

Original Research Article

Parenting Styles, Study Skills and Academic Performance of Grade IV Pupils in Araling Panlipunan

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ABSTRACT

The study was conducted in the 11 DepEd Elementary Schools in the District of Tapaz West from December 2015 to January 2016 during the school year 2015-2016 to ascertain if parenting styles, and study skills correlate with the Grade IV pupils' academic performance in Araling Panlipunan. Respondents of the study were the 219 Grade IV Pupils enrolled during School Year 2015-2016 in the 11 respondent schools in the District of Tapaz West. A questionnaire was used to gather data on pupils' personal characteristics such as age, sex, and educational attainment of parents. Standardized instruments such as parenting styles adopted from 30-item Parenting Style Tests of Mandeleco et. al (1995,) and the 30-item Study Skills Rating Scale were used for the study. Pupils' grade in the second grading period was utilized to measure their level of academic performance in Araling Panlipunan. Data were analyzed using descriptive statistics such as frequency count, mean, percentage and standard deviation, and inferential statistics such as Pearson Product - Moment Correlation, and t-test for independent samples and ANOVA test for significance. Level of significance was set at 0.05 alpha. Findings showed that majority of Grade IV pupils were nine years old, mostly females and whose parents mostly finished high school education. Respondents' parents in the District of Tapaz West were generally moderate in their parenting styles. These parents were highly authoritative, moderately authoritarian and permissively weak in their parenting styles. When grouped according to personal-related variables, both 9 and 10 years old respondents, male and female and had parents who had high school education, and those graduated in high school and college were shown to be parents who were practicing moderate parenting styles. Generally, respondents' level of study skills was high. They were found to have a high level of study skills in the following dimensions such as: preparing for the test, managing time, memorizing, studying, reading textbooks and note taking. When grouped according to age, sex and parents' education, pupils' respondents study skills were homogenously high. Generally, pupil respondents' academic performance in Araling Panlipunan was very satisfactory. When grouped according to age, sex and education of parents, pupil respondents' level of academic performance in Araling Panlipunan was similarly very satisfactory. No significant differences exists in the parenting style of the respondents parents, pupils' study skills and their academic performance when they were grouped according to age, sex and parents' education. Parenting styles of pupils' parents and their study skills were not significantly related.

Introduction

The quality of the nation depends on the fineness of Filipino citizens. The competence of Filipinos was believed to anchor on its educational attainment. Quality of education is reflected through academic achievement which is a function of the best parenting style, study skills and favorable interaction of the learners with adults in the society (Bornstein, 2011).

Enhancing the quality of basic education in the Philippines is urgent and critical. The poor quality of education is reflected in the low achievement scores of Filipino students. One of the indicators of the quality of education is the performance of students in the international comparison tests. Although the Philippines ranks number one in terms of data availability in

support of the Millennium Development Goals among the 11 countries of South-East Asia, the participation of the country in different international studies to measure the performance of students is unsatisfactory (Bacus, 2014).

The study of Benito (2006) revealed a low mastery level manifested in Araling Panlipunan. Similarly, Dickson (2014) concluded in his study that the achievement and failure of students in social studies strongly depend on the teachers' teaching style, students' study skills and parents' involvement. In the same vein, Archibong's (2015) findings of the study revealed that students in private secondary schools performed better in Social Studies than those in public schools. This only implied that the quality of education is a function of study habits and study attitude of the students which can be developed through positive parenting and proper guidance in school (Abid, 2006).

To enhance the quality of Philippine education, it is therefore necessary to improve the academic performance of students at all levels. Thus, it is deemed necessary to improve their study skills toward learning that can only occur with the proper guidance of parents, teachers, and other authorities around them. For this reason, the researcher feels the need to determine whether parenting styles and study skills affect the academic performance of Grade IV pupils in Araling Panlipunan at District of Tapaz West, Division of Capiz.

Literature Review

Pupil's performance is defined as the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994) while academic performance refers to the quality and quantity of knowledge, skills techniques, positive attitudes, behavior and philosophy that learners achieve or acquire. This ability is evaluated by the marks and grades the pupils attain in a test or examination which is done at the end of a topic, school term, and year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution or in a given period in a particular examination, be it internal or public (Ferguson, 2010).

Lent (2000) in his toolkit stated that students' achievement in basic education has become an index of child's future in this highly competitive world. For him, academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are important components of developing career aspirations. Academic achievement and career aspirations in adolescence are often correlated. Crow and Crow (2009), defined academic achievement as the extent to which a learner is profiting from instruction in a given area of learning i.e., achievement is reflected by the extent to which a skill or a knowledge has been imparted to him. Essien's (2015) study examined students' academic achievement in social studies among tertiary institutions in Cross River State, Nigeria. The result of the study revealed that students' academic achievement in social studies is "outstanding". Based on the finding of the study, it is recommended that teachers/facilitators should explain all subject matter in a way that each student can comprehend in order to arouse their interest in the subject among others. In a study conducted by Khramstova (2008) she found out a significant interaction between academic performance of students and their test scores in social studies. This result, was consistent with Renninger's (2010) view that there is a positive correlation between social studies mean percentage score and academic performance of students in Uganda. Nelson (2005) conducted a study on the level of academic performance in Araling Panlipunan among high school students in Cavite. He further revealed that high school students have "satisfactory" academic performance level in Araling Panlipunan; it recommended that a teacher's preparedness could bring a strongest impact on the academic performance of students in the subject. The researcher emphasized that Araling Panlipunan teachers are the most influential agents on improving the academic performance in the school context. Sarmiento's (2011) study revealed that 11 of the respondents got 75-80 or "fairly satisfactorily" general average, two of them got 81-85 or "satisfactory" and two for 86-90 were "very satisfactory" on their general average rating in Araling Panlipunan. In the study of Liacco (2010) nearly half of the Grade 1 pupils obtained grades ranging from 80-84 interpreted as "satisfactory" considering their proficiency in Araling Panlipunan. Solina's (2008) study showed that there were only four students who obtained conditional, and failing grades in Heograpiya Kasaysayan at Sibika. Results of the study of Vida (2011) showed that fourth year students in Pasig Catholic School had "outstanding" general point rating in Araling Panlipunan.

