



Parenting styles of single parents in relation to the behavior attitudes and academic performance of college students

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Abstract

This study aimed to determine the parenting style of single parent in relation to the behavior, attitudes and academic performance of college students at Capiz State University for academic year 2009-2010. This study use the survey and correlational techniques of the descriptive method of research. The statistical tools used were the frequency, mean, and Pearsons'. Level of significance was set at 0.05 alpha. The findings revealed the following: Majority of single parents were females, middle aged (44-56 years old) high school undergraduates, unemployed and have low income (10,000 and below). Authoritative parenting is found to be dominant. Single parent were ready to listen, discuss and support his/her children in different situation. They exhibited the characteristics of the authoritative parenting. While the behavior of the children of single parents in this study in terms of self-esteem is characterize by moderately favorable. The college students were determined to do what they wanted and to work hard to reach their goal in life. Respondents had favorable outlook in life and to themselves. In terms of self-control, the behavior of college students was moderately favorable. They were able to control their behavior because they did not want to hurt the feelings of others. In terms of obedience, the children of single parents were obedient. They did what their parents wanted them to do. In terms of study habits, it was found out that children of single parents are studious and diligent. They consider studying their lesson as one of the best way to pass. However there are times that they consider cheating as another best way to pass in their subjects. This could happen if the respondent is not ready to attend his class during the exam. Further, it indicates that the behavior of students is significantly related to parenting styles of single parents, however, parenting styles is not significantly related to behavior of students. Finally significant relationship existed between parenting styles and attitudes of students.

Keywords: parenting styles, single parents, behavior, attitudes, academic performance, college students

1. Introduction

Parenting style is one of the primary determinants of the child's outcome in school. The psychological, emotional, spiritual and social aspects set by parents to their children are factors that determine whether the child succeeds, achieves and meets the challenges in his life. According to Martinborough (2000) ^[2], parenting should not be taken because it is one of the greatest investments of parents in their children. Successful parenting depends on the parenting style that parents use for their children. Likewise, it requires sufficient time and tremendous effort to respond to their children's needs. Parents have different parenting style imposed on their children.

There are three broad approaches of parenting. These are authoritarian, authoritative and permissive. An authoritarian parent believes that he has the highest status in his household. As a result, he requires his children to follow his orders unquestionably; on the other hand, the authoritarian parent communicates principles that underlie appropriate behavior. In addition, the authoritarian parent shows respect to his children's opinion and engages in appropriate discussion. Finally, permissive parents leave their children to take care of themselves. In other words, the children of permissive parents want them to do (Baumrind 1997) ^[1]. Another parenting style is neglectful (<http://www.consistentparentingadvice.com>). Parents are unable to encourage and teach their children appropriate values. They are often indifferent in their behavior toward their children and lack the knowledge to meet their children's basic needs.

One of the greatest characteristics of successful parenting is

love. However, the greatest challenge of parenting is control and the setting of limits on the behavior of children. The interaction of these two elements, love and limits, is probably the keenest cause of tension on the business of parenting today. Many are grappling with the challenges of single parenthood. More than 50 percent of children are being raised in a single parent or step-parent homes (www.lifeway.com). A single-parent household is very challenging. One of the challenges is the children's need for close personalized attention. Single parents are so preoccupied in their work, that they have no more quality time for the children in performing such responsibilities such as cleaning, cooking, bathing, washing and performing responsibilities for family safety. In the Philippine society today, being a single parent is a challenge. Changes in social norms continue to influence the formation of families by making new generations of young adults less trustful in the institution of marriage. An increasing number of young adults who are living together and delaying marriage create more single parent families. Aside from death, overseas foreign workers (OFW), separation, unwanted pregnancy, and economic pressure are also causes of increasing number of single parent families. One parent lives and works faraway from his/her family to provide the basic needs and to meet the convenience of present living.

Independent variables are parenting styles of single parents; the dependent variables are behavior in terms of self-esteem, self-control, obedience, study habits, attitudes towards schooling and academic performance. Figure reflects the framework of the study.

