

# Influence of Parenting Styles and Self-Efficacy on Students' Academic Performance

John Carel M. Bustillo<sup>1,2</sup>, Elsie P. Sandueta<sup>3</sup>

<sup>1</sup>Graduate School, Jose Rizal Memorial State University, Main Campus, Dapitan City, Philippines

<sup>2</sup>Misamis Occidental National High School, Oroquieta City, Philippines

<sup>3</sup>Jose Rizal Memorial State University, Dipolog Campus, Dipolog City, Philippines

**Abstract:** *The objective of this study was to explore the perceived connection between parenting styles and self-efficacy among Grade 11 students at Misamis Occidental National High School in Oroquieta City, Philippines. The research employed frequency, percentage, and average weight value methods to determine the level of parenting styles and self-efficacy among the students, and the Pearson R Product Moment of Correlation was used to examine the correlation between parenting styles, self-efficacy, and academic performance. Results indicated that there was no significant association between parenting styles and academic performance, although there was a meaningful relationship between self-efficacy and academic performance, particularly in Mathematics. The most commonly practiced parenting style among the parents of Grade 11 students was authoritative, and the students themselves reported high levels of academic self-efficacy, which had a significant impact on their academic performance. Based on these findings, the researchers recommend the implementation of tangible interventions to improve students' self-efficacy, which may lead to enhanced academic performance.*

**Keywords:** Academic Performance, Authoritative Parenting, Mathematics Education, Parenting Styles, Self-efficacy

## 1. Introduction

Due to the COVID-19 pandemic and the contagious nature of the fatal COVID-19 disease, most governments worldwide have closed schools, and students are now attending online lessons from the comfort of their own homes (Bhamani et al., 2020). This mode of instruction has compelled parents to take an active role in their children's education (Garbe et al., 2020). Therefore, it is more critical than ever to investigate the impact of parental involvement on their children's academic performance. Parenting practices, such as parenting styles, parents' expectations, and their home and school involvement activities, are crucial areas of research (Practices, 2023).

In addition, research highlights the significance of the connection between parental participation and how well students perform academically (Đurišić & Bunijevec, 2017). Evidence from various studies indicates that an authoritative parenting approach is linked to positive academic outcomes for students (Schmid & Garrels, 2021). Additionally, it is widely accepted that parenting style is one of the most crucial factors that influence students' academic and social achievements (Article & Path, 2018). Parenting style involves a mixture of behaviors, attitudes, and emotions that parents exhibit while raising their children (Aldhafri et al., 2020). A study conducted by (Turner et al., 2019) investigated how parenting styles, achievement motivation, and self-efficacy affect the academic performance of college students in the United States.

The study of Aldhafri (2020) revealed significant finding between parenting style and self-efficacy. The results indicated that both authoritative parenting style and academic self-efficacy can impact a student's academic performance. However, the study found that only academic self-efficacy showed a significant association with academic performance. Despite the abundance of research on

parenting styles, only a limited number of empirical studies have investigated the interplay between parenting style practices, self-efficacy, and students' academic performance, including the potential mediation role of self-efficacy in the relationship between parenting styles and academic performance (Masud et al., 2018).

Numerous studies have investigated the links between parenting styles and academic performance, as well as self-efficacy and academic performance, using a Western approach since the theorists originated from the West (Theresya et al., 2018). However, very few studies have explored these relationships within an Asian context, particularly in the Philippines. This represents a significant research gap that the proposed study aims to address. The study's findings will be highly beneficial for various educational stakeholders, including parents, teachers, school administrators, and students, as it will provide insight into the perceived relationships between the three types of parenting styles and self-efficacy on academic performance.

Therefore, this study aims to conduct the Grade 11 students in a senior high school in Oroquieta City, Philippines. The intentions are to contribute to the enhancement of parenting style practices and self-efficacy and their impact on students' academic performance. The results of this study can be used to help parents and teachers improve students' learning, particularly in Mathematics.