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting is far more essential than the quantity of time spent with the child. For instance, a parent can spend an entire

afternoon with his or her child, yet the parent may be engaging in a different activity and not demonstrating enough interest towards the child. Parenting styles are the representation of how parents respond to and demand from their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices (Spera, 2010). Authoritative parenting is characterized by a child-centered approach that holds high expectations of maturity. Authoritative parents can understand how their children are feeling and teach them how to regulate their feelings. Even with high expectations of maturity, authoritative parents are usually forgiving of any possible shortcomings. They often help their children to find appropriate outlets to solve problems. Authoritative parents encourage children to be independent but still place limits on their actions. Extensive verbal give-and-take is not refused, and parents try to be warm and nurturing toward the child. Authoritative parents are not usually as controlling as authoritarian parents, allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning. Often, authoritative parents produce children who are more independent and self-reliant. An authoritative parenting style mainly results when there is high parental responsiveness and high parental demands (Santrock, 2007). Authoritarian parenting is a restrictive, punishment-heavy parenting style in which parents make their children follow their directions with little to no explanation or feedback and focus on the children and family's perception and status. Corporal punishment and shouting are forms of discipline frequently preferred by authoritarian parents. The goal of this style, at least when well-intentioned, is to teach the child to behave, survive, and thrive as an adult in a harsh and unforgiving society by preparing the child for negative responses such as anger and aggression that the child will face if his/her behavior is inappropriate. In addition, advocates of this style often believe that the shock of aggression from someone from the outside world will be less for a child accustomed to enduring both acute and chronic stress imposed by his/her parents (Moore, 2014).

Permissive parenting is characterized having few behavioral expectations for the child. Parents are nurturing and accepting, and are responsive to the child's needs and wishes. Indulgent parents do not require children to regulate themselves or behave appropriately. The children will grow into adulthood not accustomed to aggression in others due to their inappropriate behavior which would be a great shock to them. As adults, they will pay less attention in avoiding behaviors which cause aggression in others. Permissive parents try to be "friends" with their child, and do not play a parental role. The expectations of the child are very low, and there is little discipline. Permissive parents also allow children to make their own decisions, giving them advice as a friend would. This type of parenting is very lax, with few punishments or rules (Rosenthal, 2014). Asher's (2006) results of the study indicated parents/guardians identified themselves to have "very highly authoritarian parenting styles". He also stressed that the extent of authoritarian parenting styles among parents in Oxford, Ohio is homogenous. Philips' (2014) study showed significant but small associations between parenting constructs and the investigated variables. This suggests that different aspects of parenting style play an important role in the genesis of the health related behavior of children. Overall, the findings suggest that health professionals should encourage parents to apply the more positive parenting constructs i.e., more "structure" and "behavioral control", and less "coercive control". Parents should supervise and manage their child's activities and help their child to achieve certain goals. In his study Rabson (2012) found that among the four styles of parenting – permissive, authoritative, uninvolved, and authoritarian, authoritative parenting is the best form of parenting. This was based on the result of the study that parents of primary students claimed to have "very highly authoritative parenting style". They further attested that it was an effective style for guiding children to grow. Results of Clarks' (2012) study indicated that regardless of race, adolescents who perceived that their parents have "highly authoritarian parenting style" were less likely to engage in health-risk behaviors. These findings have implications for parenting education programs. Maddahi (2012) explored on the preferred parenting styles including authoritative, authoritarian, permissiveness and neglectful among 272 students from national university, Islamic Azad University and Payam Nour University of Yazd pre-province. He revealed in his study that students perceived their parents to have "authoritative parenting style". This came out as the most preferred parenting styles of the respondents. Ernst's (2013) results of the study indicated that 25% of the students from intact homes revealed that their parents have "authoritarian parenting style". Renk's (2008) findings of study suggest that mothers and fathers used different parenting styles for their children. It also suggests that different combinations of maternal and paternal parenting (e.g., a permissive father parenting with an authoritarian mother) are related to late adolescents' emotional adjustment, with late adolescents who have at least one authoritative parent showing better adjustment than those who do not have such parent. Overall, this study emphasizes the importance of examining dyadic parent—adolescent relationships, and it suggests that having one authoritative parent may be a protective factor for late adolescents. Simons (2007) examined the manner in which individual parenting styles combine to form family parenting styles. He revealed in her study that "highly authoritative parenting style" of parents is associated with the most positive outcomes for adolescents. Fuentes' (2014) findings of the study were: an authoritarian parenting style explained the internalizing problems presented by foster children (11% of the variance); criticism/rejection, authoritarian

parenting and permissive parenting explained externalizing problems (37% of the variance); and criticism/rejection and authoritarian parenting explained total problems (29% of the variance). These results indicate that criticism/rejection on the part of foster parents, as well as the use of inappropriate parenting styles (authoritarian and permissive), has an important effect in relation to the behavior problems of foster children. He further concludes the key role that foster careers play in terms of tackling the behavior problems that foster children present. The findings also suggest that preparation for fostering should focus especially on ways of helping foster parents both to acquire positive parenting strategies and to avoid authoritarian and permissive parenting. Carrano's (2008) study demonstrated that having a father with a "very highly authoritative parenting style" is associated with increased risk of engaging in delinquent activity and substance use. Two-way interaction models further indicate that the negative effect of "authoritative parenting" is reduced when fathers have a positive relationship with their adolescent. "Permissive parenting" also predicts less risky behavior when the father-child relationship is positive. The positive influence of the father-child relationship on risk behaviors is stronger for male than for female adolescents. Results of the study on paternal parenting after divorce indicated that children benefit from "authoritative parenting" (Ponnet, 2014). Fathers are not equally likely to be authoritative. Results revealed further, that important predictors include not only father and child characteristics but also mother characteristics and divorce-related characteristics. The findings therefore lend support to the idea of studying paternal parenting following divorce within a multilateral family framework.

Servin's (2009) study showed that as expected Latino parents have "very highly authoritarian parenting style" than Caucasian parents. However, results of analyses showed that for both groups, more "authoritarian parenting style" predicted greater dysfunction in the parent-child relationship.

Study skills or study strategies are approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life.

