



# The Effects of Authoritative and Permissive Parenting Style on the Filipino Students' Academic Achievement and Social Competence

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## Abstract

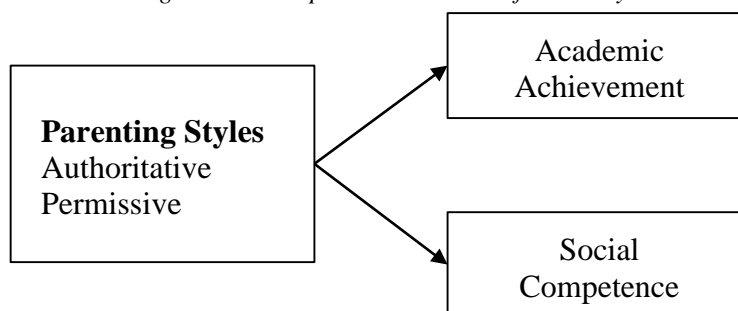
Parenting styles significantly influence a child's academic and social performance. The different styles result in varied developmental outcomes, making the study of parenting's impact a key focus in developmental psychology. Parental involvement can positively or negatively impact a child's growth, affecting how they efficiently learn and grasp their surroundings. This paper examined the effects of authoritative and permissive parenting styles on students' academic achievement and social competence. The study focused on 18–24-year-old students from private universities in Manila, Philippines, utilizing a descriptive research design with a quantitative approach. This research expounded on the relationship between parenting styles, academic achievement, and social competence among the selected Filipino students. Online survey questionnaires were disseminated to determine parenting style and measure the social competence and academic achievement of the students, garnering 83 qualified participants. The results indicated a statistically significant and moderately positive correlation between parenting styles and social competence. The selected Filipino students with authoritative parents had a significantly higher social competence score compared to those with permissive parents. Furthermore, the study found that there was no notable difference in the GPAs of the students, regardless of whether their parents practiced authoritative or permissive parenting. Authoritative parenting was associated with higher social competence, while no significant relationship was found between parenting styles and academic achievement. The findings of this study suggest that adopting authoritative parenting may be advantageous for children's social competence. These findings highlight the importance of parenting styles in children's development.

**Keywords:** academic achievement; authoritative; social competence; permissive; young adult

## 1. Introduction

Parental influence plays a crucial role in shaping children's intellectual and social progression as they absorb lessons from their initial surroundings and the individuals they encounter. However, the impact of various parenting styles, such as authoritative and permissive parenting, on academic achievement and social competence has not been thoroughly investigated, especially concerning young adult Filipino students in private universities. This research seeks to address this gap by exploring the relationship between parenting styles and developmental outcomes in Filipino students aged 18 to 24.

Figure 1. Conceptual Framework of the Study



Authoritative and permissive parenting styles, categorized by demandingness and responsiveness (Kuppens & Ceulemans, 2019), offer distinct approaches to upbringing. Authoritative parents have high demands, evident through the enforcement of strict discipline and responsibility while still providing emotional support, fostering both academic responsibility and social competence (Baumrind, 1991, as cited in Nyarko, 2013). Conversely, permissive parenting involves high responsiveness and warmth that may offer emotional support but frequently falls short in providing the structure necessary for encouraging academic achievement and favorable social behavior (Sarwar, 2016).

Academic achievement is "any identifiable success in the areas of scholarship or disciplined study" measured through standardized tests assessed by an educator or a supervisor (American Psychological Association, 2023a). Meanwhile, social competence refers to the "effectiveness or skill in interpersonal relations and social situations, increasingly considered an important component of mental health" (American Psychological Association, 2023b).

Although extensive research suggests that authoritative parenting style is positively related to both academic achievement and social competence (Labajo & Sebugan, 2022; Tsela et al., 2022), findings on permissive parenting reveal conflicting outcomes. Most studies share similar results regarding the positive effects of authoritative parenting on academic achievement and social competence, citing reasons such as parental self-efficacy (Kong & Yasmin, 2022), increased levels of self-esteem (Garcia & Serra, 2019), and emotional support (Salavera et al., 2022). On the other hand, while some studies highlight the adverse academic and social impacts of permissive parenting (Odame-Mensah & Gyimah, 2018; Barnhart et al., 2013), other studies indicate that permissive parenting may offer emotional advantages that help build resilience (Bartholomeu et al., 2016). These discrepancies underscore the need for a more nuanced exploration, particularly in the context of Filipino culture, where firm family bonds and the predominant influence of parents are paramount (Arafat et al., 2020).

