



Contemporary Parenting Behaviors and Attitude Toward Learning: Basis for Academic Enhancement Program

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Received : July 31, 2023

Revised : September 6, 2023

Accepted : September 8, 2023

Online : September 30, 2023

Abstract

To address the high percentage of low-performing Filipino learners, as the the Organization for Economic Cooperation and Development (OECD) revealed, the research investigated the relationship between the level of contemporary parenting behaviors and the level of attitude towards learning Grade 7 students and parents. Through this, the Filipino learners' poor academic performance outcomes in PISA 2018 may be addressed by proposing and implementing an effective academic enhancement program. A total of 284 adolescents and parents, selected at random, participated by answering the two adopted standardized questionnaires, and the model was analyzed and evaluated using Mean, Parenting Behaviors and Dimensions Questionnaire and Attitude toward Learning Scale, T-test for independence and Pearson-Product Moment Correlation. The results revealed that emotional warmth, anxious intrusiveness, and democratic discipline were practised more often than punitive, permissive, and autonomy support. Moreover, students showed a favourable attitude toward the nature of learning and expectations from learning. On the other hand, their attitudes toward openness to learning and anxiety about learning were observed to need improvement. In addition, the results showed a significant difference between the assessments of the Grade 7 students and their parents. It was also revealed that there is a significant relationship between contemporary parenting behaviors and attitudes toward learning. An Academic Enhancement Program was developed to address the problems and concerns observed and help the students with their academic endeavours.

Keywords *Contemporary Parenting Behaviors, Attitude toward Learning, Parenting Behaviors and Dimensions, Adolescents, Academic Enhancement Program*

INTRODUCTION

Learning is vital for personal growth, akin to how food sustains our bodies. Therefore, a positive attitude toward learning is crucial. Examining factors affecting learning development is essential, with parents being pivotal, particularly during adolescence. Parents serve as a child's first teachers, significantly influencing their achievement-related outcomes through parenting behaviours, defined as deliberate actions used for parent-child communication and known to impact children's school involvement (Wang et al., 2019).

A person's attitude toward learning greatly affects their goal setting, problem-solving abilities, and beliefs. Parenting behaviours also influence children's academic performance, indirectly impacting their attitude toward learning. Hence, it's important to investigate the relationship between these factors.

In 2018, the Philippines had low academic performance. With this, the study explored whether modern parenting in the Philippines affects the students' attitudes toward learning, aiming to address their poor academic performance in PISA 2018 through effective programs. It also contributes to local literature on this topic.

This study assesses contemporary parenting behaviours and their relationship with Grade 7 students and their parents' attitudes toward learning. The goal is to propose an academic enhancement program for Cluster 1-B of the City Schools Division of Cabuyao. It examines parenting behaviours and attitudes in various aspects and explores the differences and

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relationships between the mentioned variables. Finally, the study proposes an academic enhancement program based on its findings.

LITERATURE REVIEW

Contemporary parenting behaviours significantly influence a child's development, with outcomes varying based on their implementation. Positive behaviours like emotional warmth, autonomy support, and democratic discipline reduce academic stress, enhance empathy, and improve executive function (Lou et al., 2020; Distefano et al., 2018; Daks et al., 2020). In contrast, punitive discipline and anxious intrusiveness are negative, leading to internalizing and externalizing difficulties and socio-emotional issues (Steenhoff et al., 2021; Freisthler, 2022). Regulated permissive discipline can mitigate school maladjustments (Hosokawa & Katsura, 2019).

Different perspectives exist on what constitutes "good parenting" due to varying exposure to information. However, research by Lou et al. (2020), Daks et al. (2020), Distefano et al. (2018), Freisthler (2022), Steenhoff et al. (2021), and Hosokawa and Katsura (2019) collectively emphasize that specific contemporary parenting behaviors significantly impact a child's overall development.

Furthermore, students' attitudes toward learning profoundly affect their goal-setting, problem-solving abilities, motivation, and academic achievement. The COVID-19 pandemic negatively impacted learners, leading to decreased positivity in their learning attitudes, as noted by Bestiantono et al. (2020) and Gherheş et al. (2021). Bochiş et al. (2020) found that students with a positive attitude toward learning also perceived better overall well-being. On the contrary, anxiety about learning, as studied by Cooper et al. (2018), hindered academic performance, but Hasty et al. (2020) suggested that it might indirectly boost performance in mentally tough students. Overall, these studies underscore that a learner's attitude toward learning depends on various factors, particularly the learning environment or situation.

This literature review indicates a connection between contemporary parenting behaviours and students' attitudes toward learning, emphasizing parenting as an external influence on children's development. While no previous study precisely mirrors this research, the study intends to introduce a comprehensive academic enhancement program and provide valuable contributions to the literature, especially within the Philippine context.