Rwehumbiza (2013) in his book asserted that most students fail in examinations simply because they lack study skills and/or examination taking techniques. Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. He also emphasized that, learning involves many activities: managing your time, taking notes, reading books, listening to lectures, memorizing, having discussions, and writing tests. Time management has been referred to as a set of techniques for managing, planning and appropriate use of time. According to Steel (2007) procrastination consists of the intentional delay of an intended course of action, in spite of an awareness of negative outcomes, and according to Newbegin, (2008) it often results in unsatisfactory performance. Academic procrastination is also defined as leaving academic tasks, such as preparing for exams and doing homework to the last minute and to feel discomfort out of this (Çapan, 2010).

One major obstacle to academic achievement is the challenge of shielding academic goal pursuit from unwanted distractions. Because academic success requires continuous striving in the face of distractions (e.g., paying attention in class, completing homework assignments, studying, concentrating during a test), there are numerous opportunities for unwanted distractions to impede academic goal attainment (Gollwitzer, 2010). According to one widely used model, working memory is also importantly responsible for the control of attention and processing that is involved in a range of regulatory functions, including the retrieval of information from long term memory (Baddeley, 2009). Furthermore working memory is composed of multiple components whose coordinated activity is responsible for the temporary storage and manipulation of information (Alloway, 2010). It is also related to many of high-level cognitive abilities such as reasoning, problem-solving, and learning (Kyllonen, 2010). Several researchers found that short-term and working memory predict academic performance to a high degree (Privado, 2007).

The pervasive nature of note taking and note reviewing and the assumption that such activities are a necessary part of the college learning experience have encouraged researchers to investigate how students go about taking and reviewing notes and how these activities might be improved (Grabe, 2008). According to Pressley (2014) college students believe that the act of taking notes facilitates attending to the lecture, comprehension of the material to be learned, and the subsequent recall. Slotte and Lonka (2009) found that those who wrote summaries knowing that they could not use them later probably believed that note taking alone facilitates the process of understanding and organizing the learning material. In the study of Karimi (2010) the results revealed that note-taking strategy instruction had significant effects on the students' achievement. These findings support the view that in academic performance, the process effect of note taking is of great importance.

Motivation is one of the most important psychological concepts in education. It can be classified into intrinsic and extrinsic motivations: Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, while extrinsic motivation refers to doing something because it leads to a separable outcome (Deci, 2008). Komarraju, (2009) found that academic success is strongly influenced by individual differences in motivation and achievement. Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation (De Beni, 2010). Many believed that early successful reading may set a positive life-course trajectory, leading to good academic and psychosocial outcomes, whereas hampered reading skills may lead to less desirable outcomes (Kern, 2009). In college, reading activities are made to comprehend the academic materials and to learn the conceptual framework. In this context, college students can perform an effective reading process by using reading comprehension strategies. Reading comprehension strategies can help readers remember the key points, distinguish the necessary and unnecessary information, think about the main idea and comment on the subject matter (Cogmen, 2009). Taraban's (2011) studies showed that students who have upper grades use more reading strategies. Ramsan's (2012) results of the study revealed that as a whole they perceived themselves to have "very high study skills". Students of formal system are significantly better on exam preparation. Students of non- formal system are significantly better on general setting and motivation. Students of non- formal system are significantly better on text book reading. Students of formal system are significantly better on note taking. Didarloo's (2011) study showed that the mean and standard deviation of the students' study skills were 172.5 ± 23.2 , out of a total score of 240. Around 1.2% of the study skills were weak; 86.8%, moderate; and 12%, good. Among the study skills, the scores on time management, and memory and concentration were better than the others. Uka's (2013) study showed that high school students in Albania had "high study skills". On the other hand taking notes, reading textbooks, and memorization were prevailing components of study skills of students. Alutu's (2012) result of the study revealed that Nigerian students in Benin City, Nigeria examined themselves to have a "very high study skills". This was supported with the mean obtained nearly perfect on the standard scale of study skills. Alcantara's (2014) study revealed the levels of study skills of students according to the following: As to concentration 61% of the respondents have mean range of 1.76 to 2.50. It means that majority of the respondents have the capacity to concentrate most often. On time management 46% of the respondents have mean range of 2.51 to 3.25. It means that lot of the respondents barely not manage their time in studying well. While, on note taking 51% of the respondents have mean range of 1.76 to 2.50. It means that majority of the respondents take down notes and summarize lessons most often. Taygan's (2014) findings of study concluded that secondary school students in Cavite have "below average study skills". It further revealed poor managing time skills and reading skills among components of their study skills. Riedel's (2014) results of the study indicated those students' attitudes toward learning Araling Panlipunan was impacted positively when study skills strategies were embedded into the Araling Panlipunan curriculum. Mavis (2014) concluded in her study that as whole students revealed themselves to have very high study skills. Majority of students used study aids as a memory aid or for review, but students who performed in the top third of the class were less likely to use them at all as an effective form of their study skills.

Starr's (2011) finding of the study revealed negative correlations between parenting styles and study skills among undergraduate Liberal Arts College Students in the North Eastern United States. Similarly, Cariglo's (2014) study showed no significant relationships on the study skills, parenting styles, and learning performances of Sophomore Students in World History at Karadeniz Technical University, Turkey. Ghose's (2014) analysis of data was mainly carried out through bivariate correlations. The results indicate that there is a strong relationship between sagacious parenting and good study skills. In particular, to inculcate good study skills, parents need to be realistic about their expectations from their children as well as their own principles and actions in their daily lives. Dashif's (2011) study indicated that parenting styles significantly influenced the study skills of adolescents of Birmingham School, Alabama. Talib's (2014) result of the study indicated that authoritative parenting style has positive significant correlation with study skills, while permissive parenting style has negative correlation with study skills. The result of the study also showed that there is no significant relationship between authoritarian parenting style and skills. The results of the present study implied that study skills among adolescents can be enhanced through positive parenting style.

Geiser and Santelices's (2007) study validate parenting style in predicting student academic success beyond the elementary graders in Social Studies. They found out that a "very authoritative parenting style" is consistently the best predictor of students "excellent" academic success in Social Studies. Studley's (2009) study sampled 80,000 fourth year graders admitted in the University of California including their cumulative grade point average in Social Studies in order to examine the relative contribution of parenting style in predicting longer term academic performance. He concluded that authoritative parenting styles were the strongest predictor of fourth year graders' outcomes for all academic disciplines specifically in social studies.