Despite Filipinos placing great significance on family dynamics and support, there is a notable gap in research delving into the impact of parenting styles on young adult students in the

Philippines, especially those in private educational settings. Most existing studies focus on younger children or populations in Western contexts (Barnhart et al., 2013; García et al., 2018), leaving a significant gap in understanding the experiences of Filipino students transitioning into adulthood.

Through the study of the relationship between authoritative and permissive parenting styles and the academic achievement and social competence of young adult Filipino students from private universities in Manila, this paper addresses the aforementioned gaps.

This study aims to answer the following research questions:

1. What are the academic achievement level and social competence scores of selected Filipino students from private schools in Manila?
2. What is the distribution of selected Filipino students under authoritative or permissive parenting styles?
3. What is the correlation between parenting styles and social competence among selected Filipino students from private schools in Manila?
4. What is the correlation between parenting styles and academic achievement among selected Filipino students from private schools in Manila?
5. Does parenting style influence social competence among selected Filipino students from private schools in Manila?
6. Does parenting style influence academic achievement among selected Filipino students from private schools in Manila?

The research findings may contribute to society's new knowledge and awareness of the potential outcomes of parental child-rearing practices, as perceived by those receiving such upbringing. Notably, in the Philippines, it is essential to give attention to the development of targeted interventions and support initiatives that address the specific needs of students.

## **2. Body of paper**

### **2.1. Research Design and Sampling Method**

This study employed a quantitative research method for identifying the parenting styles, academic achievement, and social competence of selected young adult students in private schools in Manila. This study, utilizing purposive sampling, gathered 92 participants. The participants must fall within the age range of 18-24 years old and attend any private university in Manila, Philippines. Participant eligibility was carefully assessed, excluding responses that failed to meet the criteria or had equal scores on the parenting style subtest and thus cannot be categorized under authoritative or permissive parenting. As a result, 9 participants were disqualified, leaving only 83 qualified participants. The sample size is sufficient for this study with a 90% confidence interval and 10% margin of error. The sample size is calculated using sample size determination based on proportion with the formula below, using a 50% proportion (p) when unknown. The minimum sample size is 68 participants.

$$n = \frac{z^2 \cdot p(1 - p)}{\varepsilon^2}$$

z is the z-score

$\varepsilon$  is the margin of error

n is the sample size

p is the population proportion

A power analysis further supports the adequacy of the sample size. For correlational studies, Cohen (1988) suggests that a sample size of 68 participants is necessary to detect a medium effect size (0.4) at a power of 0.90 and an alpha of 0.05. This is also seen in Table 1, which shows the power analysis. The sample size of 83 ensures that the study has sufficient power to detect meaningful relationships between parenting styles, academic achievement, and social competence.

Table 1: A Priori Power Analysis from Jamovi

N	Effect Size	Power	$\alpha$
68	0.400	0.900	0.0500

Additionally, similar studies examining parenting styles, such as those conducted by Baumrind (1991) as cited in Nyarko (2013), and Kuppens and Ceulemans (2018), have used comparable or even smaller sample sizes, reinforcing the appropriateness of the sample size for this study's research design and statistical analyses.

Data collection involved an online survey conducted via Google Forms. The survey was disseminated to students through various online and social media platforms to ensure a diverse pool of respondents. Participants were thoroughly briefed on the survey's contents and risks through an informed consent form presented at the outset of the online survey. Their participation commenced only upon confirmation of consent and completion of the questionnaires.

## 2.2. Research Instruments

The instrument utilized for gathering, assessing, and analyzing data was an online survey questionnaire. It contained four sections designed to determine the research subjects' demographic details, parenting style subjected to, academic achievement, and social competence.

The first portion profiled the respondents by age, education level, birth order, and gender. Subsequently, the second section adapted Buri's Parental Authority Questionnaire (PAQ) to identify the predominant parenting style experienced by the respondents. Section three, on the other hand, utilized GPA ranges to establish their academic achievement. Lastly, section four employed the Social Competence in Higher Education Questionnaire (SCHEQ) developed by Leganés-Lavall and Pérez-Aldeguer. Cronbach's alpha is presented in Table 2 below to gauge the internal consistency and reliability of each of the instruments used. The values above 0.7 are considered acceptable.