The paper is structured as follows: Section II presents and examines related literature on the topic; Section III describes the methodology used in the study; Section IV presents the results and simulations of the study; and Section V provides a summary, conclusions, and recommendations based on the study's findings.

## 2. Literature Review

### Parenting style practices

Volume 11 Issue 5, May 2023

[www.ijser.in](http://www.ijser.in)

Licensed Under Creative Commons Attribution CC BY

The family is a crucial factor in shaping a child's physical, mental, and emotional development, as noted by Ceka, (2016), and Kong & Yasmin, (2022) also highlighted that parenting styles are among the factors that can significantly impact a student's academic performance in mathematics. This is in line with the findings of He et al., (2023), who emphasized that parenting styles are instrumental in promoting the holistic development of children's personalities. Additionally, parents play a critical role in a child's socialization, serving as role models for their children's social development. This is because parents share their beliefs, values, behaviors, attitudes, and character with their children, all of which have a significant impact on child outcomes. Parenting involves both positive and negative aspects, including pleasures, privileges, understandings, profits, frustrations, fears, and failures, as observed by (Odongo et al., 2018).

Parents can explore and discover ways to engage their children's interests, which can have a significant impact on their motivation and enjoyment of activities together, as noted by Đurišić & Bunijevac (2017). While Bi et al. (2018) identified nine parenting styles, Baumrind's theory proposed four main parenting styles: Authoritarian, Authoritative, Neglectful, and Permissive. Of the four parenting styles, three are related to children's behavior, giving rise to the Pillar Theory or Baumrind Parenting Types. Furthermore, recent research has revealed that previous studies frequently adopt different interpretations of parenting styles.

Parenting style is the social and emotional environment in which parents raise their children, shaping their needs, personality traits, and potentials (Bahmani et al., 2022). The three most commonly used typologies of parenting styles are authoritarian, permissive, and authoritative. Research has consistently shown that authoritative parenting style is a strong predictor of students' academic performance and achievement, and is associated with improved cognitive and metacognitive strategies, time management, study skills, and self-efficacy (Sarwar, 2019).

Adolescence is a challenging and developmental stage for both students and their parents, characterized by strong intellectual abilities and a desire for autonomy. As students develop, they may begin to question the legitimacy of parental authority and supervision, leading to insolence and bold behavior towards authority figures. Additionally, as they transition from childhood to adulthood, adolescents face a variety of issues and concerns related to their perspective on life. The pressure to excel academically and make important career decisions can also add to their stress, often compounded by high expectations from family, school, and society as a whole (Rojewski, 2018).

Self-efficacy beliefs are crucial in determining students' motivation and academic performance. Students who have higher levels of self-efficacy are more likely to take on challenging tasks, persist in the face of difficulties, and perform better academically. In contrast, students who have low self-efficacy tend to avoid challenging tasks, give up easily when faced with difficulties, and perform poorly academically. Therefore, it is important for parents and educators to foster and develop students' self-efficacy beliefs

to improve their academic achievement and overall success in life (Masud et al., 2018).

#### **Authoritative parenting style**

According to Smetana (2017), parents who follow an authoritative parenting style are highly involved in their children's lives, responsive to their needs, and set reasonable limits while expecting mature behavior. They exhibit excessive levels of both demandingness and supportiveness, and have behavioral control, mental management, understanding, and accommodation towards their child's perspective, as described by Ogoma (2020).

Hayek et al., (2022) suggested that authoritative parents promote autonomy while enforcing discipline, while Bi (2018) stated that this style of parenting has a positive emotional impact on children. Further, the study of Ceulemans (2019) added that these parents are assertive but also intrusive and restrictive, showing both support and punishment towards their child. As a result, they encourage independence while setting boundaries on their child's behavior, which in turn promotes open communication, warmth, and support between the parent and child, as mentioned by Bhartiya and Malik (2017) and Paler, Batiller, Valiente, and Moneva (2019).

