



Roles and Practices of Parents in the Growth and Development of Students

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ABSTRACT

Objective - Every parent aspires to have perfect or close-to-perfect children. This study was conducted to determine the roles and practices of parents in the growth and development of students of Isabela State University which can be used as a basis by the guidance unit in developing an enhancement program in consonance to the growth and development of students. Moreover, this study determines the significant relationship between problems encountered and roles and practices of parents in child rearing.

Methodology/Technique – A descriptive–correlation research design was used with five-part questionnaire which was administered randomly to 372 parents of students.

Finding - The findings reveal that parents practice different parenting types such as permissive, authoritarian, authoritative and neglectful. They differ in disciplinary measures, practices, roles in raising their children and even techniques in developing the moral character of their children. However, different parenting styles, parental controls, disciplinary measures and techniques in raising their children in the development of their moral character is very evident. They also believed that employing disciplinary measures is an effective way in disciplining their children. Thus, the roles and practices of parents in rearing their children plays a crucial role in the growth and development of their children.

Type of Paper: Empirical.

Keywords: Parenting Style; Roles; Practices; Child Rearing; Parental Control; Disciplinary Measures.

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JEL Classification: Y8, Y80.

1. Introduction

Central to the 21st century global educational initiatives and reforms is ensuring that learners are well-prepared and suitably qualified to engage in STEM career. Parenthood is one of the few jobs in life where there is very little preparation other than on - the-job training. Almost all couples believe the big hurdle is pregnancy and childbirth preparation.

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Many couples attend classes in childbirth preparation, but relatively few take parenting instructions. Most parents are perceived as not realizing their impact on their children's growth and development. Although many parents would like their children to be picture-perfect, many more wonder why their children grow up to be otherwise.

If perfect or close-to-perfect children are what parents would like, then successful parenting should not be taken for granted. Parenting plays an important role in the development of children and it was considered as the first socializing agents of their children, what they are telling their children to bear is even greater impact and it has an enormous responsibility that involves protecting the life of a child, providing for their optimum development and moulding their character. (Dowshen, 2015). Accordingly, family is the first and the most important structure in human civilization in which social lifestyles, mutual understanding, and compatibility is learned. Family is the best context for flourishing human capabilities and talents (Navabakhsh, 2011) and it has a basic role in personality formation. Humans start their lives with their family and the base of his personality and intellectual values establish there (Vahedi, Lotfinia, & Yousefi, 2009). Each family utilizes specific methods for the personal and social education of their children. These methods are known as "parenting style," and are affected by various factors such as biological, cultural, social, political, and economic factors (Hajigholami, & Alagheband, 2013). Studies have shown that among various contributing factors of personality development, parenting style is one the most important and fundamental factors (Madahi, Liyaghat, Saadzadeh, & Moradi, 2011).

The importance of the family as a social structure is unmistakable. Although affected by society and peers, children are more influenced by their family. The influence of the family on the child and its roles in the creativity, cultural, social, and moral aspects are important. A balanced relationship between parents and their children is one of the factors influencing both physical and mental health (Zahedani, Rezaee, Yazdani, Bagheri, & Nabeiei, 2016). Research shows that interactions between children and parents and how parents communicate with children are considered to be the most important and fundamental factors that affect children's fostering and healthy character (Kimble, 2014).

The relationship of parents with children or parenting style serves multiple purposes. Moral and psychological training, identification, growth and development of children's talents, skills, familiarizing with the rules and norms of the society from the perspective of parents are among these purposes. Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth (Seif, 2015).

The 1987 Philippine Constitution states that "the state recognizes the sanctity of family life and shall protect and strengthen the family as a basic autonomous social institution. It shall equally protect the life of the mother and the life of the unborn from conception. The natural and primary right and duty of parents is the rearing of the youth for civic efficiency and the development of moral character shall receive the support of the government" (De Leon, 2010).

Evidently, despite of different laws and parenting seminars conducted by the government and other agencies, there are still reported incidences of crimes and juvenile problems associated with incorrect parenting style or rearing practices. Thus, this study is relevant to every family because it assesses the role and practices of parents considering the changing behavior of children in this present time. This study will serve as an eye-opener for parents and society to help improve or re-adjust their parenting practices in order to attain a better future for themselves and their children, despite their busy schedules and, in some cases, limited resources.