Table 2: Cronbach's Alpha of Adopted Survey Instruments

Instrument	Cronbach's Alpha	Interpretation
Parental Authority Questionnaire (PAQ)		
Mother's Permissiveness	.75	Acceptable
Mother's authoritativeness	.82	Good
Father's Permissiveness	.74	Acceptable
Father's Authoritativeness	.85	Good
Social Competence in Higher Education Questionnaire (SCHEQ)		
	0.91	Excellent

### A. Parenting Style

Parenting styles were determined using the Parental Authority Questionnaire (PAQ) by Buri (1991). This assessed parental disciplinary practices from the child's perspective. It included permissive, authoritarian, and authoritative parenting subscales, each measured using a 5-point Likert scale. Given the study's focus on authoritative and permissive parenting styles, only their respective subscales were employed in the questionnaire.

### B. Academic Achievement

Academic achievement was determined through the student's Grade Point Average (GPA). In this section of the survey, students were prompted to select their GPA from the academic year 2022-2023 within the following ranges: 3.7-4.0, 3.4-3.699, 3.0-3.399, 2.7-2.999, 2.4-2.699, 2.0-2.399, below 2.0, or incomplete (INC).

### C. Social Competence

The respondent's social competence was gauged through the Social Competence in Higher Education Questionnaire (SCHEQ) by Leganés-Lavall and Pérez-Aldeguer (2016). This 40-item questionnaire was divided into three factors: Social Skills, Team Cohesion, and Group Climate. The Group Climate evaluated peer relationships regarding participation, conflict, and avoidance. Team Cohesion measured participant comfort within the group, while Social Skills focused on interpersonal and intrapersonal peer interaction. Responses were recorded on a 4-point Likert scale.

## 2.3. Data Analysis Strategy

The quantitative survey results were tabulated and interpreted based on each data collection instrument to analyze the data. Table 3 below displays the scoring matrix for the survey components, along with their corresponding interpretations.

Table 3: Scoring of Variables

Variable	Measure	Score	Interpretation
Parenting Style	Parental Authority Questionnaire (PAQ)	Each subscale could accumulate 10 - 50 points.	
		Permissive > Authoritative Authoritative > Permissive	Permissive Parenting Style Authoritative Parenting Style
Academic Achievement	Grade Point Average (GPA)	97- 100	Very High
		94 - 96.99	Moderately High
		91 - 93.99	High
		87 - 90.99	Low
		83 - 86.99	Moderately Low
		Below 83.	Very Low
Social Competence	Social Competence in Higher Education Questionnaire (SCHEQ)	Total Points:	
		134 - 160	Very High
		126 - 133	High
		119 - 125	Average
		112 - 116	Low
		99 - 111	Very Low

The Parental Authority Questionnaire consisted of two sections that assessed permissive and authoritative parenting practices. Scores from the Likert scale of both sections were computed to determine their predominant parenting style, with the higher score indicating their style.

To determine academic achievement, the respondents indicated their GPA range from the year 2022 to 2023. Their academic achievement was very high if it fell between 3.7- 4.0, moderately

high for 3.4- 3.699, high for 3.0- 3.399, moderate or average for 2.7- 2.999, low for 2.4- 2.699, moderately low for 2.0- 2.399, very low for below 2.0, and 0 if incomplete.

Lastly, social competence was assessed by tallying scores on the Social Competence in Higher Education Questionnaire, which ranged from 40 to 160 points across its 40 components. Scores were interpreted through percentiles: 5th percentile as very low, 25th percentile as low, 50th percentile as average, 75th percentile as high, and 95th percentile as very high.

After defining all variables, their interrelationships were examined using statistical tools such as Jamovi 2.3 and Google Sheets. The data gathered were presented in tabular form, followed by applying both descriptive and inferential statistics. Initially, a descriptive analysis was undertaken, calculating the mean, standard deviation, and variances of GPAs and aggregate Social Competence scores across parenting styles. Subsequently, due to the data's non-normal distribution and the variables' ordinal nature, Spearman's rank correlation was used to explore the relationships between parenting styles and the measured outcomes. Finally, the regression analysis was used to determine the effects of parenting styles on the selected students' academic achievement and social competence.

