

HOME ENVIRONMENT, PARENTING STYLES AND ACADEMIC
PERFORMANCE OF GRADE SIX PUPILS IN THE
DIVISION OF GENERAL TRIAS CITY, CAVITE

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HOME ENVIRONMENT, PARENTING STYLES, AND ACADEMIC
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ABSTRACT

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This study aimed to determine the observed home environment, experienced parenting style and academic performance of Grade 6 pupils of public elementary schools of Gen. Trias City, Cavite, School Year 2018-2019.

Specifically, this research aimed to (1) describe the socio-demographic profile of the participants in terms of: sex, sibling configuration, family structure, parents' highest age, civil status of the parents, highest educational attainment of the parents, occupation of the parents and monthly income of the parents; (2) determine the observed home environment of the participants in terms of: parent-child interaction, motivational influences at home, child's early learning at home, parental involvement in school and nutrition at home; (3) determine the parenting styles experienced by the participants; determine the academic performance of the participants; (4) determine the difference of home environment when grouped according to their socio-demographic profile; difference in parenting style when grouped according to their socio-demographic profile; (5) determine the parenting style according to their socio-demographic profile; (6) determine the relationship between the following: home environment and parenting style; home environment and academic performance of the participants; parenting style and academic performance of the participants

Descriptive correlational design was used in this study. Instruments used in data gathering was a three-part survey questionnaire: the socio-demographic profile; researcher-made questionnaire for home environment validated by three experts in the field; and

Parenting Style Inventory II adopted from Darling (1997). The academic performance was based from the school records of their grade six average. The participants of this study were the 200 Grade 6 pupils of two public elementary school in Gen. Trias. Statistical measures used were frequency, percentage, mean, standard deviation, chi-square, Pearson's rank correlation coefficient Kruskal Wallis test and Mann Whitney Test.

The results of the study revealed that female dominate male participants. Most of them were the first child in the family, having three to five siblings with mixed sex composition. Their highest birth spacing was 3-5 years. They had nuclear or traditional family structure. Their parents were of young age, married, secondary/vocational graduate. Their mothers were unemployed and fathers were employed having a low combined monthly income (below P40,000).

In terms of the overall observed home environment of the participants, all areas of home environment (parent-child interaction, motivational influences at home, child's early learning at home, parental involvement in school and nutrition at home) were more dominant or having high home environment rating. As to their frequency and percentage, majority of the participants had high parent-child interaction and parental involvement in school. Most of them had very high motivational influences at home, child's early learning at home and in nutrition at home. However, the experienced parenting styles of the participants was authoritarian. Participants' parents were more dominant in authoritarian, dominant in authoritative and permissive. Moreover, many of the participants had very satisfactory academic performance.

Based on the statistical analysis, the following independent variables were significantly related to home environment: birth order, sibling size, sex composition, civil status of parents, highest educational attainment of parents, father's occupation and

combined monthly income of parents. Conversely, independent variable that shows significant with parenting style is mother's occupation

Moreover, the analysis also revealed that home environment was significantly related to parenting style especially on the area of motivational influences at home. And it is a predictor of academic performance specifically on the area of motivational influences at home, child's early learning at home, parental involvement in school and nutrition at home. Finally, no significance was found between parenting style and academic performance.

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INTRODUCTION

Education plays a vital role in a person's life. It is the process of enhancing and developing the individuals' potential and capabilities in order to prepare her/ him to be a successful member of the society. Aremu (2000) emphasized that education is a powerful tool to acquire knowledge and skills, develop intellectual abilities, shape cultural attributes, and can even move a nation to develop its scientific and technological culture.

Education is acquired in various ways. Montessori (2018) stated that education is a natural process carried out by the individual and is acquired through experiences in the environment. ACS Distance Education (2011) highlighted that learning through experience is an effective education, which brings about an inherent and permanent change in a person's ability to think, decide, and accomplish things. Moreover, quality education can be achieved in school where it emphasizes the holistic development of a child, equips learners with knowledge and skills, inculcates learners with right values, and imbues learners with positive learning attitudes (Ng, 2015).