Benjamin and Fuss (2011) who carried out a study on parenting style as the determinants of academic success in Social Studies among elementary students found that, students who have outstanding academic grades in Social Studies were influenced by authoritarian parenting style. Due to authoritarianism's high control over children, Dornbusch's (2009) found "authoritative parenting style" to be negatively associated with academic achievement of students in Social Studies. His study documented that authoritative parenting is related to lower academic performance. In fact, Brown (2008) has found that this overemphasis may, in fact, alienate children. Placing excessive pressure on children and interfering with their studies may lead to children having lower academic competence in social studies and, consequently, lower academic achievement in all learning areas (Rogers, 2009). Past research on parenting style and children's academic skills in Social Studies by Fan & Chen (2011) is mixed. Some studies have found no significant association between parenting style and academic achievement in Social Studies (Smith, 2012) and a few have even detected negative associations (Ginsburg, 2006). Yet, positive associations between parenting style and academic achievement in Social Studies have been demonstrated repeatedly in the literature. A recent meta-analysis by Fan and Chen (2011) finds moderate associations between parenting style and an array of learning-related or academic skills in Social Studies, such as civic and culture, geography and local history during grader years. McWayne & Perry, (2008) pointed out in their study that "permissive parenting styles" significantly influenced the very satisfactory social studies academic performance among students in Nevada. Miedel and Reynolds (2009) detected positive associations between permissive parenting styles in fourth grader academic achievement. This was supported by the study conducted by Izzo (2010) who found out significant positive influenced between permissive parenting styles in early elementary school achievement in Social Studies.

Hansen's (2011) study showed that the highly authoritative parenting style is consistently and positively associated with student academic outcomes in Araling Panlipunan. This style is characterized by parents who are both responsive and demanding. However, authoritarian and permissive styles (as well as indifferent styles) are negatively related to academic achievement of pupils in Araling Panlipunan. Aunola's (2012) study reported that "authoritarian parenting style" has positive association on the academic performance in Social Studies of Chinese-Americans students. Similarly Sineo's (2012) investigation revealed that adolescents with authoritative parenting styles showed significantly greater achievement in Social Studies compared to other adolescents who experienced different parenting styles. Pong's (2010) study re-examined the relationship between parenting style and Social Studies academic performance among Asian students. Analysis of his study showed that authoritarian parenting style is negatively associated with children's Social Studies academic performance, while authoritative parenting style is positively associated. This result for Taiwanese Chinese students is similar to previous results for European-American students in the US. Bukaliya (2015) revealed in his study that Social Studies academic performance among learners in primary schools around Marondera, Zimbabwe were neither guided by authoritative nor by the authoritarian but by permissive parenting style. The authoritative and authoritarian parenting style were least practiced and permissive parenting styles were the most practiced in the communities under study. It was therefore, recommended that workshops or campaigns should be conducted to educate teachers, learners and parents on the different parenting and their effects on the child's academic performance specifically in Social Studies. Bacus' (2014) study revealed in her study that "authoritative parenting style" is strongly associated with academic performance in Araling Panlipunan among seventh graders in Northern Mindanao.

Amora's (2013) results of the study showed that there were highly significant differences in the respondents' time management and study techniques when grouped according to their parenting style and academic performance in Araling Panlipunan. She suggested that parents and teachers must play important role in promoting autonomy, competence and relatedness that will produce a more self-determined students. Results also revealed that there were significant differences in the respondents' "high study skills" and academic performance in Araling Panlipunan. Marpa's (2013) study determined the correlations among social studies major students' study skills, and academic achievement in Social Studies of Philippine Normal University Negros Occidental Branch. Results in this regard show that their level of academic achievement was average but they establish good study skills. Results also show that there was a significant correlation between social studies students' study skills and academic achievement in social studies. This result infers that a "very high study skills" are related to academic achievement in social studies. Along this line, it is recommended that social studies students are encouraged to maintain their good study skills. He also encouraged exerting extra efforts in their academic activities.

Larson' (2014) study confirmed that reading notes has influence on academic performance of pupils in Araling Panlipunan and there is a relationship between study skills and academic performance toward the subject. Gifty's (2014) study revealed that 62.5% of the respondents acknowledge the importance of study skills in the form of reading notes. The study further

confirmed that 75.0% respondents read lecture notes, 25.0% read textbooks and only 3.0% visited the library to improve their study skills. The study revealed that majority of the respondents had the view that study skills have effect on academic performance in Social Studies and that there is a direct relationship between study skills and academic performance in Social Studies. The study further found out that laziness is one of the basic hindrances to study skills among the respondents. Ogwoke's (2013) findings of the study indicated that "very high study skills" had significant influence on general point average in Social Studies among secondary school students in Nsukka Urban, Enugu State, Nigeria. Baraton's (2011) study showed that there was a correlation in social studies academic performance, study skills and exam preparedness among scholars in public school in eastern, Kenya. The results further show that day scholars have a slightly higher academic performance in Social Studies than the boarders. Higher achievers are highly proficient in their performance towards Social Studies, "very high study skills" and higher exam preparedness. Hussain's (2011) results of the study showed that there is a significant difference between pre-test and post-test for study skills for civil engineering & natural resources respondents ($t = 8.47$, $p = 0.000$) and computer System & software engineering ($t = 2.74$, $p = 0.008$). Significant difference results are also shown by grade point average in Social Studies for both tested groups ($t = 3.054$, $p = 0.003$) and ($t = 3.187$, $p = 0.002$). A significant correlation was found on the relationship between study skills and grade point average in social studies for each tested group, based on r value was 0.24 ($p = 0.05$) for Civil Engineering & Natural Resources and r was 0.33 ($p = 0.05$) for Computer System and Software Engineering. The correlation between both groups tested for study skills and grade point average in social studies were: $r = 0.16$ ($p = 0.05$), $r = 0.15$ ($p = 0.05$), $r = 0.13$ ($p = 0.05$) and $r = 0.31$ ($p = 0.01$).