## 2.4. Descriptive Statistics

Table 4: Participant Demographic

Demographic Factors		<i>n</i>
Gender	Female	52
	Male	31
Age	18	62
	19	12
	20	6
	21	1
	22	1
	23	0
	24	1
Birth Order	Oldest	26
	Middle	16
	Youngest	33
	Only Child	8
Education Level	Senior High School	64
	Undergraduate	18
	Masters	1

The table above shows the sample of 83 Filipino students categorized into different demographics. From the survey, the sample had a higher number of female participants than males. Moreover, the respondents were predominantly 18 years old, in senior high school, and the youngest of their family.

Table 5: Academic Achievement Level of the Participants

Academic Achievement	<i>n</i>	<i>M</i>	<i>SD</i>
Very High	12	-	-
Moderately High	22	-	-
High	36	-	-
Low	10	-	-
Moderately Low	3	-	-
Very Low	0	-	-

The data presented above displays the participant's academic achievement determined by their GPAs. The categories ranged from "Very High" to "Very Low," with the majority of respondents falling into the "High" category ( $n = 36$ ) and the fewest falling into the "Moderately Low" category ( $n = 3$ ). Results also showed that none of the participants were classified as having "Very Low" academic achievement.

Table 6: Social Competence Level of the Participants

Social Competence Level	<i>n</i>	<i>M</i>	<i>SD</i>
Very High	46	148.48	7.67
High	15	129.60	2.64
Average	14	122.64	2.21
Low	5	115.80	2.28
Very Low	3	100	14

Participants' social competence levels were assessed from "Very High" to "Very Low". Table 6 details the distribution of participants across each category. Moreover, the mean and standard deviation of participants' responses conveys the average scores across each category. The findings suggested that a significant majority of respondents scored within the "Very High" category.

Table 7: Descriptive Statistics of Social Competence and Academic Achievement by Parenting Styles

Dependent Variables	Parenting Styles	<i>n</i>	<i>M</i>	<i>SD</i>
Social Competence	Permissive	17	132.65	14.67
	Authoritative	66	137.95	15.27
Academic Achievement	Permissive	17	93.58	3.66
	Authoritative	66	93.44	3.11

The participants were classified into either under permissive or authoritative parenting styles based on their scores in the Parental Authority Questionnaire (refer to Table 2 for the scoring details). Table 7 illustrates the sample, mean, and standard deviation between parenting styles and the dependent variables. The study revealed a significant difference between the mean social competence scores under permissive parenting ( $M = 132.65$ ) and authoritative parenting ( $M = 137.95$ ). Specifically, authoritative parenting exhibited a higher social competence score compared to permissive parenting. However, the study did not find a substantial difference in GPAs between the two parenting styles.

## 2.5. Inferential Statistics

The collected data from this study underwent various assumption tests at a 90% confidence level. Initially, the Shapiro-Wilk test was applied to assess normality. Results indicated that the Academic Achievement distribution was non-normal ( $W = 0.88$ ,  $p < .001$ ), whereas the distributions for Social Competence, Permissive Parenting Style, and Authoritative Parenting Style were normal. Moreover, the skewed distribution was negative in all data, indicating that the gathered data was relatively high. It is also important to note that Academic Achievement (AA) is an ordinal variable, while the other variables are continuous.

Table 8: Correlation of Parenting Styles with Academic Achievement and Social Competence

		AUTHORITATIVE	PERMISSIVE	SC
AUTHORITATIVE	Spearman's rho	—		
	p-value	—		
PERMISSIVE	Spearman's rho	0.56***	—	
	p-value	< .001	—	
SOCIAL COMPETENCE	Spearman's rho	0.38***	0.24*	—
	p-value	< .001	0.028	—
ACADEMIC ACHIEVEMENT	Spearman's rho	0.13	0.10	0.13
	p-value	0.255	0.391	0.234

Note: \* $p < 0.05$ , \*\*\* $p < 0.001$

Spearman's rank correlation was utilized to determine the relationship between the variables. The results are summarized in Table 8.

Both permissive and authoritative parenting styles have a weak positive correlation to social competence; however, authoritative parenting was found to have a greater significance. Evidently, the correlation coefficient for permissive parenting style was  $\rho(81) = .13$ ,  $\rho = .028$ , whereas authoritative parenting showed a higher correlation with  $\rho(81) = .38$ ,  $\rho$  less than 0.001. As expected, the effect size is medium based on the value of  $r$ ; according to Cohen (1988), the effect size is medium if  $r$  varies around 0.3.