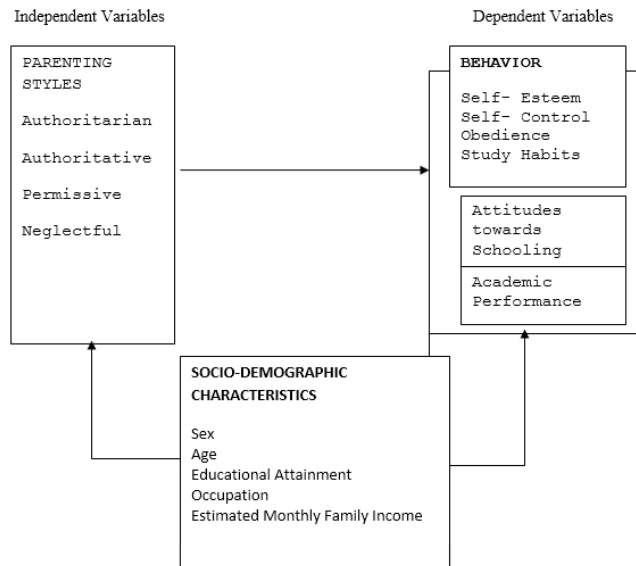


Fig 1

Statement of the Problem and Hypothesis

This study aim to determine the parenting styles of single parents in relation to the behavior, attitudes and academic performance of college students at Capiz State University for Academic year 2009-2010.

Specifically will sought to answer the following questions:

1. What are the socio-demographic characteristics of the single parents, in terms of sex, age, educational attainment, occupation and estimated monthly family income?
2. What is the dominant parenting style of single parents in terms of authoritarian, authoritative, permissive and neglectful?
3. What is the behavior of college students in terms of self-esteem, self-control, obedience and study habits?
4. What are the attitudes of college students toward their schooling?
5. What is the academic performance of the college students?
6. Is parenting style of single parents significantly related to behavior, attitudes and academic performance of the students?

Hypothesis of the study of the study are

1. Parenting style of single parents is not significantly related to behavior, attitudes and academic performance of the students.

Review of Related Literature

Living in a single parent family seems to provide a secure base for children, who as adults do as well as a better than children living with both parents. They have better education and slower transitions to independence. The stability of legally adopted children experience in a stable single-parent home may have the reduced stress experience by children in step families, who have many transitions to make. The amount of time that a parent personally invests in his/her child influences the child's degree of self-worth or sense of well-being. Parents who focus on providing a nurturing environment for their children are successful in raising emotionally healthy children (Brook, 1999).

On the three parenting styles, authoritarian, authoritative, and permissive, both father and mother often used the

authoritative parenting style. However the respondents claimed that there were instances when they used the other two, but sparingly. In terms of the academic performance of the college student, most of them were very good in their academic performance and only a few had good ratings.

The three parenting styles, according to Baumrind (1991) [1], are authoritarian, authoritative, and permissive. Authoritarian parenting is characterized by behaviors that are highly restrictive and extremely demanding. Parents who employ this style tend to constrain children's independence and force them to follow strict rules by threatening harsh punishment for violation. They also tend to be less responsive to and accepting of their children. They are rigid their rules and expect obedience from their child without questioning. They also expect the child to accept the family beliefs and principles without question. They are strict disciplinarians, often relying on physical punishment and withdrawal of affection to shape their children's behavior. Children raised in this parenting style are often moody, unhappy, fearful and irritable. They tend to be shy withdrawn and lack self-esteem. When affection is withheld, the child become rebellious and anti-social. An authoritarian parent attempts to shape, control and evaluate the behavior and attitudes of the child with accordance with a set standard of conduct, usually in absolute standard, theologically motivated and formulated by a higher authority. The parent values obedience has a virtue and favors punitive, forceful measures to curb self-will at points where the child's action or beliefs conflict with what he/she thinks is right conduct. He/she believes in keeping the child in his/her place.

Authoritative parenting is an optimal balance of responsiveness and responsiveness and demandingness. Authoritative parents direct children in rational, issue-oriented manner by explaining the rules. They recognize children's individuality, encourage verbal exchange, engage children in joint decision-making, and insist that children progressively assume more responsibility for responding to the needs of other family members within limits (www.lifeway.com).