Maina's (2010) results of the study indicated that all dimensions of study skills significantly influenced middle school students' academic performance in Social Studies. Rochford's (2007) results of the study revealed that different components of study skills such as reading, note taking, concentration and managing time were correlated with students' academic performance in Social Studies and that study skills vary according to academic performance towards the subject. Qasmi's (2012) results of the study showed a positive correlation between study skills and academic achievement in social studies among hostel living and day scholars' university students in Islamabad. Female university students possess more effective or "high study skills" and higher academic achievement in social studies than male university students. Cadosales's (2014) study on students' skills in organizing and planning one's work; working with others and utilizing resources and feedback; note-taking and reading; and preparing an assignment/project correlate with their grades in Social Studies. The best predictor of students' academic performance in Social Studies is note-taking and reading. First year college students need to develop the habit of studying their lessons, reading, and taking down notes to improve their academic performance in Social Studies. Yu's (2014) study found that high school students' study skills influenced their general point average in Araling Panlipunan. Managing time in studying, memorization, motivation, concentration, reading and note taking study skills showed up to be significant in the general point of students in Araling Panlipunan. In particular, students who performed better are those who did more in terms of their study skills.

Diperna's (2011) study demonstrated a positive correlation between the academic performance in Social Studies and study skills among public freshmen students in Lehigh University. Rana's (2011) analysis of the study revealed that White British students had significantly "very high study skills" than the Pakistani British who have "average study skills" but no significant difference was found in their academic performance in Social Studies. Results of the study furthered showed an interactive effect on the study skills and academic performance of the students in social studies.

Woolfook's (2011) study found that authoritative parents had important influence in the academic performance of their children in Social Science. In his study, it was observed that the correlation was stronger among parents with authority and student achievement with high marks, compared with other styles of parenting a high marks. In both cases of self-reporting, children who grow up with parents classified as other parenting styles have higher academic achievement in Social Science. Researchers concluded that parental authority style promote high academic achievement in Social Science. In support, Roger's (2014), investigation showed that authoritative parenting style is related to academic success of children in Social Studies. Authoritative parents eventually feeds his children with a sense of initiative and trust-relate learning paving the way for academic success in Social Studies. Kashahu's (2014) study shows that students' academic achievements in World History are related to parenting styles. Parents tend to use practices associated with authoritative style, which in this study was shown to be a successful style with regard to the student's academic achievement in World History. Grolnick's (2013) study claimed that authoritarian parenting style is negatively associated with academic achievement in Social Science. This is an almost dictatorial style that involves the highest degree of control over children and very low levels of warmth. The high level of parental pressure within the authoritarian style often reduces a child's internal motivation, causes negative dependence

and undermines the learning process. Pittman's (2014) investigation on the relationship between permissive parenting styles and academic achievement of adolescents in social studies showed that permissive parenting styles were not significantly associated with the high scores of adolescents in Social Studies.

Masha's (2014) study showed that managing time skills ($p=0.04$), motivation ($p=0.0001$) and information processing ($p=0.03$) were the more favorable position and showed significant relationship in terms of their academic achievement in Social Studies. In the study of Karimi (2010) the results revealed that note-taking strategy instruction had significant effects on the students' achievement. These findings support the view that in academic performance, the process effect of note taking is of great importance. Moreover, Taraban's (2011) studies showed that students who have upper grades use more reading strategies. Nanthamongkolchai's (2013) study revealed a significant difference between parenting styles mother's education, father's occupation, age and sex.

Osmanaga's (2014) study explored on the relationship between demographic characteristics, parenting styles and academic achievement in Social Studies involving elementary school students. Participants in this study were parents of students in fifth and sixth grades of public schools in Tirana. A measuring instrument, which was adapted from the literature (Robinson, Mandleco, Olsen and Hart, 1995), was applied ($N = 220$). Quantitative methods were used and data were processed with SPSS. The study finds that parenting styles and demographic characteristics were associated primarily with the educational level of parents. Children's academic achievements in Social Studies are related to parenting styles. Demographic characteristics showed a relationship with parenting style. The dominating parenting style is authoritarian, which is connected with the family's low social status and economic level. Parenting with an authoritative style, which is different from the more severe authoritarian style, shows more successful results in terms of high academic achievement in Social Studies. Kashahu's (2014) study shows that students' academic achievements in World History are related to parenting styles. On the other side of parenting style are the child's gender as well as the parent's gender, age, employment and education. More educated parents tend to use practices associated with authoritative style, which in this study was shown to be a successful style with regard to the student's academic achievement in World History. Bushati's (2014) findings revealed that parents' educational attainment predicts high academic achievements in Social Studies of their child. Parents with low educational level or minimal employment status, showed the link between neglectful and authoritarian parenting styles and low levels of education and high rates of unemployment, which create financial difficulties and deviations from parental obligations and lack of support for their child to achieve high scores in Social Studies.

Powell's study (2011) revealed a significant difference between age and study skills in Social Studies among nursing students across five campuses in Sam Houston State University. Students' personal profile such as age, gender, education of parents and showed no significant differences in their study skills in social studies (Masha, 2014). Baldago's (2012) found that there were significant differences between parents' role, age, gender and educational level of parents and pupils' study skills in Araling Panlipunan. Holkman's (2012) revealed no significant differences on sophomore Social Science study skills and selected variables studied such as age, sex, and education of parents. Jiloha's (2014) study showed no statistical difference on the academic achievement of medical students in Social Studies. Results further revealed that personal variables such as age, gender, family income, parents' education and occupation have no statistical difference on the academic performance in Social Studies among general, SC and ST students. In contrast, Mangat's (2014) study found significant differences between age, gender, and parents' role and educational attainment regarding the performance of students in Social Science. A significant change in the perception of students about the share of family, teachers, and self-efforts Social Studies performance was assessed. Steven's (2013) study revealed no significant difference on age, gender, and education of parents in North Forest School and academic achievement in Civic and Culture.