RESEARCH METHOD

This study employed a descriptive correlational approach to examine the relationship between contemporary parenting behaviors and attitudes toward learning. Data were collected from 284 Grade 7 students and their parents (mother/father) in Cluster 1-B of the City Schools Division of Cabuyao, using standardized questionnaires: The Parenting Behaviors and Dimensions Questionnaire (PBDQ) and the Attitudes Towards Learning Scale. The PBDQ was adapted for use with Grade 7 students, with slight modifications to the statements, following permission from the authors of the PBDQ and ALS. Data analysis involved Mean calculation, Likert Scale assessment, T-test for independence, and Pearson-Product Moment Correlation.

FINDINGS AND DISCUSSION

Table 1. Contemporary Parenting Behaviors Level as assessed by Grade 7 Students and Parents in terms of Emotional Warmth

Indicators in terms of Emotional Warmth	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. My parents tell me how proud they are of me.	5.14	0	4.30	AHT	4.72	0	6

2. My parents show interest in my life.	5.48	A	4.75	O	5.12	O	2
3. My parents show that they love me unconditionally.	5.55	A	5.01	O	5.28	A	1
4. My parents make time when I need them.	5.55	A	4.57	O	5.06	O	3
5. My parents respond to my feelings or needs.	5.40	A	4.62	O	5.01	O	5
6. My parents recognize my strengths and talents.	5.44	A	4.64	O	5.04	O	4
GENERAL ASSESSMENT	5.43	A	4.65	O	5.04	O	
Legend:	5.15 – 6.00 Always (A)		2.66 – 3.48 Sometimes (S)				
	4.32 – 5.14 Often (O)		1.83 – 2.65 Rarely (R)				
	3.49 – 4.31 About half of the time (AHT)		1.00 – 1.82 Never (N)				

Grade 7 students appreciate their parents' emotional warmth for enhancing their social skills and empathy. They see this as a sign of good parenting characterized by unconditional love. However, students feel they could receive more open praise from their parents. While parents believe they consistently provide emotional warmth, students perceive it slightly differently. The students' frequent experience of emotional warmth is expected to reduce academic pressure, in line with Luo et al. (2020) study, which found that adolescents experience greater academic pressure when they perceive low parental emotional warmth. Our findings support this idea, indicating that increasing parental emotional warmth can alleviate students' academic pressure.

Table 2. Contemporary Parenting Behaviors Level as assessed by Grade 7 Students and Parents in terms of Punitive Discipline

Indicators in terms of Punitive Discipline	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. My parents lose patience when I do something that upsets them.	3.35	S	4.07	AHT	3.71	AHT	1
2. My parents threatened me with punishments that they would actually never use.	2.44	R	2.98	S	2.71	S	4
3. My parents are easy on me one minute and hard on me the next.	3.29	S	3.31	S	3.30	S	2
4. My parents' punishments are decided by their mood.	2.59	R	3.14	S	2.87	S	3
5. My parents punished me more severely than they meant to.	2.04	R	2.30	R	2.17	R	5
GENERAL ASSESSMENT	2.74	R	3.16	S	2.95	S	
Legend:	5.15 – 6.00 Always (A)		2.66 – 3.48 Sometimes (S)				
	4.32 – 5.14 Often (O)		1.83 – 2.65 Rarely (R)				
	3.49 – 4.31 About half of the time (AHT)		1.00 – 1.82 Never (N)				

Grade 7 students occasionally experience parental discipline, which they perceive as harsh, but their parents' assessment suggests it's less frequent. Students understand parental disappointment but perceive less strict punishment. Freisthler (2022) suggests punitive discipline may be linked to parental stress used as a coping mechanism during misbehavior. Zubizarreta et al. (2018) notes that punitive discipline's negative impact on depression is stronger with high emotional warmth and effortful control. With "moderate" punitive discipline

levels, Grade 7 students may not be significantly affected.

