life. Preschool children with permissive parents were found to be immature, lacking impulse control and self-reliance, and lacking social responsibility and independence.

On the other hand, authoritarian parents tend to be

demanding and directive but are not responsive to a child's needs. They may often exercise authority and control by demanding unquestioning obedience, are detached and express little warmth, discourage verbal give-and-take, and use corrective disciplinary styles for control. Obedience is of utmost importance along with status. There is no room for questions with their strict ground rules, carefully arranged environment, and watchful monitoring of behavior. It is important to note that not all directive or traditional parents would be classified as authoritarian. The goal of an authoritarian parent is to shape, control, and evaluate behavior compared with their standards of demanding obedience, respecting authority, and keeping order. High demands, control, and expectations may be a part of the reason parents tend to be bitter or unresponsive toward children (Svenkerud, 2008). Children of authoritarian parents often lack independence and social responsibility. Overprotective, authoritarian parenting styles often lead to children who are dependent, which produces problems such as depression, alcohol use and dependence, tobacco dependence, obesity, and eating disorders, and a negative self-concept.

MATERIALS AND METHODS

The study utilized mainly the descriptive research using a questionnaire. This method was used to determine the parenting styles of Grades 5 and 6 parents in Calbayog III District, Calbayog City. In this study, the profile of the parents in Calbayog III District as to status of parenthood, age, educational attainment, family size, Occupation, monthly net income, and community affiliations were described as well as the parenting styles of the parents as to being authoritative, authoritarian, and permissive. The respondents were asked to accomplish the instrument which includes the profile of the parents and the parenting styles.

RESULTS AND DISCUSSION

Profile of the Parents/Guardians of Grade 5 and 6. Figure 1, 2, 3, 4, 5, 6, 7 and Table 1 present the profile of Grade 5 and Grade 6 parents in Calbayog III District.

Status of Parenthood

Figure 1 presents the distribution of the parent/guardian respondents profile in terms of status of parenthood. Data are shown frequency and percentage.

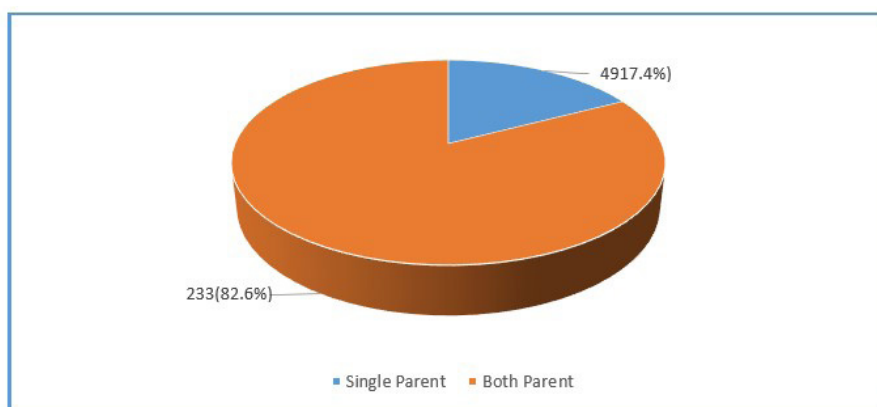


Figure 1: Distribution of the Parent Respondents Profile in terms of Status of Parenthood.

As reflected in the graph, the parent/guardian respondents are categorized as single parent and with both parents. Out of 282 parents/guardians, there are 233 (82.6%) with both parents and 49 (17.4%) single parent.

The particular data imply that there are parents who are standing as solo parent or alone in rearing children. The role of a single parent is a herculean task. When family should be supported with both parents and yet still confronted with lots of struggle and difficulty, much more is being faced by a single parent. Thus, it pays for anyone to know the family background especially on the status of parenthood to rationalize the behavior projected by the learner.

Age

Figure 2 presents the distribution of the parent/guardian respondents profile in terms of age. The data is described in frequency and percentage.

The data on the graph reflects that as to the age, parent/guardian respondents were categorized into three brackets namely 35 years old and below, 36 to 44 years old, and

45 years old and above. Out of 282 parent/guardian respondents, there are 88 (31.2%) in the first age bracket category, 123 (43.6%) in the second age bracket category, and 71 (25.2%) in the third age bracket category.