#### **Authoritarian parenting style**

Ceulemans (2019) explains that authoritarian parenting style is characterized by obedience, high control, status-orientation, and expectation of unquestioning obedience without explanation. Sarwar (2019) suggest that parents who adopt this style are less responsive to their children's emotional and developmental needs while exerting high control. According to Masselink (2018), parents under this style exhibit high directive behavior, high levels of restriction, rejection, and power-affirming behaviors towards their children. As a result, their children's confidence and self-efficacy may be low, with excessive expectations placed on them. Yahya, Halim, Yusoff, Ghazali, Anuar, Jayos, Aren, Othman & Mustaffa (2019) state that authoritarian parents tend to be strict disciplinarians who use punitive and restrictive styles. They may use phrases like "You will do this because I say so", which can lead to dependence and rebellion in their children. Gupta & Mehtani (2017) note that these parents tend to focus on their children's mistakes and failures, exhibiting excessive authoritarian attitudes, and may view themselves as representatives of social authority. Styles (2020) found that the mean mathematics achievement scores of students raised under authoritarian parenting style were graded as good.

#### **Permissive parenting style**

Gupta & Mehtani (2017) explains that permissive parenting style is child-centered and warm, but lacks demanding patterns and high expectations for their children. These parents are tolerant and accept their child's desires, impulses, and actions, allowing them to be self-regulated and making few demands for mature behavior, permissive parents tend to avoid punishment or confrontation and use non-inflicting methods to achieve their goals. However, this parenting style has been associated with high self-handicapping and low mastery goals, leading to low achievement and performance.

### Self-efficacy of students

According to McDonald & Siegall (2020), self-efficacy is the belief that individuals hold regarding their ability to successfully perform a given task. This belief significantly impacts their approach to the task at hand, and it leads to persistence and increased effort. Several studies have shown a positive correlation between self-efficacy and academic performance. Self-efficacy is a predictor of motivation and performance, and it remains consistent across different environments and communities. Odame-Mensah & Gyimah (2018) provide evidence for the concurrent validity of self-efficacy in assessing skills, abilities, and tasks. Students with high self-efficacy are determined, well-managed, focused, and prefer challenging tasks, and they are better equipped to cope with anxiety (Ajmal & Ahmad, 2019). This suggests that self-efficacy is critical to human achievement and is dependent on interactions.

The beliefs that individuals have about their self-efficacy significantly impact the way they set their goals. Self-efficacy has the power to influence students' ability to complete specific tasks, which is determined by personal choice, motivation, resilience, and emotional reactions (Rodríguez et al., 2020). This suggests that self-efficacy plays a crucial role in both the cognitive and affective aspects of the learning process (Amri & Alasmari, 2021).

Numerous studies have identified self-efficacy as a significant factor in various educational constructs, such as problem-solving, goal setting, motivation, behavior feedback, understanding, and academic achievement (Tang & He, 2023). Students with high levels of self-efficacy tend to take on challenging tasks and remain committed to their goals. According to Macafee & Comeau (2020), there are four sources of self-efficacy: mastery experiences, vicarious experiences, physiological and emotional arousal, and social persuasion. However, individuals who doubt their capabilities tend to perceive complex tasks as personal threats, leading to lower self-confidence and self-esteem, wavering personal goals, unfavorable outcomes, and ultimately depression (Grotan et al., 2019).

### 3. Conceptual Framework

The conceptual framework of this study involves two independent variables and one dependent variable as presented in figure 1. The independent variables are parenting styles and self-efficacy, and each has several indicators. Under the parenting styles variable, the indicators are authoritative, authoritarian, and permissive parenting styles. The self-efficacy variable has three indicators: academic, social, and emotional self-efficacy. The dependent variable in this study is the students' academic performance, which is measured using the general average in General Mathematics and Statistics.

The study aims to determine the most prevalent type of parenting style among the Grade 11 students participating in the research, as perceived by the students themselves. The authoritative parenting style involves high levels of nurturance, involvement, sensitivity, reasoning, and autonomy. The authoritarian parenting style is characterized by highly directive behavior, strict rules, and rejection

behavior. The permissive parenting style involves making few demands, displaying non-controlling behaviors, and using minimal punishment for misbehavior. The purpose of identifying the predominant parenting style is to establish a relationship between parenting styles and academic performance.