Table 3. Contemporary Parenting Behaviors Level as Assessed by Grade 7 Students and Parents in terms of Anxious Intrusiveness

Indicators in terms of Anxious Intrusiveness	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. My parents try to anticipate what my desires are and provide them before I have to ask.	5.35	A	3.67	AHT	.51	O	4
2. My parents worry about me when I'm not at home.	5.58	A	5.20	A	.39	A	1
3. My parents are more concerned with my feelings than their own.	5.18	A	4.45	O	.82	O	3
4. My parents try to meet my desires immediately.	3.89	AHT	3.54	AHT	.72	AHT	6
5. My parents share their lives with me more than with anyone else.	5.23	A	4.42	O	.83	O	2
6. My parents try to shield me from experiencing negative emotions.	3.76	AHT	3.72	AHT	.74	AHT	5
GENERAL ASSESSMENT	4.83	O	4.17	AHT	.50	O	
Legend: 5.15 – 6.00 Always (A)					2.66 – 3.48 Sometimes (S)		
4.32 – 5.14 Often (O)					1.83 – 2.65 Rarely (R)		
3.49 – 4.31 About half of the time (AHT)					1.00 – 1.82 Never (N)		

Results show students perceive their parents as often overprotective and having high expectations, reflecting a common Filipino cultural trait. Parents believe they consistently employ this style, but students feel it only half the time. Steenhoff et al. (2021) links parental anxious intrusiveness to socio-emotional issues in children, but since it's observed only half the time in this study, Grade 7 students may not be at high risk for these negative impacts.

Table 4. Contemporary Parenting Behaviors Level as assessed by Grade 7 Students and Parents in terms of Autonomy Support

Indicators in terms of Autonomy Support	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. My parents encourage me to choose my own interests and activities.	99	AHT	4.26	AHT	4.13	AHT	2
2. My parents encouraged me to try things for myself before asking for help.	44	S	3.60	AHT	3.52	AHT	5
3. My parents adjust their level of assistance in tasks based on my age and ability.	06	AHT	4.23	AHT	4.15	AHT	1
4. My parents gave me responsibilities appropriate for my age.	58	AHT	3.92	AHT	3.75	AHT	4
5. My parents let me try to figure things out myself before giving their input.	78	AHT	4.19	AHT	3.99	AHT	3
GENERAL ASSESSMENT	77	AHT	4.04	AHT	3.91	AHT	
Legend: 5.15 – 6.00 Always (A)					2.66 – 3.48 Sometimes (S)		
4.32 – 5.14 Often (O)					1.83 – 2.65 Rarely (R)		
3.49 – 4.31 About half of the time (AHT)					1.00 – 1.82 Never (N)		

Grade 7 students receive autonomy support only half the time, indicating they are not often directly involved in decision-making according to their abilities and age. Both students and parents agree on this assessment. This parenting behavior is crucial for children's development of executive function, as noted by Distefano et al. (2018). However, since the current study's results suggest that students did not fully experience parental autonomy support, it is expected that the benefits associated with it may not be fully realized by the students.

Table 5. Contemporary Parenting Behaviors Level as assessed by Grade 7 Students and Parents in terms of Permissive Discipline

Indicators in Terms of Permissive Discipline	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. My parents give in when I get upset.	3.52	AHT	3.20	S	3.36	S	2
2. My parents don't punish me when I act sorry.	3.11	S	3.25	S	3.18	S	3
3. My parents do things for me even if I am capable of doing it myself.	3.60	AHT	3.24	S	3.42	S	1
4. My parents do the things that I refuse to do.	2.89	S	3.04	S	2.97	S	4
5. My parents allow me to interrupt other adults.	1.69	N	1.92	R	1.81	R	6
6. My parents don't punish me when I misbehave	2.36	R	2.56	R	2.46	R	5
GENERAL ASSESSMENT	2.86	S	2.87	S	2.87	S	
Legend: 5.15 – 6.00 Always (A)					2.66 – 3.48 Sometimes (S)		
4.32 – 5.14 Often (O)					1.83 – 2.65 Rarely (R)		
3.49 – 4.31 About half of the time (AHT)					1.00 – 1.82 Never (N)		

Students occasionally face inconsistent rules and expectations due to the sporadic use of permissive discipline by parents. Reducing permissiveness can aid in school adjustment and improve academic competence, as suggested by Hosokawa and Katsura (2019) and Carroll (2021). Since both parents and students acknowledge the occasional use of permissive discipline, it is likely that student's academic performance is not significantly impacted by this behavior.

Table 6. Contemporary Parenting Behaviors Level as assessed by Grade 7 Students and Parents in terms of Democratic Discipline

Indicators in terms of Democratic Discipline	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. My parents encouraged me to consider the consequences of my choices before making them.	5.17	A	4.79	O	4.98	O	4
2. My parents let me know what behaviour is expected.	4.88	O	4.69	O	4.79	O	5
3. My parents give me reasons about why I am not allowed to do something.	5.27	A	5.07	O	5.17	A	1
4. My parents talk to me about the consequences of my actions.	5.43	A	4.58	O	5.01	O	3
5. My parents explain to me how they feel about my behavior.	5.48	A	4.74	O	5.11	O	2