On the other hand, the correlation results for permissive and authoritative parenting styles with academic achievement were  $\rho(81) = .10$ ,  $\rho = .391$ , and  $\rho(81) = .13$ ,  $\rho = .255$ , respectively. These findings indicate insufficient evidence to suggest a statistically significant relationship ( $\rho > 0.05$ ) between academic achievement and parenting styles.

The data analysis reveals a notable correlation between parenting styles and social competence, but no statistically significant correlation was observed with academic achievement.

Table 9: Regression Analysis on the Parenting Styles and Social Competence

Predictor	Estimate	SE	t	p
Intercept <sup>a</sup>	133.24	3.72	35.83	< .001
PS:				
AUTHORITATIVE – PERMISSIVE	4.72	4.17	1.13	0.036

Given the discovered significant relationship between parenting styles and social competence, a regression analysis was conducted to investigate the impact of parenting styles on social competence. The results of the regression analysis are detailed in Table 9.

The findings show a weak to moderate positive linear relationship between parenting styles and social competence ( $R = 0.23$ ,  $R^2 = 0.0529$ ). Furthermore, the intercept is statistically significant, with permissive parenting having an estimated value of 133.24 as the baseline level. Thus, there is ample evidence indicating a difference in social competence between authoritative and permissive parenting styles ( $t = 1.13$ ,  $p = 0.036$ ), with authoritative parenting estimated to have a higher social competence score of 4.72 points. Overall, these findings imply that authoritative parenting positively affects social competence compared to permissive



parenting. It is important to highlight that academic achievement did not undergo regression analysis in this study, as there was insufficient evidence found to support a relationship between academic achievement and parenting styles.

To visualize the relationship between social competence and parenting styles. Figures 2 and 3 demonstrated that both parenting styles show a positive relationship with social competence at different intensities. In these graphs, the steepness of each graph is not enough to indicate the relationship between two variables, thus, it is also essential to take into account the findings of Table 9.

Figure 2. Graph of Relationship between Social Competence and Authoritative Parenting Style

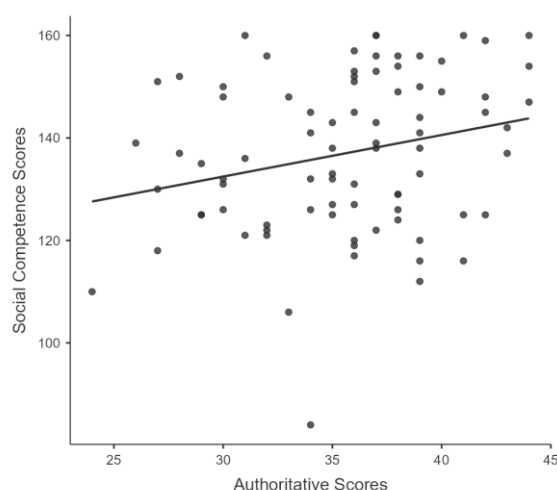
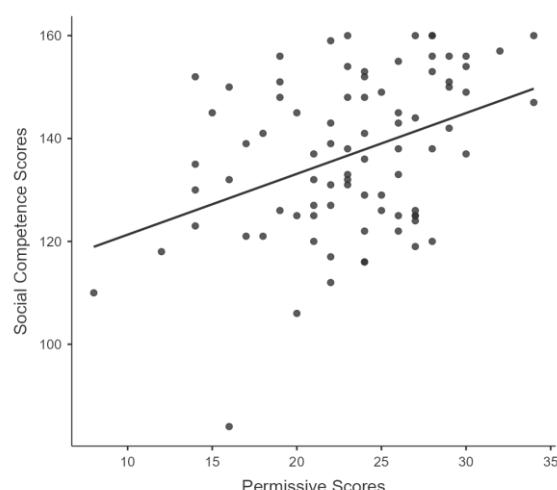


Figure 3. Graph of Relationship between Social Competence and Permissive Parenting Style



The scatter plot in Figure 2 shows a positive relationship between authoritative parenting scores and social competence scores. As authoritative scores increase, social competence tends to increase slightly. However, the data points are spread out, indicating that the authoritative parenting style explains only a small part of the variance in social competence. The slope of the line is relatively flat, suggesting a weak association.