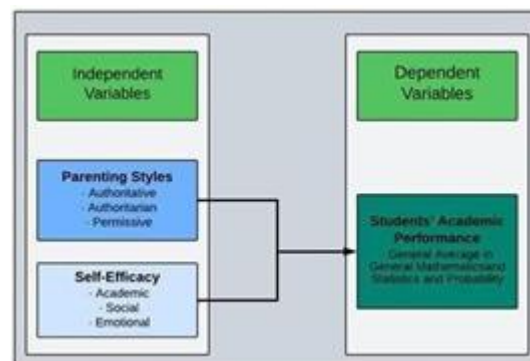


Figure 1: The Conceptual Framework of the Study

## 4. Methods

### 4.1 Research Design

The research design used in this study was quantitative and specifically the correlation type. The study aims to establish relationships between two or more variables without necessarily implying causation. On the other hand, descriptive research employs surveys to collect data about individuals, groups, organizations, or other entities with the primary goal of describing characteristics of the domain.

The Grade 11 students of Misamis Occidental National High School in Oroquieta City, Philippines, were asked to complete survey questionnaires in this study. Pearson Moment Correlations were used to examine the relationships among the variables. First, the study examined the relationship between parenting styles and students' academic performance, and then the relationship between self-efficacy and students' academic performance was explored. The Pearson product moment correlation ( $r$ ) is a statistical measure commonly used to assess the association between continuous variables.

### 4.2 Research Environment

This study conducted among Grade 11 students in a senior high school in Oroquieta City, Philippines. It aims to contribute to improving parenting styles, and self-efficacy as these relate to students' academic performance, which will help parents and teachers in trying to improve students' learning, particularly in Mathematics.

Misamis Occidental National High School (MONHS) is situated at Poblacion 1, Oroquieta City, Misamis Occidental, Philippines. It has a central location with an estimated land area of 68, 429.17 square meters. The school offers various educational programs, including Special Science Programs for Arts, Sports, and Journalism, Special Education for the Visually and Hearing-Impaired, and eSkwela and Balik Paaralan Para sa Out-of-School Adults (BS-OSA)-ALS. In 2016, MONHS introduced a Senior High School program

that offers academic and technical-vocational-livelihood tracks/strands. The academic tracks include Accountancy, Business, and Management (ABM), General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Mathematics (STEM), while the technical-vocational-livelihood tracks include Home Economics (HE), Industrial Arts (IA), and Information and Communications Technology (ICT). As of School Year 2021-2022, MONHS has a total enrollment of 5556 students, with 3701 Junior High School students and 1855 Senior High School students.

**4.3 Respondents of the Study**

The researcher selected Grade 11 students who were currently enrolled in the second semester of SY 2021-2022 and had already taken General Mathematics and Statistics and Probability courses at MONHS. The sample size was determined using Slovin's formula with a margin of error of 0.05, resulting in 283 participants. However, the researcher increased the sample size to 300 to accommodate any non-response. The 300 participants were then divided equally among the 21 Grade 11 sections, resulting in 14 participants per section. The selection of participants from each section was done through random picking of names.

**4.4 Research Instrument**

The researcher utilized the Parenting Style Questionnaire as an instrument for this study. However, the adaptation involved a change in the respondent's perspective as the students rated their parents' parenting style based on how they perceived it, instead of the parents themselves rating their behavior towards their children's academic performance. The questionnaire used the three types of parenting styles, namely authoritative, authoritarian, and permissive, as rating scales.

**Table 1:** Rating Scale and Interpretation for the Parenting Style Practices

Rating Scale	Weight	Interpretation
5	4.21-5.0	Always Practiced
4	3.41-4.20	Often Practiced
3	2.61-3.40	Sometimes Practiced
2	1.81-2.60	Rarely Practiced
1	1.00-1.80	Never Practiced

The questionnaire on parenting style practices comprises 30 questions, with 13 items for authoritarian parenting style, 13 items for authoritative parenting style, and four items for permissive parenting style. The rating scale and interpretation for the parenting style and practices can be found in Table 1. The Self-efficacy questionnaire was adopted from Muris (2001). It is a 24-item scale designed to assess students' self-efficacy, divided into three categories: Academic Self-efficacy, Social Self-efficacy, and Emotional Self-efficacy. Three items of the self-efficacy questionnaire were taken from Bandura et al. (1999). The scale score for each question ranges from 1 to 5, with higher scores indicating stronger belief in the students' self-efficacy.