Permissive parenting, on the other hand allows the freedom to behave in ways others might consider unacceptable particularly in sexual matters. Parents either indulge or neglect their children's needs. Permissive parent's allow their children to be self-regulated and free from rules or discipline. However, by not setting behavioral limits and goals and not holding children responsible for their actions, these type parenting fails to teach children what they ought to learn. They believe that children should be responsible for their own behavior and they feel that non-punitive are more effective than punitive actions. They are accepting and exhibit affirmative manner towards their children's impulses, desire and actions. In this type of parenting, parents consult their children and make few demands. They seldom make demands for household responsibility and orderly behavior (Barber, 1996). Permissive parents allow their children to regulate their own activities as much as possible. They do not encourage obedience and set defined standards. They use reason and manipulation but not over power to accomplish their ends. They are considered nurturing parents who are secure in the standards set; they provide models of caring as well as confident and self-controlled behavior. This type of parenting is also called indulgent parents. Children of permissive parents show poor self-control and fail to handle independence. Teachers working with this kind of parenting

style have to provide specific and detailed request for involvement in school affairs.

Though parent’s education is not required, it is still readily available and necessary as society begins to realize the potential of good parenting. It is certainly a challenge to acquire proper parenting style, especially those who calculate respect as well as are result-orientees. Although there are many parenting styles, they all can be categorized in four ways and most parents will have one primary parenting style along with elements of the other styles. Parenting is never easy, even where they are two parents in the home. It is important to realize that one parent cannot fill the roles of both mother and father. One cannot do the work of two parents, but he/she can be successful parent. If one becomes a single, a single parent when his/her children are teenagers, extra problem may arise. Teenagers often feel betrayed, rejected or ashamed when the family breaks up or when there is change in the family structure (www.parentingmonitor.com).

The respondents of the study involve 151-college student and their single parents chosen by simple random sampling from 670 identified single parents of college student in the different schools of Capiz State University of the academic year 2009-2010. The respondent’s will be taken from the Guidance office in the different schools of Capiz State University. The names of the students’ respondents will be taken from the list of student personal data sheet. After the names of the college student who lived with single parents were ascertained, the fathers or mothers were identified and used as respondents of the study.

Scope and Delimitation of the Study

This study will cover the college students of Capiz State University and their Single Parents for Academic Year 2009-2010. The independent variables are parenting styles of single parents such as authoritarian, authoritative, permissive and neglectful. The dependent variables are behavior of students, such as self-esteem, self-control, obedience and study habits, attitudes toward school and academic performance.

The socio-demographic characteristics of parents in terms of age, sex, educational attainment, occupation and estimated monthly family income will use as predictors of parenting styles, behavior of the students, their attitudes toward school and academic performance. This study will use the survey and correlation techniques of the descriptive method of research. The data gathering instruments will be the questionnaire and final grade of the students for the first semester.

The statistical tools will be the frequency, and mean, and

Pearsons’ r. The level of significance was set at 0.05 alpha.

Statistical data will be computer processed.

The following scoring will used for parenting styles of the single parents.

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Response	Score	Scoring Interval	Verbal Interpretation
Often	5	4.21 — 5.00	Often
Sometimes	4	3.41 — 4.20	Sometimes
Seldom	3	2.61 - 3.40	Seldom
Very Seldom	2	1.81 — 2.60	Very Seldom
Never	1	1.00 —1.80	Never

The responses for behavior and attitudes were scored as

Response	Score	Scoring Interval	Verbal Interpretation
Strongly Agree	5	4.21 — 5.00	Favorable
Agree	4	3.41 — 4.20	Moderately Favorable
Uncertain	3	2.61 - 3.40	Slightly Favorable
Disagree	2	1.81 — 2.60	Least Favorable
Strongly Disagree	1	1.00 —1.80	Unfavorable

Research Design and Methodology

The study used the survey and correlation techniques of the descriptive method of research. The descriptive design aims to describe and to find out relationship between and among the variables (Gay 1999). According to Gay, descriptive study is the process collection of data to test hypothesis, to answer questions concerning the status of the subject of the investigation, and report the way things are in the field of education. Further, descriptive research ranks high as a fact-finding operation because the method yields deeper insights into the real value of the phenomenon being studied. On the other hand, correlational research sometimes referred to as associational research, attempts to investigate possible relationships among variables without trying to investigate possible relationships among them.