The data provide a clear implication that parent/guardian respondents are in the middle adulthood wherein normally described to be in the productive stage of life. Such age is a display of how a person is so concerned in making one's life fruitful and useful. Thus, a person exhibits generativity by being responsible and productive. According to study, based on the culture of a Filipino parent, this age is the uphill on how one support by a good father of the family.

Educational Attainment

Figure 3 presents the distribution of the parent/guardian respondents' profile in term of educational attainment.

From the figure, it can be seen that the educational attainment of the parent/guardian varies from elementary level, elementary graduate, high school level, high school graduate, college level, college graduate and graduate

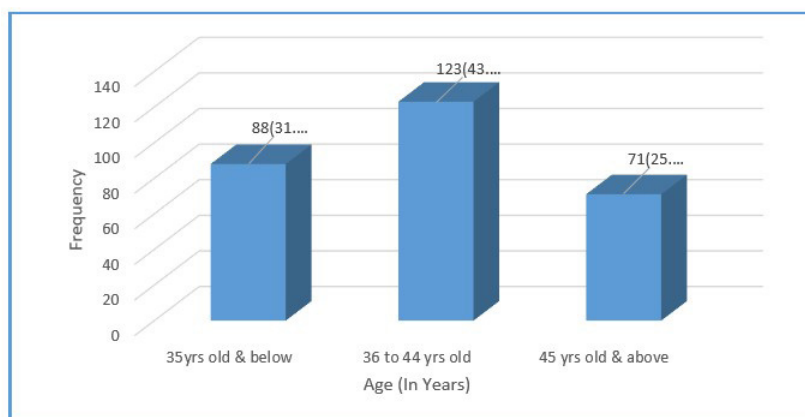


Figure 2: Distribution of the Parent/Guardian Respondents Profile in terms of Age

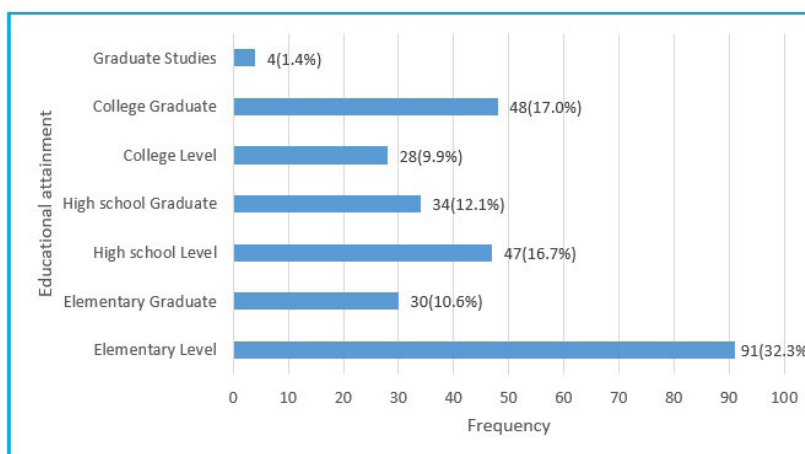


Figure 3. Distribution of the Parent/Guardian Respondents Profile in terms of Educational Attainment

studies. Out of 282 parent/guardian, there are 91 (32.3%) elementary level, 30 (10.6%) elementary graduate, 47 (16.7%) high school level, 34 (12.1%) high school graduate, 28 (9.6%) college level, 48 (17.0%) college graduate, and 4 (1.4%) graduate studies.

The data imply that in terms of education, parents or guardian had difficulty of pursuing a career, however their success in life is equated to the quality of rearing the children. Most parents capitalize on education. They would like that their children will finish a career and will be successful in life. According to study, parental involvement like checking of homework, attending school meetings and events, discussing school activities at home — has a more powerful influence on students' academic performance than anything about the school the students attend. Thus, educational attainment is very significant for a parent or guardian.

Family Size

Figure 4 presents the distribution of the parent/guardian respondent's profile in terms of family size.

The data show that family size of respondents where categorized as having family members of 4 and below, 5 to 6, and 7 and above. Out of 282 respondents, 72 (25.5%) have family members of 4 and below, 114 (40.4%) have family members of 5 to 6, and 96 (34.0%) have family members of 7 and above.