GENERAL ASSESSMENT	5.25	A	4.77	O	5.01	O
Legend: 5.15 – 6.00 Always (A)				2.66 – 3.48 Sometimes (S)		
4.32 – 5.14 Often (O)				1.83 – 2.65 Rarely (R)		
3.49 – 4.31 About half of the time (AHT)				1.00 – 1.82 Never (N)		

The results indicate that Grade 7 students consistently experience positive contemporary parenting, emphasizing their awareness of their rights and open communication with parents regarding rules and expectations. In line with this, Daks et al. (2020) found that COVID-19 stress was linked to parental inflexibility and reduced use of democratic discipline. This suggests that the pandemic negatively impacted family dynamics. However, the current study's results were gathered after parents and students had adjusted to the pandemic, possibly explaining why democratic discipline was still practiced and perceived despite its challenges.

Table 7. Attitude towards Learning Level as assessed by Grade 7 Students and Parents in terms of Nature of Learning

Indicators in terms of the nature of learning	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. The clever ones learn more easily.	3.99	PA	4.34	A	4.17	PA	9
2. Learning new things changes my thoughts.	4.60	A	4.60	A	4.60	A	4
3. Learning goes on lifelong.	4.67	A	4.56	A	4.62	A	3
4. What I learn changes my opinion of life.	4.49	A	4.44	A	4.47	A	5
5. Intelligence is vital for learning.	4.47	A	4.37	A	4.42	A	6
6. Learning is a process which goes on until death.	4.22	A	4.17	PA	4.20	A	7
7. Every individual has a different learning capacity.	4.78	A	4.66	A	4.72	A	2
8. Cleverer ones learn better.	4.26	A	4.08	PA	4.17	PA	8
9. I can learn any subject easily.	3.82	PA	3.46	PA	3.64	PA	10
10. I still have a lot to learn.	4.84	A	4.81	A	4.83	A	1
GENERAL ASSESSMENT	4.41	A	4.35	A	4.38	A/HA	
Legend: 4.20 – 5.00 I Agree (A)/ Highly Acceptable	1.80 – 2.59 Disagree (D)/ Almost Not Acceptable						
3.40 – 4.19 Partly Agree (PA)/ Acceptable	1.00 – 1.79 Totally Disagree (TD)/ Not Acceptable						
2.60 – 3.39 No Opinion (NO)/ Slightly Acceptable							

Based on the results, Grade 7 students believe that learning is a lifelong process, with both students and parents sharing this perspective. Additionally, students indicate slight difficulties with learning new subjects. This aligns with findings from a study by Bestiantono et al. (2020) on junior high school students' attitudes toward learning during the early stages of the COVID-19 pandemic. The study showed challenges with online learning in developing countries, but as our results were collected during the pandemic's third year, students had likely adjusted to the new normal, resulting in a positive attitude toward learning.

Table 8. Attitude towards Learning Level as assessed by Grade 7 Students and Parents in terms of Openness to Learning

Indicators in terms of openness to learning	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. I do not want to learn because I do not like working/studying.	1.56	TD	1.78	TD	1.67	TD	10
2. I do not want to learn if I am not compelled to.	2.35	D	2.46	D	2.41	D	9

3. I have learned too many things so far, but I have not benefited from them at all.	3.03	NO	3.09	NO	3.06	NO	6
4. I enjoy learning difficult subjects.	4.20	A	4.10	PA	4.15	PA	4
5. I have been fed up with continuously learning new things.	3.55	PA	3.49	PA	3.52	PA	5
6. I am the type of man who is open to learning.	4.77	A	4.41	A	4.59	A	3
7. I am bored while listening to new subjects.	2.42	D	2.71	NO	2.57	D	8
8. The knowledge that I have for the moment is enough for me.	2.90	NO	3.01	NO	2.96	NO	7
9. Learning has always interested me.	4.73	F	4.49	A	4.61	A	2
10. Trying to learn a new subject is enjoyable.	4.73	F	4.54	A	4.64	A	1
GENERAL ASSESSMENT	3.42	PA	3.41	PA	3.42	PA	
Legend: 4.20 – 5.00 I Agree (A)/ Highly Acceptable 1.80 – 2.59 Disagree (D)/ Almost Not Acceptable 3.40 – 4.19 Partly Agree (PA)/ Acceptable 1.00 – 1.79 Totally Disagree (TD)/ Not Acceptable 2.60 – 3.39 No Opinion (NO)/ Slightly Acceptable							

These findings suggest that Grade 7 students may still be developing their awareness of flexibility in learning new things. Both students and parents share this attitude. Despite partially agreeing with their openness to learning, students find enjoyment in learning new subjects and appreciate their significance. Bochiş et al. (2020) conducted a study indicating that openness to learning is linked to students' well-being at school during the pandemic. A positive attitude toward oneself and others correlates with openness to learning, contributing to personal autonomy and motivation. Developing a positive self-attitude is crucial for fostering a positive attitude toward learning, especially openness to learning.