The respondents of the study involved 151 college students and their single parents chosen by simple random sampling from 670 identified single parents of college students in the different campuses of Capiz State University for the academic year 2009-2010.

Findings

As reflected in Table I the socio-demographic characteristics of the single parents, majority of the single parents were females, middle aged (44-56 years old) high school undergraduates, unemployed and have low income (10,000 and below).

Table 1: Socio-Demographic Characteristics of the Single Parents Category

Category	Frequency	Percentage
Sex		
Male	35	23
Female	116	77
Total	151	100
Age 34-45(young)	47	31
46-56 (middle age)	79	52
57-68 (old age)	25	17
Total	151	100
Educational Attainment		
Elementary Undergraduate	20	13
Elementary Graduate	40	27
High Under Graduate	44	29

High Graduate	40	27
College Under Graduate	5	3
College Graduate	2	1
Total	151	100
Occupation		
Employed	26	17
Self-Employed	54	36
Unemployed	71	47
Total	151	100
Estimated Monthly Income		
Php 10,000.00 and below(below)	116	77
Php10 001.09- 20 000.00 (Average)	33	22
Php 20,001.00- 30,000 (High)	2	1
Total	151	100

Authoritarian parenting style is found out to be dominant .The single parents were ready to listen, discuss and support his/her children in different situation. They exhibited the

characteristics of the authoritative parenting. Table 2 shows the data.

Table 2-A: Parenting Style of Single Parents in Terms of Authoritarian

	Statement	Mean	Verbal Interpretation
1	Discuss important issues with my child.	4.38	Often
2	Reprimand my child when he misbehaves.	1.43	Never
3	Punish my child to discipline him.	2.56	Seldom
4	Confident that I use the appropriate disciplinary measures to discipline my child.	4.47	Often
5	Ignore reasons given by my child.	3.14	Seldom
6	Expect so much on my child.	4.28	Often
7	Set rules to be followed.	4.08	Often
8	Do not allow my child to go out with his friends.	2.75	Seldom
9	Do not allow my child to go out, if he misbehaves.	2.94	Seldom
10	I grab him when he disobeys Grand Mean	4.02	Often

Authoritative parenting style in Table 2-B of single parents. It has the grand mean score of 4.15 verbally interpreted as sometimes which means that the single parent practice the authoritative parenting style. Out of the ten items six have mean scores with verbal interpretation of sometimes. The

results show that the single parents support their children in their school activities and that they are concerned about they are friendly and understanding and that they are interested to know about the relationships of their children with others. These are characteristics of authoritative parenting style.

Table 2-B: Parenting Style of Single Parents in Terms of Authoritative

	Statement	Mean	Verbal Interpretation
1.	Let child face his own problem.	2.62	Seldom
2.	I support my child school activities.	4.51	Often
3.	I am concerned about my child's future.	4.59	Often
4.	I am friendly and understanding to my child.	4.55	Often
5.	I am interested to know about the relationships of child to others.	4.42	Often
6.	I encourage my child to participate in community activities.	4.10	Sometimes
7.	I listen to my child decisions.	4.21	Sometimes
8.	I discuss new ideas to my child.	4.11	Sometimes
9.	I support my child when he is in trouble.	4.30	Often
10.	I respect the choices of my children.	4.12	Sometimes
	Grand Mean	4.15	Sometimes

Table 2-C Permissive Parenting Style of Single Parents. The result show a grand mean score 3.71 verbally interpreted as sometimes used which means that the single parents sometimes use permissive styles and sometimes the authoritarian style. This indicates that some single parents use the permissive parenting style. Out of ten statements under the permissive parenting style, two statements have mean scores 4.24 and 4.40 verbally interpreted as often. These

statements deal with the single parents not criticizing their children’s misbehavior and glowing their children to interrupt them while they are talking with somebody. These two statements are characteristics of the permissive; they do not mind what their children do or say. In Philippine culture, the children are not supposed to interrupt their parents while they are talking with someone.