The data imply that the respondents have an average size of the family. There are different repercussions brought by such size of the family. Primarily, it would mean division of family resources among all member of the family, thus when there is more members of the family, less of the family resources is taken by each of the member such as the budget for food, clothing, and even education. As to family roles, average size has to cope by assigning older children to tend the needs of their younger siblings. The child is left alone and has many models and conflicting expectations to fulfill. Sibling rivalry is not seen as a problem although most Filipino families appear to develop some kind of age authority hierarchy among siblings enforced by the older children and supported by the parents.

Occupation

Table 1 presents the distribution of the parent/guardian respondents in terms of Occupation.

The data show that there is a wide array of Occupation taken by the respondents of the study. Six highest on the occupation is first, housewife/housekeeper with 150, followed by teacher 14, farmer 14, then driver 9, and self-employed 9.

The data imply that there is wide range on the Occupation of the parents. It is clear that parents will take whatever jobs in order to support the family, however there is dominant majority of housewives/housekeepers. This

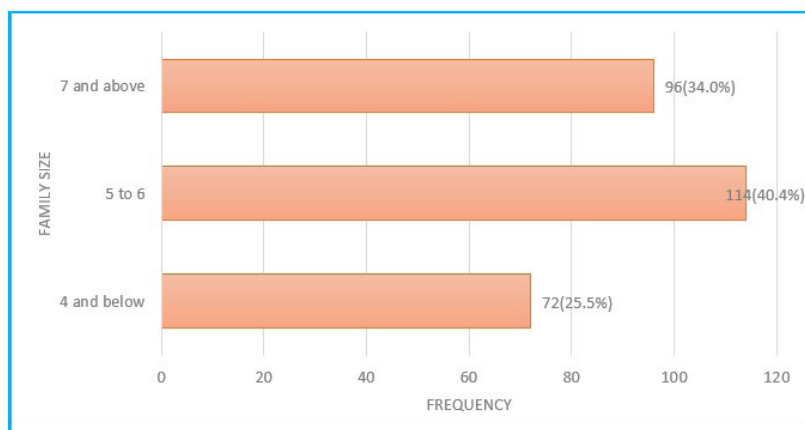


Figure 4: Distribution of the Parent/Guardian Respondents Profile in terms of Family Size

Table 1: Distribution of the Parents/Guardian Respondents in terms of Occupation

Occupations	Frequency	Percent	Valid Percent	Cumulative Percent
Accounting clerk	1	0.4	0.4	3.2
Avon sales leader	1	0.4	0.4	3.5
Baker	2	0.7	0.7	4.3
Bgy.SWM Coord.	2	0.7	0.7	5.0
Business Man	5	0.7	0.7	6.0
Butcher	1	0.4	0.4	6.4
Carpenter	1	0.4	0.4	7.4
CDW	2	0.7	0.7	8.2
Construction Worker	5	0.7	0.7	8.9
Contractual Employee	2	0.7	0.7	9.9
Driver/Motorcycle Driver	19	3.2	3.2	14.5
Farmer	14	3.5	3.5	20.6
Dried Fish Vendor	5	0.7	0.7	21.3
Footwear Vendor	1	0.4	0.4	21.6
Government Employee.	5	0.7	0.7	22.3
Hair Stylist	2	0.7	0.7	23.0
House Maid/Helper/Maid	7	0.7	0.7	27.0
Housekeeper/Housewife	150	0.7	0.7	52.8
Janitor	5	0.7	0.7	78.0
Laborer	4	0.7	0.7	79.1
Mechanic	1	0.4	0.4	80.9
Police Officer	5	1.1	1.1	84.4
Self-employed	9	0.7	0.7	89.7
Small Business	5	0.7	0.7	90.4
Supervisor	2	0.7	0.7	91.5
Teacher	16	2.8	2.8	96.5
Treasurer	2	0.7	0.7	97.2
Total	282	100.0	100.0	

would mean that most of the parents or guardians stayed only at home and look after the family or homemakers. Furthermore, this lead to think that parents or guardians who are homemakers are hands on in attending the needs of children. Although family resources is tight but they are able to meet both ends. Another advantage is the consideration that they are only at home so they immediately attend to the needs of the children physically, mentally, emotionally, socially and morally.