Table 9. Attitude towards Learning Level as assessed by Grade 7 Students and Parents in terms of Expectations from Learning

Indicators in terms of expectations from learning	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. One can no longer learn after the age of 30.	1.85	D	2.06	D	1.96	D	10
2. I have to go on learning in order to make sound decisions about the problems encountered in daily life.	4.51	A	4.49	A	4.50	A	7
3. I want to develop my communication with people through learning new things.	4.79	A	4.63	A	4.71	A	2
4. Learning new things makes me successful in what I do.	4.76	A	4.58	A	4.67	A	3
5. The more I learn, the fewer wrong decisions I make.	3.98	PA	3.73	PA	3.86	PA	9

6. Learning new things motivates me more about my career.	4.79	A	4.64	A	4.72	A	1
7. The more I learn, the larger the aims I pursue.	4.61	A	4.49	A	4.60	A	5
8. I know how to make use of my experiences.	4.53	A	4.43	A	4.53	A	6
9. I enjoy learning new subjects.	4.42	A	4.33	A	4.42	A	8
10. I am always ready to learn new things	4.61	A	4.56	A	4.61	A	4
GENERAL ASSESSMENT	4.26	A	4.19	PA	4.26	A/HA	

Legend: 4.20 – 5.00 I Agree (A)/ Highly Acceptable 1.80 – 2.59 Disagree (D)/ Almost Not Acceptable
 3.40 – 4.19 Partly Agree (PA)/ Acceptable 1.00 – 1.79 Totally Disagree (TD)/ Not Acceptable
 2.60 – 3.39 No Opinion (NO)/ Slightly Acceptable

The Grade 7 students believe in the importance of continually working on their life goals. They also reject the idea that learning stops with age, aligning with their openness to learning, as discussed earlier. Chen and Hesketh (2021) noted in their study that adolescents' expectations of learning significantly influence their academic and psychological success. These expectations are influenced by factors like parental educational goals, parental migrations, and friends' academic aspirations. In conclusion, students with positive attitudes toward learning, particularly expectations from learning, tend to achieve greater academic and psychological success.

Table 10. Attitude towards Learning Level as assessed by Grade 7 Students and Parents in terms of Anxiety about Learning

Indicators in terms of anxiety about learning	Parents		Students		Composite		Rank
	\bar{X}	VI	\bar{X}	VI	\bar{X}	VI	
1. Forgetting what I learn in a short time makes me anxious.	3.99	PA	4.26	A	4.13	PA	2
2. I am anxious when being introduced to a new subject.	3.44	PA	3.60	PA	3.52	PA	8
3. I experience difficulties while learning a new subject.	4.06	PA	4.23	A	4.15	PA	1
4. I have problems concentrating while learning new subjects.	3.58	PA	3.92	PA	3.75	PA	5.5
5. Failing to concentrate on myself upsets me.	3.78	PA	4.19	PA	3.99	PA	3
6. I feel anxious when I start a new subject.	3.66	PA	3.83	PA	3.75	PA	5.5
7. I am not anxious about learning.	3.88	PA	3.51	PA	3.70	PA	7

8. I have headaches while learning new subjects.	3.16	NO	3.37	NO	3.27	NO	10
9. Losing too much time while learning disheartens me.	3.19	NO	3.45	PA	3.32	NO	9
10. Learning is a difficult job; I experience difficulties while I learn.	3.81	PA	4.01	PA	3.91	PA	4
GENERAL ASSESSMENT	3.66	PA	3.84	PA	3.75	PA/A	
Legend:4.20 – 5.00 Agree (A)/ Highly Acceptable		1.80 – 2.59 Disagree (D)/ Almost Not Acceptable					
3.40 – 4.19 Partly Agree (PA)/ Acceptable		1.00 – 1.79 Totally Disagree (TD)/ Not Acceptable					
2.60 – 3.39 No Opinion (NO)/ Slightly Acceptable							

Based on the results, Grade 7 students partially agree that they feel anxious about trying new things due to fear of failure or discomfort, potentially hindering their learning. Additionally, a majority of students also partially agree that they face difficulties in learning new things, possibly due to their fear of the unfamiliar. This aligns with the study's finding that poor academic performance is associated with high levels of academic anxiety. Academic anxiety can lead to learning avoidance behaviors, contradicting the common belief that anxious students tend to avoid learning.