Table 2-C: Permissive Parenting Style of Single Parent

	Statement	Mean	Verbal Interpretation
1	I do not scold my child when he does something wrong.	3.52	Sometimes
2	I try to find out what my child wants and makes him happy.	3.86	Sometimes

3	I often spoil my child.	3.67	So
4	I do not criticize my child's misbehavior.	4.24	Often
5	I do not criticize my child when he act against my wishes.	3.85	Sometimes
6	I allow my child to interrupt when I talk to somebody.	4.40	Often
7	I am more interested in my own concerns that my child's needs.	3.30	Seldom
8	I am not sure on how to solve my child's problems.	3.27	Seldom
9	I feel that my child is taking advantage of my good nature	3.55	Sometimes
10	I allow my child to do whatever he wants.	3.42	Often
	Grand Mean	3.71	Sometimes

Parenting Style of Single Parents in terms of Neglectful presents the data on neglectful parenting style. The grand mean of 4.09 is verbally interpreted as sometimes. Single parents are oftentimes neglectful. They feel that their children are hindrance to their lives. Because single parents are busy to support his family, they failed to attend their children needs, no time to listen to their children's problem and do not

brother about their children's misbehavior. The results indicates that some single parents have little concern when it comes to their children's upbringing. The finding conforms to the idea of Martinborough (2000)^[2] which states the single parents who are using neglectful parenting style is low in love and low on limits.

Table 2-D: Parenting Style of Single Parents in Terms of Neglectful

	Statement	Mean	Verbal Interpretation
1	I am always busy and unavailable to my children.	3.38	Seldom
2	I do not care of what my child does	3.74	Sometimes
3	I do not care to involved myself in my child's life	4.00	Sometimes
4	I allow my child to annoy others.	4.42	Often
5	I feel that my child is a hindrance in my life	4.51	Often
6	I am always busy such that I can-not attend to my child's needs.	4.19	Sometimes
7	I have no time to listen to my child's problems.	3.69	Sometimes
8	I feel I do not love my children.	4.18	Sometimes
9	I do not bother about my child's	4.57	Often
10	I do not sympathize my child when he is hurt and frustrated.	4.25	Often
	Grand Mean	4.09	Sometimes

While the behavior of the children of single parents in this study in term of self- esteem is characterized by moderately favorable. The college students were determined to do what

they wanted and to work hard to reach their goal in life. Respondent had a favorable outlook of life and to themselves.

Table 3-A: Behavior of College Students in Terms of Self-Esteem

S. No	Statement	Mean	Verbal Interpretation
1.	I am confident of the things I do.	4.08	Moderately Favorable
2.	I feel that people appreciate me as a person.	4.19	Moderately Favorable
4.	I want to be alone sometimes.	2.57	Least Favorable
5.	I withdraw from social affairs.	2.80	Slightly Favorable
6.	I feel I can handle myself.	3.95	Moderately Favorable
7.	I keep on trying to do what is best even I fail the second time.	4.12	Moderately Favorable
9.	I believe that my friends dislike me.	3.63	Moderately Favorable
10.	I try my best whatever I do.	4.38	Favorable
11.	I work hard to reach my goal in life.	4.40	Favorable
12.	I dislike myself.	3.98	Moderately Favorable
13.	Grand Mean	3.81	Moderately Favorable

In terms of self-control, the behavior of the college students was moderately favorable. They were able to control themselves but not all the time. They controlled their behavior because they did not want to hurt the feelings of

others. In terms of obedience, the children of single parents were obedient. They did what their parents wanted them to do.

Table 3-B: Behavior of College Students in Terms of Self-Control

S. No.	Statement	Mean	Verbal Interpretation
1.	I can express myself to the fullest in any manner I want.	2.59	Least Favorable
2.	I am not pressured to do things I like.	2.45	Least Favorable
3.	Most of my decision are dedicated by my parents or other people.	2.45	Slightly Favorable
4.	I can easily react to certain things which are not really important.	3.19	Slightly Favorable
5.	I allow my actions to be governed by my values and principles.	3.96	Moderately Favorable
6.	I am conscious of the consequences of my actions and I am willing to take responsibility for them.	3.91	Moderately Favorable
7.	I participate actively in class discussion but I do not monopolize it.	3.30	Slightly Favorable
8.	I am easily hurt and I resent criticisms.	2.79	Slightly Favorable

9.	There are times when I cannot control my emotions.	2.49	Slightly Favorable
10.	I am careful with my words so as to not to hurt others.	3.85	Moderately Favorable
	Grand Mean	3.14	Slightly Favorable

In terms of obedience, the grand mean score was 3.64 verbally described as moderately obedient. Obedience is a behavior that is expected of the children of single parent

because of their culture. Single parents expect their children to obey them because these parents have the welfare of their children at hearth.