Similar to authoritative parenting, Figure 3 indicates a positive relationship between permissive parenting scores and social competence scores. As permissive scores increase, there is a general upward trend in social competence scores, though the scatter is quite wide, indicating variability. The slope of the trend line is slightly steeper than the authoritative graph, suggesting that permissive parenting might have a stronger (but still moderate) influence on social competence. However, going back to Table 9, the steepness of the slope must be carefully interpreted. The scatter plot for permissive parenting shows a more spread-out distribution of data points across lower and higher social competence scores, which could make it seem steeper at first glance. But in reality, the relationship might be weaker, as suggested by the lower correlation coefficient for permissive parenting ( $r = 0.24$ ) compared to authoritative parenting ( $r = 0.38$ ). This indicates that the relationship between authoritative parenting and social competence is stronger and more impactful. Thus, while permissive might look steeper in the plot, authoritative parenting has a more significant positive impact on social competence, as confirmed by the regression estimate and correlation analysis.

## **2.6. Discussion**

The findings of the study emphasize the complex relationships among various parenting styles, social competence, and academic achievement in Filipino students residing in Manila. The presence of a high standard deviation in the data indicates considerable variation in students' experiences and outcomes, shaped by influences that extend beyond parenting, including educational, socio-economic, and personal characteristics. The research focused on authoritative and permissive parenting styles, revealing no notable differences in academic achievement between the two groups, as their means were nearly the same ( $M = 93.44$  for authoritative,  $M = 93.58$  for permissive). The absence of a notable connection between parenting styles and academic achievement is consistent with earlier findings (Garcia & Serra, 2019), suggesting that elements such as student motivation, teacher effectiveness, and available school resources are more influential in determining academic outcomes.

Authoritative parenting, marked by its responsiveness and well-defined expectations, cultivates a balanced atmosphere that encourages both independence and social engagement (Baumrind, 1991, as cited in Nyarko, 2013). While it does not have a notable impact on academic performance, authoritative parenting greatly enhances social skills. The research indicated that children brought up by authoritative parents achieved higher social competence scores ( $M = 137.95$ ) in contrast to those raised by permissive parents ( $M = 132.65$ ). Spearman's rank correlation analysis indicated a robust positive relationship between authoritative parenting and social competence ( $r(81) = .38$ ,  $p < 0.001$ ), whereas permissive parenting exhibited a less significant correlation ( $r(81) = .13$ ,  $p = .028$ ), implying that authoritative parenting is more beneficial for the development of social skills.

The findings from the regression analysis reinforced this idea, indicating a significant positive effect of authoritative parenting on social competence (Estimate = 4.72,  $p = .036$ ). This aligns with findings that suggest children brought up in supportive and open environments, typical of authoritative parenting, often demonstrate enhanced social skills (Feye & Abdi, 2019).

The findings regarding social competence are consistent with prior studies; however, the absence of a significant relationship between parenting styles and academic achievement raises questions about earlier conclusions that emphasize the importance of parenting in academic success (Ragelienė & Justickis, 2016). Baumrind (1991, as cited in Ragelienė & Justickis, 2016) suggests that parenting styles have the potential to impact multiple areas of development, such as academic performance. In line with this, parents play a crucial role in recognizing their children's talents and providing them with guidance (Zahedani et al., 2016). Nonetheless, the current study and additional investigations (Ceka & Murati, 2016) suggest that external influences, including the quality of education and peer interactions, could significantly affect academic outcomes beyond the effects of parenting styles alone.

The main contribution of this study corroborates the relationship between parenting style and social competence while finding no change in academic performance. It is important to note that these findings support previous research and highlight the significant influence of school experiences on academic and social competence. Labajo and Sebugan (2022) and Tsela et al. (2022) revealed considerable differences in the effects of diverse parenting styles on different developmental outcomes. The findings of the present study, specifically the absence of a notable disparity in academic achievement, indicate that cultural factors and external effects may have a substantial impact. In this regard, the results may be influenced by Filipino culture. The shared nature of Filipino society puts significant importance on maintaining social harmony and fostering interpersonal connections.

In Filipino society, distinct cultural factors like collectivism and the significance of family and community ties might lessen the direct impact of parenting on academic achievement (Selin, 2014). Unlike more individualistic societies, Filipino children typically benefit from the support of extended family and the wider community, which could mitigate the direct impact of any single parenting approach. Filipino parents often expect high academic performance, perceiving education as a means to ensure a more prosperous future for both the individual and the entire family. In this situation, children frequently have an overwhelming sense of duty to fulfill their parents' expectations in order to preserve familial unity and avert shame to the family (Morillo et al., 2013). Filipino culture emphasizes the importance of social harmony and community relationships. This emphasis may clarify why certain parenting styles, especially those that prioritize communication and emotional support, tend to have a more significant impact on social competence compared to academic achievement (Alampay, 2024).