**Table 2:** Rating Scale and Interpretation for the Self-Efficacy

Rating Scale	Weight		Interpretation
5	4.21-5.0	Extremely Efficient	The self-efficacy level indicates extreme belief.
4	3.41-4.20	Very Efficient	The self-efficacy level indicates very strong belief
3	2.61-3.40	Moderately Efficient	The self-efficacy level indicates moderate belief
2	1.81-2.60	Slight Efficient	The self-efficacy level indicates slight belief
1	1.00-1.80	Not Efficient	The self-efficacy level indicates no belief at all

For the academic performance of the Grade 11-students, the researcher asked the grades of Grade 11 students from the Office of the Registrar. Table 3 shows the scoring procedures.

**Table 3:** Rating Scale and Interpretation for the Grade 11 Students Academic Performance

Rating Scale	Weight	Range (Grades)	Interpretation
5	4.21-5.0	90 – 100	Outstanding
4	3.41-4.20	85 – 89	Very Satisfactory
3	2.61-3.40	80 – 84	Satisfactory
2	1.81-2.60	75 – 79	Fairly Satisfactory
1	1.00-1.80	Below 75	Did Not Meet Expectations

**4.5 Data Gathering Procedure**

Before gathering the data, the researcher wrote a letter asking permission from the Dean of Graduate of JRMSU to distribute questionnaires to grade 11 students in Misamis Occidental National High School. Then, the researcher wrote a letter to the Schools Division Superintendent of Oroquieta City to float the research instruments to Grade 11 students in Misamis Occidental National High School with recommending approval of the school principal. Lastly, the researcher asked permission from the school principal to access the GPA particularly in General Mathematics and Statistics of Grade 11 students.

After securing the permit, the researcher sought assistance from their former advisers to communicate with them and ask their approval to be part of the study. Moreover, the researcher prepared google forms containing the two survey questionnaires for students who are currently studying outside Oroquieta City and printed questionnaires for those who are in the city. Before giving the two survey questionnaires, the researcher used Slovin's formula to determine every section's number. When the parenting style practices and self-efficacy questionnaire are returned, the data will be tabulated. Finally, the data were collated, statistically treated, and analyzed to obtain appropriate interpretations.

**4.6 Statistical Treatment**

Based on the problems set in the study, the following statistical tools employed for the analysis and interpretations of the gathered data, to wit:

**Frequency and Percentage:** These tools used to tabulate the number of respondent response in the survey questionnaires.

The result was shown in the respondent's section.

**Average Weighted Value:** This tool was employed to get the average or central value on the parenting styles and self-efficacy.

Also, and the average grade of the students in General Mathematics and Statistics and Probability.

**Pearson R Product Moment of Correlation:** The tool was used to test the correlation between parenting styles, the self-efficacy of students, and their academic performance. Further, it was used to determine the relationship between variables being correlated. Quantitative data analysis was done through the Statistical Package for Social Sciences (SPSS) for Microsoft Windows.