2 Related Literature and Hypothesis Development

According to Fagbiminiyi (2001), parental involvement is essential in early childhood education and helps to broaden the child's horizon, enhance social relationships, and promote a sense of self-esteem and self-efficacy. Haag (2007) also suggests several factors to be considered by any young couple desiring a successful marriage. First, he said that, "there should be an adequate length of courtship and engagement."

Second, the couple should have matured during the engagement and made plans for their marriage. Third, the couple should have a similar religious and cultural background. They must be at the same age, the same educational background to avoid differences between them. Fourth, those couples who received ample affection from their parents when they were children and those with happy families are better prepared for raising a family. Parents act out of minimal information and secured results. Being a parent is, after all, a skill and an art which must be learned, and many trial and errors occur before parents determine a practical course of action.

In the literature, the most commonly investigated parenting styles are the authoritative, the authoritarian and the permissive styles (Moilanen, Rasmussen, & Padilla-Walker, 2014; Olivari, Tagliabue, & Confalonieri, 2013). Authoritative parents are demanding and responsive. They enhance children's involvement and participation in family life through democratic behaviours, trusting and supporting their children, and controlling them without being restrictive. Authoritarian parents are highly demanding and directive, but not responsive. They exercise high control of their children and educate them through strict and punitive discipline measures. Permissive parents are highly responsive, but not demanding. They do not control their children and set few rules, warmly accepting their children and their behaviours. Mothers and fathers shape their preferable parenting style by being or not responsive and demanding towards their child (Olivari et. al., 2013). Parenting style research has often focused on the study of an overall parenting style, assuming that both fathers and mothers adopt the same style or interdependent styles, or it has concentrated on the mother's parenting style, overlooking the role of the father (Sentse, Veenstra, Lindenberg, Verhulst, & Ormel, 2009).

In a study by Olivari et. al. (2013), it was established that mothers, compared to fathers, were perceived as more authoritative, authoritarian and permissive. Moreover, boys perceived their parents as more authoritarian and more permissive than girls. Swedish parents were perceived as significantly less authoritarian than Italian and Greek parents and more permissive than Italian parents. Greek parents were perceived as less authoritarian and more permissive than Italian parents. This study provides an interesting contribution to parenting style literature, showing how country legislation concerning family matters are related the perception of parenting behaviours.

Dornbusch (2018) attributes a better grade to children of authoritative parents. "Authoritative parents," he says, "are better listeners and also encourage discussion." Roger Dudley (2006) states that factors such as the quality of the parent-youth relationship and "loving discipline and warmth of home climate" are important in rearing children who are more likely to follow their parent's value system.

A recently completed study conducted over a 21-year period at the University of Otago Medico School in Dunedin, New Zealand, gathered some interesting data. It was found out that children who are in single-parent homes and who experience a warm, loving environment could also have good outcomes. The researchers concluded that quality child rearing can overcome financial and social adversities. The basic ingredients crucial for this outcome are experiences early in life that enriches a child's sense of being loved. Research dating back to the 1960s generally indicated that parents, particularly mothers, who had more education, higher family incomes, and whose husbands had more prestigious jobs were more involved with their children, were less controlling, restricting, and punishing, and were more affectionate and responsive to their offspring that were parents of lower socio-economic status.

The family is often described as the most important educational unit. You can deeply know somebody by understanding their family backgrounds. Almost certainly they will establish the same values and manners in their own lives and families. It is not right to say that one parent is more important than another one, while the mother certainly has the most important role in children's lives in the prenatal period, later on the fathers and the mother's roles gradually balance. The particularity of both roles consist in the fact that a father with his highest effort is not able to provide what needs to be provided by a mother and vice versa. Each one of them has their own characteristics. "The father's behaviour towards the mother is an open book of life experiences for both a son and a daughter. He is a source of their thoughts about men. "A mother plays one of

the most social roles and expressions of human towards human. This requires a lot of self-abandonment, generosity and kindness. That is the reason “mother” is the most beautiful word, the symbol of love and self-sacrifice. Children shall be thankful to their mother. She is not only a creator of new life but also helps to form future generations." Mother is a symbol of heart, love, tenderness and care (Gezoba, 2015).

Parents play an influential role in moulding and shaping the behavior of children. From this perspective, Coste (2015) recognizes the work of Baumrind, a clinical as well as developmental psychologist best known for her work on parenting styles. Baumrind identified three parenting styles based on parental demandingness and responsiveness, which included authoritative parenting, authoritarian parenting, and permissive parenting.