Filipino culture such as being religious in a catholic country could also be a big factor that impacted the relationship of parenting styles and social competence. The Philippines is predominantly Roman Catholic, and religion plays a significant role in family life and moral upbringing. Filipino parents, particularly those practicing authoritative parenting, may incorporate religious teachings into their child-rearing practices. Integration of religious values may contribute to the higher levels of social competence observed in children raised by authoritative parents, as they are taught to value empathy, service to others, and moral integrity—qualities that are reinforced by both family and church (Ginting et al., 2022). Moreover, another factor is the concept of the social reputation of the family. Filipino culture places great importance on “hiya” (shame), a cultural concept that emphasizes maintaining one’s social reputation and avoiding behaviors that bring shame to the family (Hartijasti & Caparas). Authoritative parents, who balance expectations with support, may use the concept of hiya to instill discipline, reinforcing social competence as a way to preserve family honor. However, the cultural weight of social reputation likely also affects permissive parenting, as children learn to manage their behavior through the lens of family honor and societal expectations.

Furthermore, academic success in the Philippines is often influenced by underlying factors such as the quality of schools, the efficacy of teachers, and educational regulations, which parents may not have direct control over (Nicolas, 2022). Similarly, a study by Ceka and Murati (2016) states that there is no substantial difference in academic achievement in relation to parenting styles, indicating that external influences and individual differences may have a bigger impact on academic achievement. External influences aside from parental involvement impact the relationship between parenting styles and academic achievement. Despite education being viewed as a crucial means for social mobility and improving one's socioeconomic status, the economic constraints and quality of educational resources are major examples of barriers to academic success. While authoritative parents might emphasize education and provide emotional support, the limitations of the school system or socio-economic barriers often necessitate additional support from institutions, making academic outcomes less directly tied to parenting style. Additionally, Garcia and Serra (2019) have shown that adjustment difficulties, self-perceptions, and psychological factors affect academic achievement. These results align with earlier findings that support the notion that children’s academic achievement is not primarily dependent on their perceived parenting styles.

### **3. Conclusion**

Parents undeniably have a crucial influence on child development as their first communicators and mentors. Their parenting style plays a significant role in the children's upbringing. Given the lack of research on the impacts of parenting styles on young adults in the Philippines, this study was focused on investigating the effects of authoritative and permissive parenting styles on Filipino students' academic achievement and social competence. The results of this study demonstrate that both permissive and authoritative parenting styles affect students' social competence. Specifically, the authoritative parenting style had a more significant influence. However, no significant relationship was found between parenting styles and the student's academic achievement. The study revealed that Filipino students under authoritative and permissive parenting styles garnered similar academic achievement results, suggesting no definite superiority in parenting styles concerning academic achievement. This finding contradicts previous studies that highlighted notable differences between the two parenting styles. In contrast, there was a notable disparity in social competence scores among Filipino students under different parenting styles, underscoring the significant impact of authoritative parenting.

These findings have significant implications for parental practices and educational policy in the Philippines. Parents who employ an authoritative approach may improve their children's social competence, promoting the development of essential interpersonal skills that resonate with Filipino cultural ideals of community and social harmony. The findings indicate that although parental effect on social competence is substantial, academic accomplishment may necessitate further assistance from educational institutions and frameworks, such as enhanced teaching quality, more resources, or school-based interventions. This underscores the necessity for policies that extend beyond familial relations to tackle the overarching systemic elements influencing academic achievement, including improvements in school environments, educator training, and accessibility to educational resources.

Subsequent research should investigate more variables that may affect academic performance among Filipino students, including the impact of peer connections, school environment, and teacher-student interactions. An in-depth examination of the cultural variables inherent to Filipino culture and their influence on social and academic growth would yield a more thorough comprehension of these dynamics. Furthermore, future studies could improve this study by including additional parenting styles, such as authoritarian or uninvolved, to provide a more comprehensive understanding of how diverse parenting techniques may influence various developmental outcomes. Ultimately, longitudinal research examining the enduring impacts of parenting styles on social and academic achievement would yield significant insights into the evolution of these relationships over time.

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