Family Income

Figure 5 presents the distribution of the parent/guardian

respondents in terms of family income.

From the data, it can be seen that parents or guardian had a monthly income of P1,999 and below, P2,000 to 8,000, P8,001 and above and no response at all. Out of 282 respondents, 102 (36.2%) have family income of P1,999 and below, 98 (34.8%) have family income of P2,000 to 8,000, 43 (15.2%) have family income of P 8,001 and above, 39 (13.8%) have no response at all.

The data imply that parents or guardians have meager income to support the family. According to NEDA (2018), the threshold of poverty is P 13, 916. Therefore, parents and guardians have difficulty sustaining the family's

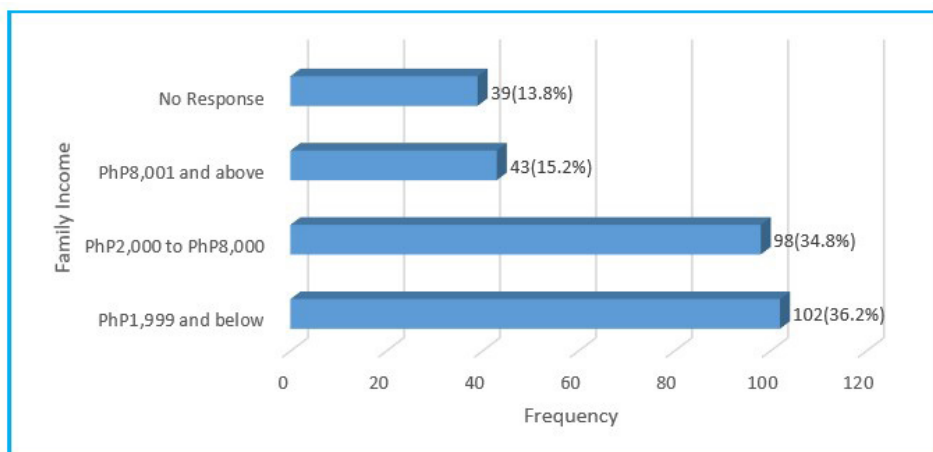


Figure 5: Distribution of the Parent/Guardian Respondents Profile in terms of Family Income

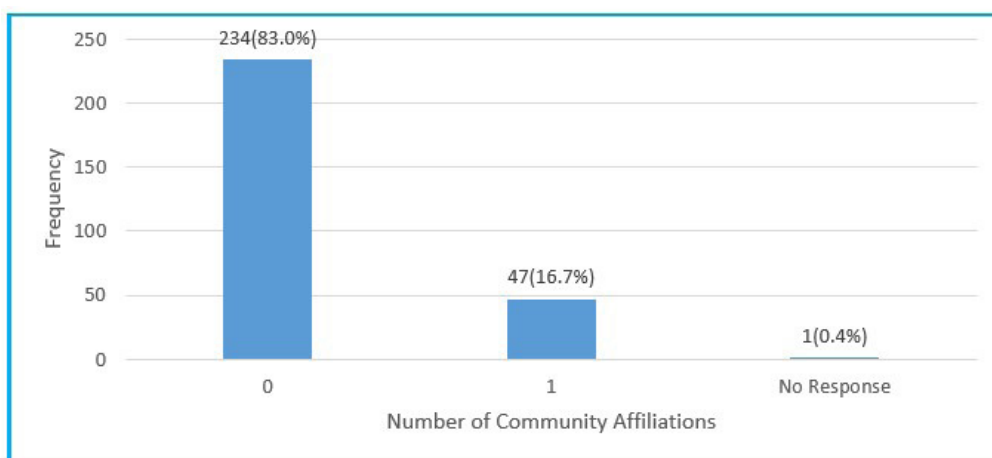


Figure 6: Distribution of the Parent/Guardian Respondents Profile in terms of Number of Community Affiliations