According to Moitra and Mukherjee (2012), there is a noteworthy role of parents in shaping the delinquent behavior of adolescents. For example, they point out that home is the place where a normal and healthy development of any child starts and the family constitutes the backbone of an individual. From this perspective, family is considered to be a basic ecology in which the behavior of children is manifested in their childhood by way of negative or positive reinforcement. Talib, Abdullah and Mansor (2011) argue that the family of a child is a socio-cultural-economic arrangement that has a significant influence on not only the behavior of the children, but also on the development of their characters. Therefore, ignorance in their parenting can lead them towards unwanted damaging effects that ultimately create behavioural problems in children.

Tompsett and Toro (2010) point out that the risk of adolescent's development of delinquent behavior is often headed by parenting style. An authoritarian parental style particularly plays an influential role in developing the delinquent behavior among adolescents that eventually results in negative outcomes (Kerr, Stattin, & Özdemir, 2012). Therefore, indifferent parenting styles negatively affect children in terms of a psychological and behaviour context. For instance, Hoskins (2014) finds that authoritarian parenting has deep connection with more negative behavioural outcomes.

Conceptualizing parenting styles/typologies, Diana Baumrind is widely considered to be the pioneer of introducing parental style and control – authoritarian, authoritative, and permissive. From this perspective, Cherry (2015) points out that the psychologist Diana Baumrind during the early 1960s, conducted a study on children studying in preschool using parental interviews, naturalistic observation and other research methods. As a result, Baumrind identified four imperative dimensions of parenting including expectations of adulthood and control, communication styles, nurturance and warmth and disciplinary strategies. Based on the above mentioned dimensions, Cherry (2015) suggest that a majority of parents exhibit 1 of 3 parenting styles.

Parental involvement and warmth are significant predictors for academic achievement. Parents have an important role in identifying children's talent and guiding them (Zahedani et. al., 2016). It was concluded that children's choice of future career depends on many factors including the parenting styles and their education.

Baumrind first introduced the concept of authoritative parenting style. In a study conducted by Piko and Balazs (2012), the level of demand is higher in this parenting style; parents usually welcome effective communication as well as effective relationships between them. Hoskins (2014) points out that authoritative parents display more demandingness and responsiveness by exhibiting more supportive towards harsh behavior. These parents encourage verbal give-and take, express reasoning behind rules and use power, reason, and shaping to strengthen objectives. This style of parenting is more associated with positive adolescent outcomes. As a result, it is found as most beneficial and effective style of parenting among most of the families. In other words, authoritative parenting style fosters positive well-being of adolescents. For parents to be classified as authoritative, they should fulfil the criterion proposed by Baumrind; However, for parents to be categorized as authoritative, they should have a low score in terms of passive acceptance.

The authoritarian parents attempt to evaluate, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standard. In the light of this absolute standard, children are supposed to follow very strict rules defined by their parents. In case the children fail to

comply with such rules they are punished. Cherry (2015) points out that authoritarian parents usually fail to come up with reasoning behind such rules.

According to Hoskins (2014), authoritarian parents exhibit low responsiveness and they are highly demanding. In this style of parenting, parents emphasize on conformity and obedience and thus expect that they are obeyed without explanation in a less warm environment. Furthermore, authoritarian parents display low level of engagement and trust toward their children. They most often discourage open communication and make strict control of a child's behavior. In other words, it is widely believed that an authoritarian parent is forceful, punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. In the authoritarian parenting style, parents are more concerned with the traditional family structure; therefore, they limit the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to parents orders without any questions. Therefore, it can be argued that authoritarian parenting style tends to rely on rules that are considered as concrete.

Permissive and neglectful parenting styles tends to have a higher level of responsiveness. This implies that a responsive parent is more likely to define and determine rules associated with family, while encouraging the adolescents to consider it as a resource (Kelly & Johnson, 2008). According to Hoskins (2014), permissive parents can be characterized as exhibiting low level of demandingness and high level of responsiveness, whereas neglecting parents are neither responsive nor demanding. They behave in a manner that is more affirmative toward the impulses, actions and desires of adolescent while consulting with them about family decisions. In addition, they tend to avoid engaging in behavioural control, do not set rules and set a small number of behavioural expectations for their adolescents. From this perspective, it can be stated that permissive parents actually allow the adolescents to actively participate without being concerned for their actions.