Table 3-C: Behavior of College Students in Terms of Obedience

S. No.	Statement	Mean	Verbal Interpretation
1.	I follow what my parents tell me to do.	4.02	Moderately Favorable
2.	I obey commands even if the commands are unjust.	3.04	Moderately Favorable
3.	I follow my instructor’s commands.	3.85	Moderately Favorable
4.	I do household chores the way my parents want me to do.	4.00	Moderately Favorable
5.	I conform to the norms whatever the situations may be.	3.47	Moderately favorable
6.	Sometimes I do not follow the command of my parent or elders	3.08	Moderately Favorable
7.	If my parents give commands, I pass them to my brother or sister.	3.38	Moderately Favorable
8.	I follow rules and regulations at home and school.	4.04	Moderately Favorable
9.	I do not obey what other tells me to do.	3.30	Moderately Favorable
10.	I obey commands from my parents for my own good.	4.14	Moderately Favorable
	Grand mean	3.64	Moderately Favorable

In terms of study habits, it was found out that children of single parents are studious and diligent. They consider studying their lesson as one of the best way to pass. However,

there are times that they consider cheating as another best way to pass in their subjects. This could happen if the respondent is not ready to attend his class during the exam.

Table 3-D: Study Habits of the College Students

S. No.	Statement	Mean	Verbal Interpretation
1.	I spend too much time in studying my lessons	3.62	Moderately Favorable
2.	I usually try to study with the radio and TV turned on.	3.24	Slightly Favorable
3.	I do my assignments at night before they are due.	3.68	Moderately Favorable
4.	I find cheating an easier means of getting grades.	3.94	Moderately Favorable
5.	I prefer to study my lessons rather than go out with friends.	3.66	Moderately Favorable
6.	If I am absent from class, I make up for missed reports.	3.52	Moderately Favorable
7.	After reading several pages of an assignment, I am able to remember what I have read.	1.66	Unfavorable
8.	I spend hours cramming the night before an exam.	2.80	Slightly Favorable
9.	In class, I usually doodle, daydream or fall sleep.	3.59	Moderately Favorable
10.	My class notes are sometimes difficult to understand.	2.97	Slightly favorable
	Grand Mean	3.57	Moderately Favorable

In Table 4 shows the attitudes of the respondents towards schooling. The grand mean was 3.74 is verbally interpreted as moderately favorable. This indicates that the general students or the children of single parents do not have a very

favorable attitude towards schooling. Attitudes are indicator of the behavior of the students’ behavior and if the attitudes towards schooling in not very favorable the study habits and the desire for good performance is affected.

Table 4: Attitude of the College Students towards Schooling

S. No.	Statement	Mean	Verbal Interpretation
1.	I complete the assignments and projects on time.	3.77	Moderately Favorable
2.	I feel inspired when I get high grades	4.38	Favorable
3.	Being to involve in my extracurricular activities causes me to lag behind my lessons.	3.07	Slightly Favorable
4.	I enjoy attending my classes	3.98	Moderately Favorable
5.	I feel discourage when my teachers criticize me in class	2.85	Slightly Favorable
6.	I ignore instructions from my instructors	3.60	Moderately Favorable
7.	I give my special attention to my extracurricular activities	3.23	Slightly Favorable
8.	Going to school is a waste of time	4.38	Favorable
9.	I believe that the best way to get high grades is to accomplish my requirements and to study my lessons	4.53	Favorable
10.	I feel inspired during first weeks of classes but my attendance declines during the middle of the semester.	3.60	Moderately Favorable
	Grand Mean	3.74	Moderately Favorable

Reflected in Table 5 is the academic performance of college students which was based on the grading system of Capiz State University Students Manual, 2007. Data in the table indicates that among 151respondets only three or 1.99 percent has a grade 1.0 equivalent to 99-100%. Results also reveals that 46 or 30.46 percent have a grade of 2.0 which

equivalent to 87-89%. The results shows the college students who has single parents had good academic performance. These results differ from the result of the study conducted by Herbolario (1995). He reported that in terms of academic performance, majority of the students performed well in their studies regardless of the type of the family they belonged.