Parenting Style	Parents/Guardian			Students			Over-all		
	Mean	Desc	sd	Mean	Desc	sd	Mean	Desc	sd
1. While I was rearing my children, I felt that in a well-run home, the children should have their way in the family as often the parents do.	4.50	SA	0.50	4.99	SA	0.18	4.99	SA	0.34
2. Even if my children didn't agree with me, I felt that it was for their own good if they were forced to conform to what I thought was right.	5.00	SA	0.03	5.00	SA	0.00	5.00	SA	0.15
3. Whenever I told my children to do something as they are growing up, I expected them to do it immediately without asking any questions.	3.00	N	0.10	3.00	N	0.06	3.00	N	0.08
4. Once family policy has to be established, I discussed the reason behind the policy with my children in the family.	5.00	SA	0.10	4.99	SA	0.18	4.99	SA	0.14
5. I always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	4.00	A	0.90	3.99	A	0.12	4.00	A	0.51
6. I always felt that what my children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1.00	SD	0.40	1.00	SD	0.06	1.00	SD	0.23
7. I did not allow my children to question any decision I had made.	3.00	N	0.00	3.00	N	0.06	3.00	N	0.03
8. I directed the activities and decisions of my children in the family through reasoning and discipline.	4.00	A	0.20	3.99	A	0.12	4.00	A	0.16
9. I always felt that more force should be used by parents in order to get children to behave the way they are supposed to.	3.00	N	0.00	3.00	N	0.06	3.00	N	0.03
10. I did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	4.00	N	0.20	4.00	A	0.06	4.00	A	0.13
11. I knew what I expected of my children in my family, but I also felt free to discuss those expectations with them when I felt that they were unreasonable.	3.00	N	0.21	3.00	N	0.06	3.00	N	0.135
12. I felt that wise parents should teach their children early just who is boss in the family.	4.00	A	0.05	4.00	A	0.00	4.00	A	0.03
13. I seldom gave my children expectations and guidelines for their behavior.	3.00	N	0.07	3.00	N	0.06	3.00	N	0.07
14. Most of the time, I did what my children in the family wanted when making family decisions.	4.00	A	0.02	4.00	A	0.00	4.00	A	0.01
15. As the children in my family were growing up, I consistently gave them direction and guidance in rational and objective ways.	4.00	A	0.80	4.00	A	0.00	4.00	A	0.40
16. I would get very upset if my children tried to disagree with me.	4.00	A	0.22	4.00	A	0.06	4.00	A	0.14
17. I feel that most problems in society would be solved if parents would not be restrict with their children's activities, decisions, and desires as they are growing up.	4.00	A	0.92	4.00	A	0.00	4.00	A	0.46
18. I let my children know what behavior I expect of them, and if they didn't meet those expectations, I punished them.	4.00	A	0.30	4.00	A	0.00	4.00	A	0.15
19. I allowed my children to decide most things for themselves without a lot of direction from me.	4.00	A	0.43	4.00	A	0.00	4.00	A	0.22
20. I took my children's opinions into consideration when making family decisions, but I would not decide for something simply because the children wanted it.	5.00	SA	0.05	4.99	SA	0.18	4.99	SA	0.09
21. I did not view myself as responsible for directing and guiding their behavior as my children were growing up.	4.00	A	0.53	4.00	A	0.00	4.00	A	0.27
22. I had clear standards of behavior for my children in our home, but I was willing to adjust those standards to the needs of each of the individual children in the family.	5.00	SA	0.07	5.00	SA	0.06	5.00	SA	0.07
23. I gave my children direction for their behavior and activities and I expected them to follow my direction, but I was always willing to listen to their concerns and to discuss that direction with them.	4.00	A	0.05	4.00	A	0.00	4.00	A	0.03
24. I allowed my children to form their own point of view on family matters and I generally allowed them to decide for their selves what they are going to do.	5.00	SA	0.10	5.00	SA	0.06	5.00	SA	0.08
25. I always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children.	4.00	A	0.29	4.00	A	0.00	4.00	A	0.15
26. I often told my children exactly what I wanted them to do and how I expected them to do it.	5.00	SA	0.07	5.00	SA	0.06	5.00	SA	0.07
27. I gave my children clear direction for their behaviors and activities, but I was also understanding when they disagreed with me.	5.00	SA	0.20	5.00	SA	0.06	5.00	SA	0.13
28. I did not direct the behaviors, activities and desires of the children in the family.	4.00	A	0.30	4.00	A	0.00	4.00	A	0.15
29. I knew what I expected of my children in the family and I insisted that they should conform to those expectations simply out of respect for my authority.	3.00	N	0.40	3.00	N	0.06	3.00	N	0.23
30. If I made a decision in the family that hurt my children, I was willing to discuss that decisions with them and to admit it if I had made a mistake.	4.00	A	0.56	4.00	A	0.00	4.00	A	0.28
Over-all	3.97	A	0.27	3.96	A	0.052	3.96	A	0.16