## 5. Results and Discussion

**Table 4:** Summary Table on Parenting Styles Practices for Grade 11 Students

Indicators	Mean	Description
Authoritative Parenting Styles	4.43	Always Practiced
Authoritarian Parenting Styles	3.52	Often Practiced
Permissive Parenting Styles	2.71	Sometimes Practiced
Mean	3.55	Often Practiced

Table 4 presents the Grade 11 students who took part in the study, and it shows that the authoritative parenting style obtained the highest score of 4.43, which means that it is "Always Practiced," compared to the other two parenting styles, namely authoritarian and permissive. This implies that the majority of the Grade 11 students perceived their parents to have an authoritative parenting style. The authoritarian parenting style ranked second in the summary Table, obtaining a score of 3.52, which is interpreted as "Often Practiced." This suggests that the Grade 11 students perceived that some of their parents' parenting behaviors are characteristic of authoritarian parenting style, but overall, it is the authoritative parenting style that is always practiced according to the students. The permissive parenting style received a score of 2.71, which is interpreted as "Sometimes Practiced." The overall mean for the three parenting style types is 3.55, which is interpreted as "Often Practiced." This implies that the parents of the Grade 11 students typically have an authoritative parenting style, although some parenting practices may belong to authoritarian and permissive parenting styles.

**Table 5:** Summary Table on the Perceived Self-Efficacy of Grade 11 Students

Indicators	Average Weighted Value	Description
Academic Self-Efficacy	3.56	Very Efficient
Emotional Self-Efficacy	3.33	Moderately Efficient
Social Self-Efficacy	3.40	Moderately Efficient
Mean	3.43	Very Efficient

Table 5 summarizes the perceived self-efficacy ratings of the Grade 11 students for academic, emotional, and social self-efficacy. The overall mean rating for academic self-efficacy was the highest at 3.56, interpreted as "Very Efficient," indicating that students have a strong belief in their ability to

perform academically. Emotional self-efficacy and social self-efficacy, on the other hand, received overall mean ratings of 3.33 and 3.40, respectively, both interpreted as "Moderately Efficient." This implies that there is a need for intervention activities to improve the emotional and social self-efficacy of the students to enhance their ability to form positive relationships with others. While high academic self-efficacy is essential for academic success, it is also crucial to have better emotional and social self-efficacy to foster well-rounded development. The Grand Mean for all types of self-efficacy was 3.43, interpreted as "Very Efficient."

**Table 6:** Performance of Grade-11 Students in Mathematics

Indicators	Average Weighted Value	Description
General Mathematics	4.15	Very Satisfactory
Statistics & Probability	3.98	Very Satisfactory
Mean	4.07	Very Satisfactory

Table 6 presents the performance of Grade 11 students in Mathematics. The results indicate that the students achieved very satisfactory ratings in both subjects: General Mathematics and Statistics and Probability. On average, the students performed very satisfactorily in both subjects, resulting in an overall mean score of 4.07, interpreted as "Very Satisfactory." This suggests that the students who participated in the study performed very well in their Mathematics subjects. Their achievement can be attributed to their high academic self-efficacy and the predominance of authoritative parenting styles in their parents' self-efficacy.

**Table 7:** Significant Relationship between Parenting Style Practices and Performance of Grade-11 Students in Mathematics

Variables	Mean	r-value	p-value	Interpretation
Parenting Styles	3.55	0.79	0.19	Not Significant
Performance of Students	4.07			

Table 7 presents the significant relationship between parenting style practices and the performance of Grade 11 students in Mathematics. It can be noted that the p-value is 0.19, interpreted as "not significant." This implies that the parenting style practices perceived by the students have no direct effect on the performance of the Grade 11 students who rated their parents according to their perception. This result contradicts previous studies' findings on parenting styles and students' academic performance.

**Table 8:** Significant Relationship between Self-Efficacy and Performance of Grade-11 Students in Mathematics

Variables	Mean	r-value	p-value	Interpretation
Self-Efficacy	3.43	0.98	0.030	Significant
Performance of Students	4.07			

Table 8 shows the significant relationship between self-efficacy and Grade 11 students' mathematics performance. It can be noted that the p-value for the test of significant difference shows 0.030, which is interpreted as "Significant." This implies that the perceived self-efficacy of Grade 11 students directly affects their academic performance in Mathematics, and this is particularly true with their academic self-efficacy.