Table 11. Test of Significant Difference on the Assessment of the Grade 7 Students and Parents with regard to Contemporary Parenting Behaviors

Sub-variables		Sum of squares	df	Mean square	F Ratio	Sig.	Remarks	Decision
Emotional Warmth	Between Groups	85.848	1					
	Within Groups	627.538	566	85.848	77.429	.000	Significant	Reject H ₀
	Groups Total	713.386	567	1.109				
	Total							
Punitive Discipline	Between Groups	25.183	1					
	Within Groups	671.356	566	25.183	21.231	.000	Significant	Reject H ₀
	Groups Total	696.540	567	1.186				
	Total							
Anxious Intrusiveness	Between Groups	62.067	1					
	Within Groups	522.757	566	62.067	67.201	.000	Significant	Reject H ₀
	Groups Total	584.824	567	.924				
	Total							
Autonomy Support	Between Groups	19.931	1					
	Within Groups	463.386	566	19.931	24.345	.000	Significant	Reject H ₀
	Groups Total	483.317	567	.819				
	Total							
Permissive Discipline	Between Groups	.011	1					
	Within Groups	580.161	566	.011	.010	.919	Not Significant	Accept H ₀
	Groups Total	580.172	567	1.025				
	Total							

Democratic Discipline	Between Groups	31.518	1	31.518 .921	34.219	.000	Significant	Reject H ₀
	Within Groups	521.334	566					
	Groups	552.852	567					
	Total							

Level of significance 0.05

The results reveal differences in the assessments of contemporary parenting behaviors between students and parents, particularly in terms of emotional warmth, punitive discipline, anxious intrusiveness, autonomy support, and democratic discipline. Parents tend to rate their parenting behaviors more positively than their children do, aligning with the findings of Cho et al. (2020). Their study also indicates that parents often perceive their parenting practices as more rational than their children do, in agreement with our research.

Table 12. Test of Significant Difference on the Assessment of the Grade 7 Students and Parents with regard to Attitude toward Learning

Sub-variables		Sum of squares	df	Mean square	F Ratio	Sig.	Remarks	Decision
Nature of Learning	Between Groups	1.837	1	1.837 .214	8.581	.004	Significant	Reject H ₀
	Within Groups	121.151	566					
	Groups	122.988	567					
	Total							
Openness to Learning	Between Groups	2.861	1	2.861 .210	13.653	.000	Significant	Reject H ₀
	Within Groups	118.594	566					
	Groups	121.455	567					
	Total							
Expectations from Learning	Between Groups	3.979	1	3.979 .149	26.760	.000	Significant	Reject H ₀
	Within Groups	84.158	566					
	Groups	88.137	567					
	Total							
Anxiety about Learning	Between Groups	4.834	1	4.834 .395	12.244	.001	Significant	Reject H ₀
	Within Groups	223.456	566					
	Groups	228.290	567					
	Total							

Level of significance 0.05

Grade 7 students and their parents have differing perceptions of the students' attitudes toward learning. Parents tend to rate their children's attitudes more positively than the students themselves, particularly in terms of the nature of learning, openness to learning, and expectations from learning.

This aligns with Sadeghi's (2022) research, which indicates that parental expectations significantly influence their children's academic performance. Students with high parental expectations tend to excel in school, achieve better grades, and stay in school longer than those with lower parental expectations. Therefore, despite the differing assessments, it's likely that Grade 7 students whose parents hold higher expectations for their attitude toward learning may perform better academically.

Table 13. Test of Significant Relationship between the Level of Contemporary Parenting Behaviors and Attitude towards Learning of Grade 7 Students and their Parents

Contemporary Parenting Behaviors	Attitude towards Learning	r value	p-value	Remarks	Decision
Emotional Warmth	Nature of Learning	.247**	.000	Significant	Reject H _o
	Openness to Learning	.038	.371	Not Significant	Accept H _o
	Expectations from Learning	.344**	.000	Significant	Reject H _o
	Anxiety about Learning	-.105*	.013	Significant	Reject H _o
Punitive Discipline	Nature of Learning	-.212**	.000	Significant	Reject H _o
	Openness to Learning	.131**	.002	Significant	Reject H _o
	Expectations from Learning	-.150**	.000	Significant	Reject H _o
	Anxiety about Learning	.119**	.005	Significant	Reject H _o
Anxious Intrusiveness	Nature of Learning	.069	.101	Not Significant	Accept H _o
	Openness to Learning	.121**	.004	Significant	Reject H _o
	Expectations from Learning	.239**	.000	Significant	Reject H _o
	Anxiety about Learning	-.172**	.000	Significant	Reject H _o
Autonomy Support	Nature of Learning	.267**	.000	Significant	Reject H _o
	Openness to Learning	.001	.981	Not Significant	Accept H _o
	Expectations from Learning	.286**	.000	Significant	Reject H _o
	Anxiety about Learning	-.031	.465	Not Significant	Accept H _o
Permissive Discipline	Nature of Learning	-.187**	.000	Significant	Reject H _o
	Openness to Learning	.209**	.000	Significant	Reject H _o
	Expectations from Learning	-.035	.411	Not Significant	Accept H _o
	Anxiety about Learning	-.107*	.011	Significant	Reject H _o
Democratic Discipline	Nature of Learning	.268**	.000	Significant	Reject H _o
	Openness to Learning	.012	.775	Not Significant	Accept H _o
	Expectations from Learning	.289**	.000	Significant	Reject H _o
	Anxiety about Learning	-.019	.655	Not Significant	Accept H _o