Figure 7: Mean and standard deviation on parenting styles of the parents in Calbayog III Districts

basic needs. With this income, priority is given for the food only and all other basic needs is dependent on the remaining amount. Thus, proper financial management is needed by the parents or guardians and better to look for alternative source of income to augment the coffer

of the family.

Community Affiliations

Figure 6 presents the distribution of the parent/guardian respondent's profile in terms of number of community

affiliations.

It can be seen from the data that the parents or guardians have community affiliations. Out of 282 respondents, 234 (83.0%) have no community affiliations, 47 (16.7%) have at least 1 community affiliations, while 1 parent/guardian did not respond to the question.

The data imply that most of the parents or guardians are not socially active. They do not interfere on community affairs. They are focused on the family matters rather than participating and collaborating with other people in the community. Such attitude displayed by the parents or guardian would hampering the availment of some subsidies provided by the government. When parents or guardian get to interact with each other in the community, they are able to exchange ideas and learn from each other. They build community of parents or guardians whose primary goal is sharing of resources to offer the best on their family. Furthermore, the parents or guardians failure to connect and interact with the community is a matter of their priorities of giving full time and attention to their children. Most probably, they find satisfaction and contentment being a hands-on parent or guardian rather than spending time on community affiliations.

Parenting Styles of Parents in Calbayog III District

Table 2 presents the mean and standard deviation on parenting style of the parents in Calbayog III District.

From the table, it can be seen that parents and students vary on their perception regarding the parenting styles of the parents in Calbayog III District, Schools Division of Calbayog City.

The data shows that the parents themselves describe parenting styles of parents and the Grades 5 and 6 students as strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. Parenting style While I was rearing my children, I felt that in a well-run home, the children should have their way in the family as often the parents do, Even if my children didn't agree with me, I felt that it was for their own good if they were forced to conform to what I thought was right, Once family policy has to be established, I discussed the reason behind the policy with my children in the family, I took my children's opinions into consideration when making family decisions, but I would not decide for something simply because the children wanted it, I had clear standards of behavior for my children in our home, but I was willing to adjust those standards to the needs of each of the individual children in the family, I allowed my children to form their own point of view on family matters and I generally allowed them to decide for their selves what they are going to do, I often told my children exactly what I wanted them to do and how I expected them to do it, I gave my children clear direction for their behaviours and activities, but I was also understanding when they disagreed with me were rated by both parents and the Grade 5 and 6 students as strongly agree.

On the other hand, respondents rated "I always felt that what my children need is to be free to make up their

own minds and to do what they want to do, even if this does not agree with what their parents might want" as "strongly disagree". Furthermore, permissive parenting style is described on items 1,6, 10, 13, 14, 17, 19, 21, 24, and 28; authoritarian parenting style is described on items 2, 3, 7, 9, 12, 16, 18, 25, 26, and 29; authoritative parenting style is described on items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30. For permissive, total is 37.5 for the parents, 37.99 for the students and overall is 37.75. For authoritarian, total is 38 both for parents and students and overall is 38. For authoritative, total is 43 for parents, 42.96 for students and overall is 42.98.

The data imply that parenting style of the parents is authoritative. Authoritative parents are regarded as the most effective and beneficial parenting style for normal children. They are easy to recognize as they are marked by the high expectations that they have their children but temper these expectations with understanding and support for them. This parenting creates the healthiest environment for a growing child and helps foster a productive relationship between parent and child.

CONCLUSION

In view of the major findings of the study of parenting styles of Grade 5 and 6 of parents in Calbayog III District, Schools Division of Calbayog City, the following conclusions are drawn out:

1. Both parents or guardians in Calbayog III District are responsible, exhibiting productivity and generativity.
2. The authoritative parenting style creates the healthiest environment for a growing child and helps foster a productive relationship between parent and child.

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