## 5 Conclusion and Recommendations

The objective of this research was to examine the correlation between parenting style practices and self-efficacy, as perceived by Grade 11 students at the Misamis Occidental National High School. The research sought to answer several key questions, including assessing the extent of students' perceived parenting styles, such as authoritative, authoritarian, and permissive parenting styles, as well as exploring the levels of self-efficacy in educational, emotional, and social domains. The study aimed to identify any significant relationships between parenting style practices and academic performance in Mathematics, as well as any connections between self-efficacy and academic performance in the same subject.

To achieve these research goals, the study employed the Self-Determination Theory (SDT), as its theoretical framework. This theory explores the intrinsic and extrinsic factors that impact an individual's well-being, including psychological health and learning. The study utilized a correlation-based quantitative research design and administered survey questionnaires to Grade 11 students at the Misamis Occidental National High School in Oroquieta City, Philippines. The research used Pearson Moment Correlations to examine the relationships among the variables of interest, including the connections between parenting styles and academic performance, as well as the associations between self-efficacy and academic performance in Mathematics.

The study found that Grade 11 students perceived their parents to practice authoritative parenting style, indicating a positive and balanced approach to parenting. The students also rated themselves highly in terms of academic self-efficacy, indicating a strong belief in their ability to perform well academically. However, their ratings for emotional and social self-efficacy were moderate, suggesting room for improvement in these areas. The students' academic performance was also found to be very satisfactory, and a significant relationship was found between self-efficacy and academic performance in Mathematics.

Based on these findings, it is recommended to implement tangible interventions to further improve the students' self-efficacy, particularly in the areas of emotional and social self-efficacy. Future research can be conducted to explore the perceptions of parents and teachers on parenting styles and self-efficacy, as well as interventions that can help improve the students' interpersonal relationships and social relations. It is also suggested to continue implementing the proposed tangible intervention from this study to achieve further improvements in the students' self-efficacy.

## References

- [1] Ajmal, M., & Ahmad, S. (2019). Exploration of Anxiety Factors among Students of Distance Learning: A Case Study of Allama Iqbal Open University. *Bulletin of Education and Research*, 41 (2), 67–78.
- [2] Aldhafri, S. S., Alrajhi, M. N., Alkharusi, H. A., Al-Harthi, I. S., Al-Barashdi, H. S., & Alhadabi, A. S. (2020). Parenting styles and academic self-efficacy among school and university students. *Education Sciences*, 10 (9), 1–18. <https://doi.org/10.3390/educsci10090229>
- [3] Amri, Z., & Alasmari, N. (2021). Self-efficacy of Saudi English Majors after the Emergent Transition to Online Learning and Online Assessment during the COVID-19 Pandemic. *International Journal of Higher Education*, 10 (3), 127. <https://doi.org/10.5430/ijhe.v10n3p127>
- [4] Article, O., & Path, C. (2018). *The influence of parenting style on academic achievement and career path*.4 (3).
- [5] Bahmani, T., Sadat, N., & Fariborzi, N. E. (2022). Relation of parenting child abuse based on attachment styles, parenting styles, and parental addictions. *Current Psychology*, 0123456789. <https://doi.org/10.1007/s12144-021-02667-7>
- [6] Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development*, 7 (1), 9. <https://doi.org/10.22555/joed.v7i1.3260>
- [7] Bi, X., Yang, Y., Li, H., Wang, M., & Zhang, W. (2018). *Parenting Styles and Parent – Adolescent Relationships: The Mediating Roles of Behavioral Autonomy and Parental Authority*.9 (November), 1–13. <https://doi.org/10.3389/fpsyg.2018.02187>
- [8] Ceka, A. (2016). *The Role of Parents in the Education of Children*.7 (5), 61–64.
- [9] Ceulemans, E. (2019). *Parenting Styles: A Closer Look at a Well-Known Concept*.168–181. <https://doi.org/10.1007/s10826-018-1242-x>
- [10] Đurišić, M., & Bunijevac, M. (2017). *Parental Involvement as a Important Factor for Successful Education Vključevanje staršev kot pomemben dejavnik uspešnega izobraževanja*.7, 137–153.
- [11] Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). *COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic*.4 (3), 45–65.
- [12] Grotan, K., Sund, E. R., & Bjerkeset, O. (2019). Mental health, academic self-efficacy and study progress among college students-The SHoT study, Norway. *Frontiers in Psychology*, 10 (JAN), 1–11. <https://doi.org/10.3389/fpsyg.2019.00045>
- [13] Gupta, M., & Mehtani, D. (2017). Effect of parenting style on academic achievement of senior secondary school students: An analytical analysis. *International Journal of Advanced Research in Management and Social Sciences*, 6 (November), 167–185.
- [14] Hayek, J., Schneider, F., Lahoud, N., Id, M. T., & De, H. (2022). *Authoritative parenting stimulates academic achievement, also partly via self-efficacy and intention towards getting good grades*.1–20. <https://doi.org/10.1371/journal.pone.0265595>
- [15] He, Y., Liu, C., & Luo, R. (2023). *Emotional Warmth and Rejection Parenting Styles of Grandparents / Great Grandparents and the Social – Emotional Development of Grandchildren / Great Grandchildren*.
- [16] Kong, C., & Yasmin, F. (2022). *Impact of Parenting Style on Early Childhood Learning: Mediating Role of Parental Self-Efficacy*.13 (June), 1–11. <https://doi.org/10.3389/fpsyg.2022.928629>