Nevertheless, it is widely believed that the delinquent behavior in most of the juveniles is the result of parenting styles. For example, Poduthase (2012) argues that adolescents can be led towards delinquent behavior when they are exposed to lack of intimacy, lack of guidance, lack of parental involvement, lack of parental attachment, anger and blaming. It would therefore not be wrong to state that there is a significant link between the parental styles and individual's tendency to engage in delinquent or violent behavior. In other words, lack of parental involvement and interaction results in increased risk of violence, primarily in male juveniles (McDonald, Mariscal, Yan, & Brook, 2014).

Sarwar (2016) found that the authoritarian parenting style causes the adolescents to be delinquent, as the extraordinary strictness displayed by their parents makes them rebellious. From this perspective, good parenting is authoritative in which parents keep eyes on their children and try to understand the mindset of their children. Authoritarian parents tend to control and exercise more than enough power for the future development of their children, but juveniles perceive it negatively as their actions are restricted. According to the results of study conducted by Alidosti, Dehghani, Heydarabadi, and Tavassoli (2016), permissive parenting style in single child families, authoritative style in families with 2 children, and authoritarian parenting style in families with 3 and more children was significantly more common. It seems that having more children makes parents more logic and paves the way for nurturing children. The authoritarian parenting style is closer to the responsible parenting which is recommended in religious teaching and maybe permissive or authoritative parents will not successfully implement responsible parenting style. Unfortunately, the viewpoint of some parents about having only one child has led to the reduction in childbearing and this issue not only has some demographic consequences but it may lead to unsuccessfulness in proper nurturing of children in our country and he that due to the to perform more studies on this issue and some proper educational program be planned for parents.

According to Yavuzer (2012) each parent exhibits different attitudes to their children consciously or unconsciously. Some children are loved more, some see more tolerance, some of them become unwanted

children and some are exposed to pressure. All of these attitudes affect both moral and social development of the child, whether positively or negatively.

Zaide (2010) points to the following observations in the culture of the Filipinos when child matters. In our country, having children in the family is the central purpose of marriage. Failure to have children is a matter of grave concern to the life of the couple. Filipino mothers were considered as unfortunate if they could not bear a child. This kind of couple usually has a special devotion to patron-saints in order to have children.

However, couples who are favoured with a long wait for a baby felt very different. That is why during the conception, both of them can be seen to have parental concern for the baby inside the womb of the mother. And parental roles start during this stage in the life of the couple. The couple who become father or mother lose no time in carefully understanding that in addition to their status as husband and wife a bigger role comes in. This brings the case they realize that being a parent carries with it a new set of duties and obligations that is entirely different from those of husband and wife.

Parents view themselves as facilitators of their children's development, different parents have different ways of performing their roles towards the achievement of their parenting goals through the years, non-traditionally view their roles primarily as providers of their family's material needs. However, this perspective has evolved recently as they seek more involvement in childcare and rearing (De Leon, 2012).

3 Research Methodology

3.1 Data and Sample Selection

The sample for this study consists of parents of students of Isabela State University-San Mateo Campus who are officially enrolled for 2nd Semester, SY 2018-2019. Using simple random sampling we selected 372 people as our sample size. The aspects examined were the respondents demographic profile, parental control, disciplinary measures, techniques employed, and problems encountered by parents in child rearing.

To answer the specific questions raised in the study, different statistical tools were used. To determine the profile of the respondents, the simple frequency count and percentage was used. For the frequency of control measures and disciplinary measures, the weighted mean qualitative interpretation was used. For the parents' style of discipline and techniques including problems encountered in child rearing, the weighted mean and qualitative interpretation was also used. The Spearman rank-order correlation coefficient is used to determine the correlation between the problems encountered in child rearing and parental control measure.

3.2 Data Gathering Instrument

The instrument used to gather the data is a questionnaire. It was used to collect demographic data about people's behavior, practices, intentions, beliefs, attitudes, opinions, judgments, interests, perceptions, and the like and then such data was analysed, organized and interpreted.