**Correlational at the level 0.01

*Correlational at the level 0.05(Two-tailed)

Grade 7 students who perceive emotional warmth from their parents also have positive attitudes toward learning, particularly regarding the nature of learning and expectations. This suggests that emotional warmth contributes to academic success by fostering positive learning attitudes.

These findings align with Pinquart's research, as cited in Sun et al. (2020), which showed a positive correlation between parental emotional warmth and higher academic achievement. Sun et al. (2020) also noted that perceived parental emotional warmth is linked to children's success, including improved self-efficacy, emotional responsiveness, and psychological well-being. Emotional warmth indirectly benefits academic performance by reducing anxiety about learning and enhancing learning effectiveness.

Punitive discipline correlates positively with students' openness to learning and anxiety about learning. This suggests that Grade 7 students exposed to strict parenting may experience fear and anxiety when encountering new situations but still maintain adaptability. Burg and Yaffe's research, cited in Yaffe (2021), also found a positive link between punitive discipline and adolescent anxiety, emphasizing that the impact depends on specific parenting contexts.

On the other hand, punitive discipline negatively correlates with the students' nature of learning and expectations from learning. This demonstrates how punitive discipline disrupts students' attitudes toward learning, particularly their positive view of the nature of learning and its importance. Moreover, students who perceive harsh and restrictive parenting behaviors are less likely to have high expectations for their academic outcomes.

Anxious intrusiveness positively correlates with students' openness to learning and expectations from learning. This suggests that students who perceive high levels of parental worry, over-protection, and expectations tend to be adaptable in various learning situations and have higher expectations for their learning outcomes.

However, Srivastav & Mathur's study (2020) contradict these findings, indicating that children raised by anxious, intrusive parents often struggle with emotional control, socialization, and academic productivity. Nevertheless, their study noted that some academic gains and satisfaction in education can occur with a balance of parental engagement.

Anxious intrusiveness negatively correlates with students' anxiety about learning, implying that Grade 7 students who perceive high levels of this parenting behavior are less likely to fear unfamiliar situations. However, this may lead to lower academic productivity due to excessive dependence on parents.

Autonomy support positively correlates with the nature of learning and expectations from learning, suggesting that students who receive parental support for self-initiation and autonomy tend to have a more positive perspective on learning and higher expectations for their learning outcomes. This leads to better academic performance, which aligns with Zhao et al.'s (2022) research, indicating that high parental autonomy support predicts higher academic growth and lower academic procrastination among students.

Permissive discipline is negatively correlated with the nature of learning and anxiety about learning. Students perceiving high levels of leniency from their parents are less likely to fear unfamiliar situations. However, they may have negative attitudes toward the nature of learning, leading to lower academic performance.

Permissive discipline is positively correlated with students' openness to learning, as students with excessive freedom tend to be more adaptable in various learning situations. This could be because students without behavioural limitations tend to be more open to various experiences.

Democratic discipline positively correlates with the nature of learning and expectations from learning. Students experiencing shared decision-making, respect, balanced independence, and accountability are more likely to value the learning process and its outcomes. Consequently, they tend to perform well academically and maintain a good academic standing.

These findings align with Bodur and Aktan (2021) research, which highlighted the positive impact of democratic discipline on students' performance and personal responsibility levels.

Proposed Academic Enhancement Program

The researcher developed an academic enhancement program to support Grade 7 students in achieving their academic goals and encourage parents to practice beneficial contemporary parenting behaviors for holistic child development. This program benefits teachers and our school under Cluster 1-B City Schools Division of Cabuyao by fostering the attitudes and

confidence needed for success in the modern world. Here are the program details:

L.E.A.R.N. Program

Learning Enhancement for Adolescents and Responsible Parental Nurturing Program

Objectives:

Learning Enhancement for Adolescents

1. Enhance students' learning abilities.
2. Foster a positive attitude towards learning.
3. Promote the importance of lifelong learning.
4. Equip students with effective stress and anxiety management skills at school.