Table 5: Academic Performance of College Students

Category			Frequency	Percentage
1.0	99-100%	Excellent	3	2
1.25	96- 98%	Highly Outstanding	4	3
1.50	93- 95%	Outstanding	16	11
1.75	90-92%	Very Good	23	15
2.0	87-89%	Good	46	3
2.25	84-86%	Very Satisfactory	40	0
2.50	81-83%	Satisfactory	10	26
2.75	77-80%	Unsatisfactory	8	7
3.0	75-76	Pass	1	5
4.0	70-74	Conditional	0	1
5.0	Below 70%	Failed	0	0
Total			100	100

Reflected in Table 6 is the relationship of parenting styles to the behavior, attitudes and academic performance of college students. The Pearson’s r was used to determine the relationship. The findings indicate that the behavior and attitudes of the students is significantly related to parenting styles of single parents as shown by the computed Pearson’s r value of 0.368 with Sig. 2-tailed value of 0.000 and Pearson’s value of 0.187 2-tailed value of 0.014 are lower than alpha at 0.05. Therefore, the hypothesis which states that parenting styles of single parents are significantly related to the behavior and attitudes of the college students. However, the Pearson’s r value for academic performance of -0.053 with Sig. 2-tailed value of 0.494 is higher than alpha at 0.05. This shows that parenting styles is not significantly related to academic performance; therefore, the hypothesis which states the parenting styles of single parents is not significantly related to the academic performance of college students.

Table 6: Relationship between Parenting Styles, Behavior, Attitudes and Academic Performance

Pearson-r	Sig. (2-tailed)	Probability
0.368**	0.000	Significant
0.187*	0.014	Significant
-0.053	0.494	Not Significant

Legend: **Correlation is significant at alpha 0.01 level (2-tailed)

Conclusions

Based on the findings of the study, the following conclusions were made.

Single parents of the study lack educational qualifications to be able to get good paying jobs which affected their ability to provide the basic needs of their families.

The single parents in this study were characterized as having authoritative parenting style. They were ready to listen to their children’s queries and experiences and they are concerned about their children’s educational and future. However, they were sometimes authoritarian, permissive and neglectful.

The children of single parent had strong determination to reach their dreams in life. They had a positive outlook in life and did not want to hurt others, they were socially adjusted and believed that their friends appreciated and liked them. The students were able to self-control sometimes and they were obedient to their parents. They obeyed their parents and teachers. Although, children of single parents tried their best to make good grades, they sometimes resorted to cheating in the examinations to get good grades. Generally the academic

performance of the single parents’ children was good in spite of the economic conditions of their families

The kind of parenting style that parents employ in rearing and disciplining their children contributes to the behavior of their children. The way the children of single parents react or respond to different situations can be attributed to the kind of parenting style they had experienced. In spite of their situation, their academic performance was not affected by the parenting style of their parents

Recommendation

Based on the findings of the study, the following recommendations are formulated.

1. Guidance counselors should encourage the students who live with single parents to attend classes from the first week to the end of the semester.
2. Instructors should identify and give special attention to students who live with single parents. These students should be encouraged to study more in order to get a grade higher than satisfactory. There should be a no cheating policy or campaign in the school and the teachers should help enforce this in their classes.
3. Guidance counselors should regularly follow up both parents and students in order to iron out their issues and problems regarding students’ behavior and academic performance.
4. Guidance counselors should spearhead dialogues and conferences with single parents and their children so that they will be able to overcome indifferent feelings about living with only one parent. They should develop a high degree of connectedness.
5. The campus administrators, deans and department heads of each CapSU campuses must review and revise, if there is any, the grading system for approval of the board of regents.
6. The researchers further recommends that a similar study should be conducted using qualitative and quantitative methods of analysis.

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