Statement of the problem: According to Rafiq (2013) the role of parents in their children's education has long been recognized as a significant factor in academic success and school improvement. The more parents are involved in the process of imparting education to their children, the more the children may excel in their academic career. The call for educational reforms to address the needs of student is frequent. Important changes have come about as educational reform efforts focused on the needs of students. However, this can only be made possible if parents, school authorities and students will strive to establish 21st century learners. It is on this proposition that this study determined the parenting styles and study skills as these relate to the academic performance of Grade IV pupils in Araling Panlipunan for the school year 2015-2016. Specifically, the researcher sought answers to the following questions:

1. To what extent is the parenting style of the respondents' parents as a whole and in terms of the following dimensions: authoritative, authoritarian, and permissive parenting?
2. What is the level of parenting style of the respondents' parents when they are grouped according to age, sex, and their parents' education?
3. What is the study skills level of the respondents as a whole and in terms of the following dimensions: reading textbooks, taking notes, studying, memorizing, preparing for test, and managing time?
4. What is the level of study skills of the respondents when classified according to age, sex, and education of parents?
5. What is the level of the respondents' academic performance in Araling Panlipunan?
6. What is the level of respondents' academic performance in Araling Panlipunan when they are classified according to age, sex, and education of parents?
7. Are there significant differences in the parenting styles, study skills and academic performance of pupil when they are grouped according to selected variables such as age, sex, and education of parents?
8. Are parenting styles, study skills and pupil respondents' academic performance significantly related?

Methodology

The descriptive-correlational research was employed in this study. This research design is considered appropriate in this study because it is basically descriptive and correlational in nature in as much as the main purpose is to determine the parenting style, study skills and pupil's academic performance in Araling Panlipunan. The study was conducted in the 11 public elementary schools of the District of Tapaz West, Division of Capiz from December 2015 to January 2016 during the second semester of School Year 2015-2016. The study employed the multistage sampling technique. The first stage of the procedure was done to determine the actual number of schools included in the study. This was undertaken to make sure that every elementary school in the District of Tapaz West was given a chance to be part of the study. After establishing the 11 schools, the total number of grade four pupils was also determined.

The sample size of the study was determined using the Pagoso's (1987) formula. Since the population included different schools having different population, the stratified random technique using proportional allocation formula of Cochran (1953) was used to get the sample size from each school. A sampling frame was prepared to get the actual respondents using simple random sampling with the use of random numbers.

The data gathering instruments used in this study were the standardized questionnaires. It comprised of three parts: Part I gathered data on the respondents' personal characteristics such as age, sex, and parents' education. Part II is a Parenting Styles Test (1995) which contain 30 item statements for the purpose. The first 13 items dealt about authoritative parenting, 14-26 items dealt about authoritarian parenting and 27-30 items state about permissive parenting. Parents of the 219 pupils supply the data needed by checking the best choices that correspond to their agreement or disagreement to each item. Part III of the survey questionnaire dealt on the Study Skills Test (Anderson, 2003). This scale contained 30 items. Item 1-5 dealt about reading textbooks, 6-10 items dealt about taking notes, 11-15 items were about studying, items 16-20 state about memorizing, 21-25 items were about preparing for the tests and 26-30 statements dealt about managing time. Academic performance in Araling Panlipunan of the pupils was determined using their second periodic rating in the subject.

A request letter seeking approval to conduct the study was secured from the office of the district supervisor and heads of the respondent schools respectively. After permission was granted, the researcher met the concerned advisers and asked their assistance in the administration of the research instruments to the pupils' and to their parents. He likewise asked their help as regard the pupils' academic grades in Araling Panlipunan during the second grading term. The researcher himself did the administration of the instrument to the grade IV pupils to make sure that clarity is arrived at when questions arise about the items in the instrument and to assure that a 100 percent retrieval of the same is attained. The analysis of the data was done using descriptive statistics such as frequency count, mean, percentage and standard deviation. To determine if relationships or differences exist between the independent variables such as parenting style, and study skills and the dependent variable that is, pupils' academic performance in Araling Panlipunan, Pearson Product Moment Correlation, and t-test for independent samples, and ANOVA were utilized. Level of significance was set at 0.05 alpha.

Results and Discussion

The respondents' distribution as to their personal characteristics such as age, sex, and parents' educational qualifications. As revealed, 84.47 percent of the 219 Grade IV pupils were 9 years old while only 15.53 percent were in the 10 years old

category. The mean age of 9.15 was obviously prevalent in the study indicating that pupil respondents were correspondingly aligned to their grade level. It presupposes that formal schooling starts at age 6 hence grade IV pupils should be 9 years old at the time they will enter the grade level. As to sex distribution, more than two-thirds (69.86%) of the pupils represented the female sex and a little less than a third (30.14%) belonged to the male category. The dominance of the female over the male sex is greatly shown in this study. As shown 82.26 percent of the parents were high school graduate; 12.33 percent attained high school education; and only 5.02 percent had a college degree. This indicates that most of the parents have finished high school education.

As reflected, nearly three – fourths (72.15%) of the parents have moderate parenting style; more than a fourth (26.48%) had a high parenting style while less than one percent (0.9% and 0.46%) were shown with very high and weak parenting styles respectively. With the mean of 3.26 and an SD of 0.29, pupils' parents tend to have a homogenously' moderate level of parenting style as a whole. The means and the SDs of the 219 parents reflecting their parenting styles in the three dimensions as: authoritative, authoritarian, and permissive. Results showed that parents of the pupils were highly authoritative ($M=4.16$; $SD=0.41$) moderately authoritarian ($M=3.33$; $SD = 0.42$) and permissively weak as shown by the mean of 2.31 and an SD of 0.59. The grand mean of 3.26 simply indicates that generally respondents' parents have a moderate level of parenting style. Parents had average authoritarian parenting styles. It appears that parents had average restriction; punishment and making their children follow their directions with little to no explanation or feedback. Parents punish their children by taking privileges like TV, games, and visiting friends. Moreover, respondents' parents had below average permissive parenting style which seems that parents were characterized as having few behavioral expectations for the child. Probably, they are the type of parents who are nurturing and accepting, and are responsive to the child's needs and wishes and do not require their children to regulate themselves or behave appropriately. This finding supports the study of Maddahi's (2012) who explored on the preferred parenting styles including authoritative, authoritarian, permissiveness and neglectful among 272 students from national university, Islamic Azad University and Payam Nour University of Yazd pre-province. He revealed in his study that students perceived their parents to have authoritative parenting style. This came out as the most preferred parenting styles of the respondents.