Responsible Parental Nurturing

1. Enhance parental responsiveness to students' achievements.
2. Improve effective disciplinary practices.
3. Raise awareness of limitations in meeting adolescent wants.
4. Encourage parental support for adolescent independence.
5. Highlight the importance of setting behavioral boundaries.
6. Strengthen open communication between parents and students about behavioral expectations.

Through the Guidance and Counseling Office, this program may be implemented in accordance with the guidance services they offer - **Student Individual Planning, Responsive Services, and Support System.**

AREAS OF FOCUS	
<ul style="list-style-type: none"> ● Nature of Learning - Efficient and Effective Learning ● Openness to Learning - Learning Eagerness ● Expectations from Learning - Lifelong Learning ● Anxiety about Learning - Physical Stress Brought by Anxiety 	<ul style="list-style-type: none"> ● Emotional Warmth - Students' Achievement Appreciation ● Punitive Discipline - Punishment Practices ● Anxious Intrusiveness - Over-indulgence Tendencies ● Autonomy Support - Independence Encouragement ● Permissive Discipline - Respect for Others ● Democratic Discipline - Behavior Expectations
PROGRAM/ACTIVITIES PROPOSED	
<ul style="list-style-type: none"> ● Strengthen the implementation of Outcomes-based education ● Initiate open communication during classroom discussions, debates, or grouped activities. ● Implement a program that tackles handling learning anxiety. 	<ul style="list-style-type: none"> ● Contemporary Parenting Behaviors Awareness Programs ● Inclusion of discussion on effective contemporary parenting behaviors during PTA (Parent-Teacher Association) meetings. ● Conferences with the school's Guidance Counselor
FREQUENCY	

<ul style="list-style-type: none"> ● Daily (for the first two bulleted activities) ● Yearly (for the program implementation on anxiety awareness) 	<p>Quarterly</p>
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<p><i>Continuation</i></p> <p>ROLES OF THE PERSONS INVOLVED</p>	
<p>Parents will collaborate, participate, and implement responsible parental nurturing.</p> <p>Students will participate in learning enhancement activities.</p> <p>Teachers will implement learning enhancement activities in the classroom and assist in communicating effective contemporary behaviors to parents during PTA meetings.</p> <p>The Guidance Counselor will oversee various programs, counselings, and conferences and manage the L.E.A.R.N. Program.</p>	

<p><i>Continuation</i></p> <p>SUCCESS INDICATOR (85%)</p>	
<p>At the end of the school year;</p> <ul style="list-style-type: none"> ● Students developed a positive attitude toward learning and studying. ● Students embraced the concept of lifelong learning. ● Students acquired stress management skills, reducing physical anxiety symptoms like headaches. 	<p>By the end of the school year:</p> <ul style="list-style-type: none"> ● Parents increased their responsiveness to their children's achievements, which students recognized. ● Parents implemented more effective disciplinary methods, and students perceived their effectiveness. ● Parents set limitations on fulfilling their children's desires, and students noted a change in immediate gratification. ● Parents encouraged independent learning, and students felt supported in trying things on their own. ● Parents enforced respectful behavior, and students recognized stricter discipline. ● Parents consistently established rules and expectations, helping students understand their behavior expectations.

CONCLUSIONS

This study identified that contemporary parenting behaviors, such as emotional warmth, anxious intrusiveness, and democratic discipline, were commonly practiced, while punitive and permissive discipline occurred occasionally, with autonomy support observed half of the time.

Concerning students' attitudes toward learning, they generally concurred on the nature of learning and expectations from learning, with partial agreement on openness to learning and anxiety about learning among students and parents. Discrepancies emerged between students' and parents' assessments of contemporary parenting behaviors and attitudes toward learning, except for permissive discipline.

Significant relationships were found between contemporary parenting behaviors and attitudes toward learning, except for emotional warmth, democratic discipline, and autonomy support. Specifically, correlations were observed between anxious intrusiveness and the nature of learning, autonomy support and democratic discipline with anxiety about learning, and permissive discipline and expectations from learning.

In response to these findings, an academic enhancement program was proposed to address issues highlighted by PISA 2018. Additionally, this research contributes to Philippine literature, particularly concerning these two variables.

LIMITATION & FURTHER RESEARCH

The study focused on Grade 7 students, so the findings are specific to that grade level. To broaden the scope, future research could include adolescents from various grade levels, utilizing similar research methods, qualitative approaches, or mixed methods for more comprehensive insights.

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