To gather the information on the personal profile of the respondents, the researcher used a questionnaire. The questionnaire was patterned to the questionnaire of Leal, 2005 in her study entitled "Roles and Practices of Parents in Child Rearing in Daramuangan Norte, San Mateo, Isabela". The questionnaire was composed of 5 parts:

- Part I – Socio-Demographic Economic Profile
- Part II – Roles and Practices of Parents
- Part III – Parents Disciplinary Measures
- Part IV – Parents Techniques for Moral Development
- Part V – Problems Encountered by Parents in Child Rearing

4 Results and Discussion

Table 1. Frequency and Percentage Distribution of Respondents in terms of Socio-Demographic Profile

Profile of the Respondents	Frequency	%
Family Income (Php)		
10,000 and below	286	76.88
10,001 - 15,000	47	12.63
15,001 - 20,000	14	3.76
20,001 - 25,000	12	3.23
25,001 and above	13	3.49
Number of children		
0 – 2	82	22.04
3 – 5	222	59.68
6 – 8	56	15.05
9 -11	12	3.23
Number of Children Studying		
0 – 2	255	68.55
3 – 5	106	28.49
6 – 8	11	2.96
9 -11	0	0.00
Number of Children Studying		
0 – 2	284	76.34
3 – 5	66	17.74
6 – 8	21	5.65
9 -11	1	0.27
Classification of Parents		
Solo parent	63	16.94
OFW parent	16	4.30
Both parents living with children	277	74.46
Others	16	4.30

Table 1 shows the socio-demographic profile of the respondents. It can be seen that the modal income of the respondents is at most 10,000 pesos and below and it contradicts the average monthly income of every Filipino family amounting to 22,000.00 as cited by PSA, 2019. Thus, the family income of the respondents is below the poverty line as indicated in the PSA report. It also shows that in every family there are 3 – 5

children which affirms the average family size of four (4) in the census conducted by PSA 2015. Table 1 also implies that there were 68 respondents who do not practice family planning because they exceed to the ideal number of four (4). There are also 0 - 2 children who are actually enrolled per family and there are 0 - 2 children who are not enrolled/studying in every family. A majority of parents are also living with their children, which means that most parents wanted to live with their children and extended family.

Table 2. Frequency of control measures applied by the parents in bringing up their children

Control Measure	Statement	Mean	Qualitative description	Over-all mean	Qualitative description
Permissive	I let my children do what they like.	3.25	Often	3.05	Often
	I just standby and just watch them.	2.90	Often		
	I do not encourage or pressure responsibility over them.	2.86	Often		
	I avoid being too authoritative.	3.19	Often		
	I do not impose restrictions.	3.03	Often		
Authoritarian	I do not usually accept excuses.	2.91	Often	2.95	Often
	I impose sanctions and discipline.	3.47	Very often		
	I rule with an iron hand.	2.46	Seldom		
	I do not like to see resentment.	2.80	Often		
	I criticize negative character.	3.11	Often		
Authoritative	I am firm when I talk to my children, but I listen to their explanation.	3.82	Very often	3.70	Very often
	I sympathize but impose agreements.	3.56	Very often		
	I understand my child's behavior.	3.88	Very often		
	I show affection when I control my child's behavior.	3.66	Very often		
	I am optimistic about my child's change in attitude.	3.60	Very often		
Neglectful	I provide all the material needs.	3.74	Very often	3.05	Often
	I do not have time to attend to the other needs of my children.	2.82	Often		
	I permit my children to go where they want to go.	3.10	Often		
	I am rather relaxed in making my children obey rules.	3.14	Often		
	I am too busy in the daily domestic life and let my children grow on their own.	2.44	Seldom		

Table 2 provides a summary of the mean ratings for the control measures implemented by the parents. Permissive and neglectful control measures are often done by the parents in bringing up their children (3.05) and parents often implement authoritarian control measures in raising children in their families (2.95) and all the authoritative control measures are very often done (3.70) by the parents in bringing up their children. This means that different parenting styles differ also in bringing up their children.

Table 3. Frequency of disciplinary measures used by the parents

Disciplinary measure	Frequency	QD
Praise the child's good acts	3.73	Very Often
Appeal to child's goodness	3.45	Very Often
Promise reward	2.93	Often
Impose more responsibilities	2.87	Often
Verbal scolding	2.61	Often
Reduce the child's allowance	2.28	Seldom
Spanking/Whipping/physical inflections	2.25	Seldom
Do not permit child to play.	2.20	Seldom
Deny TV viewing of favorite program	2.18	Seldom
Deny favourite food or do not give food	2.00	Seldom
Just ignore the child	1.74	Never
Just do not care at all	1.74	Never

Table 3 shows that praising the child's good acts and appealing to the child's good acts is very often used as disciplinary measures by parents in order to prevent unwanted actions and behavior of their children whilst just ignoring the child or not caring at all were never practiced as disciplinary measures in rearing their children. This means that parents differ in employing disciplinary measures and parents agreed on the different measures enumerated.