Data shows the level of parenting styles of pupils' parents when they were grouped according to selected variables. As to age, both age groups (9 and 10 years old) were shown with parents who had moderate level of parenting styles as revealed by their means score of 3.29 and 3.26 with SDs of 0.25 and 0.29 respectively. This indicates that regardless of their children's age parents manifest similar moderate parenting style. In terms of sex, parents with female children obtain higher mean rating of 3.36 than male ones ($M=3.31$). Both sexes however, were shown with the same SDs (0.42) which further indicates that parents of these two groups of pupils tend to be homogenously moderate in their parenting style. When grouped according to parents educational attainment, data revealed that pupils whose parents were college and high school graduates were shown with the same means of 3.28 with SDs of 0.31 and 0.29 respectively. On the other hand, pupils with parents who were in the high school level obtained a mean of 3.15 and an SD of 0.25. Data however showed that there were no variations in their parenting style since results for the three groups of parents in different educational levels showed to be similarly "moderate" in their parenting style.

Result shows the distribution of pupils as to their level of study skills. As reflected in the distribution, a half of them (50.00%) had a high level of study skills; 26.70 percent were with a very high study skill; 13.80 percent were shown with average level of study skills and less than one percent (0.80) was shown with below average level of study skills. The mean of 3.90 with a SD of 0.68, indicates a high study skills level among pupil respondents of the study in general. As shown, all the study skills dimensions had mean ratings verbally interpreted as high level category namely: preparing for the test on the top ($M=4.00$; $SD=0.62$), managing time next ($M=3.98$; $SD=0.65$), memorizing ($M=3.97$; $SD=0.06$); studying ($M=3.92$; $SD=0.64$); reading textbooks ($M=3.90$; $SD=0.66$) and taking notes being the last ($M=3.63$; $SD=0.67$). The grand mean of 3.90 simply denotes that the pupil respondents had generally a high level of study skills. The present findings confirms Uka's (2013) study which found out that high school students in Albania have "high study skills". On the other hand taking notes, reading textbooks, and memorization were prevailing components of study skills of students.

When grouped according to personal related variables data in Table 8 showed that pupils of the two age groups (9 and 10 years old) obtained mean scores of 3.86 and 3.99 verbally interpreted as high level study skills. The SDs of 0.52 and 0.42, respectively suggest that pupils in both age groups have similar study skills level. As to sex, both male ($M=3.92$; $SD= 0.49$) and female ($M=3.87$, $SD= 0.49$) pupils obtained ratings similarly interpreted as high level study skills. This, indicates that

regardless of sex, pupil respondents tend to be homogenous in their study skills level. When pupils were grouped according to parents' education, result showed that pupils with parents who had high school education obtained higher mean ($M=3.98;SD0.35$) than those pupils' whose parents were high school graduate and college graduate ($M=3.87;SD=0.53$) respectively. Nevertheless, all the mean scores were interpreted in the high level study skills category. Data show the distribution of the grade IV pupils as regard their academic performance in Araling Panlipunan. As reflected in the result, nearly half (47.49%) of them were found with very satisfactory performance in the subject; a little more than two-fourths (40.18%) had satisfactory ratings while only more than a tenth (12.33%) were found with outstanding rating in the subject. The grand mean of 85.28 and a SD of 3.20 are however generally interpreted as very satisfactory performance among the grade IV pupils. The present study supports numerous researchers revealed as: Essien (2015), Ching (2014) and Vida's (2011) whose findings were outstanding academic achievement of students in social studies which contrasted to Nelson's (2005) and Liaco's (2010) report on satisfactory academic performance among students in Araling Panlipunan.

The level of academic of performance of pupils in Araling Panlipunan when classified according to selected variables is reflected in Table 10. The findings of the study showed that regardless of age, respondents performed very satisfactorily in Araling Panlipunan. This is reflected by the mean score and SDs of the two age groups namely: 9 years old ($M=85.49;SD=3.21$), and 10 years old ($M=84.15;SD=2.88$) respectively. Likewise, the male ($M=85.39;SD=3.21$) and the female ($M=85.24;SD=3.30$) respondents were also similarly noted with very satisfactory ratings indicating that regardless of sex, respondents' performance in the subject seemed alike. In like manner, pupil respondents' performance in Araling Panlipunan did not vary when they were grouped according to their parents' education. Their mean scores revealed results which tend to be very satisfactory as follows: high school level ($M=86.37;SD=3.41$); high school graduate ($M=85.10;SD=3.20$); college graduate ($M=85.58;SD=1.97$). This means that regardless of parents' level of education pupils' performance in Araling Panlipunan was similar.

Data showed that no significant difference existed in the parenting style of pupils' parents when they grouped according to age as shown by the t-value of -0.569 with the probability value of 0.570 at 0.05 level significance. The result accepts the null hypothesis which states that parenting style of pupils' parents did not vary. In like manner, no significant difference existed in the parenting style of pupils' parents when they were grouped according to sex. The t-value of -2.143 with a probability value of 0.33 is not significant at 0.05 alpha level, hence accepting the null hypothesis of the study. When grouped according to parents educational attainment, ANOVA results in Table 11b showed that the level of parenting style of pupils' parents did not significantly differ ($F=2.463, p>0.05$). Therefore, the null hypothesis of the study that no variations exist in the parenting style of pupils' parents when they were grouped according to educational level is accepted. Results imply that regardless of age, sex, and parents' education, the parenting style of pupils' parents tend to be the same. The present findings negates Nanthamongkolchai's (2013) study who revealed significant difference between parenting styles, mother's education, father's occupation, age and sex; and Osmanaga's (2014) study who finds that parenting styles and demographic characteristics were associated primarily with the educational level of parents.

Data reflect the results that when pupils were grouped according to selected variables such as age ($t=-1.269, >0.05$); sex ($t=0.732 >0.05$); education of parents ($F=0.601 >0.05$) their level of study skills did not significantly differ. Hence, the findings of the study accept null hypothesis of the study. Thus, it could be inferred that regardless of age, sex, and parents' education pupils' study skills seemed alike. This present study contradicts Powell's (2011) study who revealed significant difference between age and study skills in Social Studies among nursing students across five campuses in Sam Houston State University. It is supported by Baldago's (2012) study who also indicated a significant difference between variables such as parents' role, age, gender and educational level of parents and pupils' study skills in Araling Panlipunan. However, the present findings confirmed Masha's (2014) study which revealed that students' personal profile such as age, gender, education of parents showed no significant differences in their study skills in Social Studies. In the same vein Holkman's (2012) study also revealed no significant differences on sophomore Social Science study skills and selected variables studied such as age, sex, and education of parents.