- [18] Macafee, E., & Comeau, G. (2020). The Impact of the Four Sources of Efficacy on Adolescent Musicians within a Self-Modeling Intervention. *Contributions to Music Education*, 45, 205–236.
- [19] Masselink, M., Van Roekel, E., & Oldehinkel, A. J. (2018). Self-esteem in Early Adolescence as Predictor of Depressive Symptoms in Late Adolescence and Early Adulthood: The Mediating Role of Motivational and Social Factors. *Journal of Youth and Adolescence*, 47 (5), 932–946. <https://doi.org/10.1007/s10964-017-0727-z>
- [20] Masud, H., Shakil, M., Farzand, A., Jan, A., & Jamil, A. (2018). Relationship between parenting styles and academic performance of adolescents : mediating role of self-efficacy Relationship between parenting styles and academic performance of adolescents : mediating role of self-efficacy. *Asia Pacific Education Review*, January. <https://doi.org/10.1007/s12564-015-9413-6>
- [21] McDonald, T., & Siegall, M. (2020). The effects of technological self-efficacy and job focus on job performance, attitudes, and withdrawal behaviors. *Journal of Psychology: Interdisciplinary and Applied*, 126 (5), 465–475. <https://doi.org/10.1080/00223980.1992.10543380>
- [22] Odame-Mensah, S., & Gyimah, E. K. (2018). The Role of Permissive and Neglectful Parenting Style in Determining the Academic Performance of Adolescents in the Senior High Schools in the Birim Municipality. *Journal of Education and Practice*, 9 (4), 73–82. [www.iiste.org](http://www.iiste.org)
- [23] Odongo, A. A., Aloka, P. J. O., & Raburu, P. (2018). *Influence of Parenting Styles on the Adolescent Students' Academic Achievement in Kenyan Day Secondary Schools*.7 (15), 101–108.

## Author Profile



**John Carel M. Bustillo** earned his Bachelor of Science in Secondary Education majoring in Mathematics from Mindanao State University-Iligan Institute of Technology (MSU-IIT). He is currently pursuing his Master of Arts in Mathematics at Jose Rizal Memorial State University in Dapitan City, Philippines and currently connected in the Department of Education as Senior High School Mathematics Teacher in Misamis Occidental National High School located in Oroquieta City, Philippines.



**Elsie P. Sandueta, PhD** is a Professor of Mathematics in JRMSU, inclined in Discrete Mathematics, Mathematics Education and geodetic engineering research. Her original profession since 1998 was geodetic engineering but decided to deviate to Graph Theory in 2012. She is currently working on some domination concepts and she's also part of Hydrological Inventory and CSIS of JRMSU research projects. She lives with her husband and two kids in Dipolog City, Philippines. Find out more about her published works at <https://scholar.google.com/citation?user=PUY8BS8AAAJ&hl=en>.