Table 4. Mean Ratings and Qualitative Description of Techniques Used by the Parents

Technique	Mean	Qualitative Description
Spiritual guidance	4.19	Very often
Advising/Counselling	4.10	Very often
Setting good example/modelling	4.07	Very often
Accept the child's limitations but encourage him to do better	3.96	Very often
Show concern for the child's welfare by providing emotional support when	3.94	Very often

children have problems

Motivation through generous praise/recognition of efforts	3.90	Very often
Provide rules of behavior that are proper to their age and sex	3.85	Very often
Reinforce thru show of family love and affection during family socialization	3.79	Very often
Provide opportunities for actual behavior changes in the family	3.79	Very often
Provide proper reading materials on moral character	3.75	Very often
Impress on the children the negative effects of poor conduct	3.50	Very often
Motivation through material rewards	3.46	Very often
Impose proper sanctions or punishment for bad behavior	3.44	Very often
Threatens the child with punishment if he does not change his behavior	3.14	Often

Table 4 shows the 123 techniques often used by parents in developing the moral character of their children. The technique with the lowest rating is threatening the child with punishment if there is no change in their behaviour (3.14). This means that the enumerated techniques are practiced. The findings also indicate that most parents agree that this common technique provides an atmosphere for effective moral training and development. This further means that since it is oftentimes practiced therefore, it is effective.

Table 5. Mean Ratings and Qualitative Description of Problems Encountered by the Parents in Child Rearing

Problem in child rearing	Mean	Qualitative description
Poor economic environment of the family	2.55	Seldom
Influence of grandparents/relatives when children are sanctioned	2.48	Seldom
Low cultural environment (observe of schools)	2.46	Seldom
Community does not cooperate in developing upright citizens	2.44	Seldom
Lack of time with children because of work	2.40	Seldom
Parents have inadequate training to raise children well	2.37	Seldom
Lack of home facilities to satisfy recreational needs	2.35	Seldom
Lack of educational resources to provide intellectual needs of children	2.35	Seldom
TV programs full of violence/crime	2.26	Seldom
Poor health of children	2.10	Seldom
Presence of gambling, drinking and beer gardens, bars, immoral places	1.97	Seldom
Pornographic reading materials/movies	1.95	Seldom

Table 5 shows the mean ratings and qualitative description of problems encountered by the parents in child rearing. In this study, the above-mentioned problems indicated are seldom or rarely encountered by the parents in rearing their children. Although the enumerated problems are seldom encountered in child rearing practice it does not mean that it will not be considered as a problem. This means that even though it is seldom encountered it is still experience by parents in child rearing. This means that parents must be aware of the different problems that may occur in rearing their children.

Table 6. Spearman's correlation coefficient between problems encountered in child rearing and parental control measures

Control measure	Spearman's rho	Probability (2-tailed)
Permissive	0.222*	0.000
Authoritarian	-0.010	0.847
Authoritative	0.040	0.445
Neglectful	0.285*	0.000

* Correlation is significant at the 0.05 level

Table 6 shows the Spearman's correlation coefficient between problems encountered in child rearing and parental control measures. It reveals that permissive, authoritative and neglectful control measures are directly correlated with the problems encountered in child rearing. Authoritarian control measures have inverse correlation with the problems in child rearing. Among these, permissive and neglectful control measures are significantly correlated with problems encountered by parents in raising children.

5 Conclusion

From the results of the study, it can be concluded that parents of Isabela State University use different parenting controls, disciplinary measures and techniques in developing the moral character of their children. Based on the results of the socio-demographic profile, it contradicts the ideal family particularly in the average monthly income and number of children in the family as a result of lack of information regarding family planning so there is a need to design an enhanced program through seminars on family planning and responsible parenthood for adults to address this problem to help the families plan for their future. The roles and practices vary depending on the parenting controls employed by parents. Hence, parents should find and provide adequate time to attend to the moral development of their children because the home and the community environment should be wholesome and conducive to effective moral development. Moreover, parents should set an example or model in the character development among children, since it has been said that "character is better caught and taught so there is a need or more coordination of the home, the school, the church, the mass media, the government and other agencies in their common task of strengthening the moral life of children".

Problems encountered by parents in child rearing manifests the genuine culture of Filipinos where the influence of grandparents or relatives are a significant problem because family practiced extended family ties, but parents should also be aware and must be considerate about the feelings and rights of their children. Roles and practices plays a crucial role in the development of children thus, the enumerated practices must be practiced according to each parenting style.

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