Results present the difference in the academic performance of the respondents in Araling Panlipunan when grouped according to selected variables. As to age, no significant difference exists in the academic performance in Araling Panlipunan of the 9-year-old ($M=85.49$) and the 10-year-old pupils ($M=84.15$). The t-value of 2.44 is much higher than the probability value of 0.18 at 0.05 alpha. Hence, the result accepts the null hypothesis of the study. Data further disclosed a no significant variation in the pupils' academic performance in Araling Panlipunan when grouped according to sex. The result of the t-value which is 0.310 is not significant at 0.05 alpha, thus accepting the null hypothesis which states there is no significant difference in the pupils' performance in Araling Panlipunan when classified as to sex. Results further revealed that performance of pupils

in Araling Panlipunan did not vary when grouped according to their parents' education ($F=1.913, >0.05$) thus, accepting the null hypothesis for these variables. It could therefore be concluded that regardless of age, sex and parents' education pupils' performed similarly in Araling Panlipunan. The results of the study affirmed Jiloha's (2014) study that there is no statistical difference on the academic performance in Social Studies among general, SC and ST students. In the same vein, Steven's (2013) study revealed no significant difference on age, gender, and education of parents in North Forest School and academic achievement in Civic and Culture. On the other hand, the study of Mangat's (2014) contradicts the present result which found significant differences between age, gender, and parents' role and educational attainment regarding the performance of students in Social Science.

Data showed that parenting styles and pupils study skills are not significantly related. The Pearson's r of 0.110 has a probability value of 0.104 which is greater than 0.05 alpha. Therefore, the results accept that these two variables are not significantly related. This indicates that regardless of the parenting styles of their parents, pupils study skills seemed the same. The result of this study affirms the findings of Starr (2011) and Cariglo's (2014) that there is a negative correlation between parenting styles. On the contrary, the result negates the findings of Ghose & talib (2014) and Dashif (2011) which indicated that there is strong relationship between parenting styles and study skills.

Finding reveals that generally the parenting style of parents did not influence the academic performance of their children. The result showed a Pearson's r value of 0.001 higher than 0.05 alpha. Hence, the two variables seemed to appear not significantly correlated with each other. More specifically, authoritative parenting ($0.046, >0.05$), authoritarian parenting ($r=0.080, >0.05$) and permissive parenting ($r=0.087, >0.05$) likewise seemed to show that these parenting styles did not have a strong effect on pupils' academic performance. The outcome of the study accepts the null hypothesis that pupils' parents parenting styles be these authoritative, authoritarian and permissive, did not affect the pupils' performance in Araling Panlipunan. The results of this study negate Woolfook's (2011) findings that authoritative parents had an important influence in the academic performance of their children in Social Science. In support, Roger's (2014), investigation showed that authoritative parenting style is related to academic success of children in Social Studies. Kashahu's (2014) study also showed that students' academic achievement in World History is related to parenting styles. However, the present finding contradicts Pittman's (2014) investigation on the relationship between permissive parenting styles and academic achievement of adolescents in Social Studies. The results showed that permissive parenting style was not significantly associated to the high scores of adolescents in Social Studies.

Data shown a highly significant correlation between study skills and pupils' academic performance ($r=0.652, <0.05$). The result rejects the null hypothesis that these two variables are not significantly related. This indicates that when the pupils study skills are high, their academic performance tends to be very satisfactory or outstanding. The data likewise showed that the dimensions of study skills namely: taking notes ($r=0.345$), studying ($r=0.474$), memorizing ($r=0.414$), preparing for the test ($r=0.414$) and managing the time ($r=0.504$) were found to highly significantly correlate with the pupils' academic performance, thus, rejecting the null hypothesis of the study. This means that these components of studying skills have highly influenced the pupils to achieve academically higher in the subject. Reading textbook ($r=-0.29$) however, was not found to significantly affect the pupils' performance in Araling Panlipunan. The result of the study confirms Masha's (2014) study that managing time skills, motivation and information processing were the more favorable position that significant relationship to their academic achievement in Social Studies. Consequently, it supported the study of Karimi (2010) which results revealed that note-taking strategy instruction had significant effect on the students' achievement. These findings support the view that in academic performance, the process effect of note taking is of great importance. Moreover, the result of the study denied Taraban's (2011) findings which viewed that students who have upper grades used more reading strategies in reading textbooks.

Conclusion

In view of the findings of the study, the following conclusions and implications were drawn: Grade IV pupils' parents have moderate parenting style. It implies that these parents believed that the quality of parenting is far more essential than the quantity of time spent with the child. Pupils' parents are highly authoritative. This indicates that parents in this study, allow their children to explore more freely, thus allowing them to make their own decisions based upon their own reasoning in developing and preparing themselves independently and self-reliantly. Pupils' parents are moderately authoritarian. It appears that parents rear and nurture their children to behave, survive, and thrive as an adult in a harsh and unforgiving society by preparing them for negative responses such as anger and aggression that the child will face if his/her behavior is

inappropriate. Pupils' parents are permissively weak in their parenting styles implying that parents treat their children as their intimate friends. The expectations of the child are very low, and there is little discipline since parents also allow children to make their own decisions. Respondents have high level of study skills. It is perhaps because the pupils consider studying as very essential in acquiring good grades, and useful for learning throughout one's life. Grade IV pupils have high study skills in preparing for the test, taking notes, studying, memorizing, and managing time. This may mean that Grade IV pupils consider all these aspects essentials in acquiring good grades, and looking forward that learning can very useful in one's life. Generally, Grade IV pupils have very satisfactory performance in Araling Panlipunan. Probably, this very satisfactory level of performance could be associated with their enthusiasm and determination to fully develop their talents, abilities and competencies which are important to highly achieve in academics. Regardless of age, sex and parents' education parenting styles of parents, study skills of pupils and their academic performance in the subject are similar. Study skills and academic performance in Araling Panlipunan are correlated. This implies that when pupils study skills are high their academic performance in the subject tends to be also higher.

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