



“The Connection of Parent-Child Relationship of Working and Non-Working Mothers to their Children’s Academic Performance”

An Undergraduate Thesis

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TABLE OF CONTENTS

	Pages
Title page	1
Approval Sheet	6
Certificates	7
Acknowledgement	10
Abstract	12
CHAPTER	
I. Problem and Its Setting	20
a. Introduction	20
b. Conceptual Framework	21
c. Statement of the Problem	22
d. Hypothesis	24
e. Scope and Limitations	24
f. Significance of the Study	26
g. Definition of Terms	27
II. Review of Related Literatures and Studies	29
a. Family as the basic unit of society	29
b. Parent-child relationship	32
c. Father as the head of the family	48
d. Mother as the light of the family	53
e. Working and Non-working mothers	57



f. Acaemic performance	69
g. The connection of both working and non-working mothers to their children’s academic performance	75
III. Methodology	85
a. Research Design	85
b. Research Venue	86
c. Samples and Sampling Technique	87
d. Research Instruments	89
e. Data Gathering Procedure	92
f. Data Analysis	93
IV. Presentation, Analysis, & Interpretation of Data	96
a. Statement of the problem number 1	96
b. Statement of the problem number 2	101
c. Statement of the problem number 3	103
d. Statement of the problem number 4	108
e. Statement of the problem number 5	110
f. Statement of the problem number 6	121
V. Summary, Conclusion, and Recommendation	126
a. Summary	126
b. Summary of Findings	128
c. Conclusion	130
d. Recommendation	132



VI. Bibliography	134
VII. Appendices	139
a. Appendix A	139
b. Appendix B	140
c. Appendix C	141
d. Appendix D	142
e. Appendix E	144
f. Appendix F	145
g. Appendix G	147
h. Appendix H	149
i. Appendix I	150
j. Appendix J	151
k. Appendix K	153
l. Appendix L	154
m. Appendix M	171
n. Appendix N	188
o. Appendix O	196
p. Appendix P	197
q. Appendix Q	198
r. Appendix R	199
s. Appendix S	200
t. Appendix T	201



VIII. Curriculum Vitae

204





ABSTRACT

Name of Institution: De La Salle University- Dasmariñas

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Scope and Coverage: The focal point of this study is to measure the level of parent-child relationship of working and non-working mothers and its connection to their academic performance. The study has a total of 90 pairs of mothers and their children’s that came from the vicinity of City of Dasmariñas



Methodology:

This study utilized causal-comparative method to see if there is a relationship between the level of parent-child relationship to their children's academic performance and if there is a difference between the level of parent-child relationship of working and non-working mothers and their children's academic performance. Purposive sampling technique was used to gather the respondents. This study was achieved by utilizing the Parent-Child Relationship Inventory Test (PCRI) which measured parents' attitude toward parenting and their children.

Conclusion:

1. Working and non-working mothers are equal in terms of the level of parent-child relationship. Whether a mother works or not, her relationship with her children is just the same.
2. Children of working mothers have higher academic performance compared to



children of non-working mothers. However, this does not imply that having a working mother would mean a better academic performance for the child since other factors might mainly affect the results (e.g environment, school, friends, teachers, and IQ).

3. There is a significant relationship between the level of parent-child relationship of working mothers to their children's academic performance. This may be due to the fact that some working mothers have a tendency to compensate for their absences by spending quality time which also includes tutelage with regards to their children's academe. Perhaps, since working mothers can sustain their families financially, there is a possibility that they may hire tutors to guide their children in terms of their academic performance.

4. There is no significant relationship between the level of parent-child



relationship of non-working mothers to their children's academic performance. Perhaps, because non-working mothers have a tendency to indulge themselves in household chores rather than spending quality time with their children, negligence with regards to their children's academe may be present.

5. There is no significant difference between the level of parent-child relationship specifically: autonomy, communication, involvement, parental support, role orientation, and satisfaction with parenting of working and non-working mothers. Perhaps, when measured individually, both working and non-working mothers exert almost equal influence in terms of the six sub-variables to their children. However, there is a significant difference between the level of parent-child relationship specifically limit setting of working and non-working mothers. Because there is a possibility that working and non-



working mothers have the same weight on setting limits to their children but execute their authority in disciplining them in a different manner. In line with this, there is a significant difference between the overall level of parent-child relationship of working and non-working mothers. Parent-child relationship, as a whole, is the interaction among the seven sub-variables, thus when measured as one, may result to a significant difference between working and non-working mothers. Also, other factors may have affected the relationship among parents and their children, such as the fact that one is working and the other is not.

6. There is no significant difference between the academic performance of children of working and non-working mothers. Indeed there is a minimal difference in terms of the academic performance of working and non-working mothers, but it is not significant enough to



conclude that one is better than the other. Because support of other family members can be a contributing factor, along with other possible factors that are not within the scope of this study.

Recommendations:

1. Mothers should undergo seminar conducted by a developmental psychologist. The seminar should focus on how they can use the time they have in rearing their children efficiently and that their children's education should be given utmost priority above their work outside and at home.
2. School administrators should communicate with the Department of Education to request for adequate learning materials for the students (e.g. a ratio of 1 book is to 3 students). In addition to that, students who perform poorly in the class should undergo remedial classes so that they can catch up with other students. Furthermore parent-teacher collaboration is



highly suggested in order to execute the improvement that is expected on the children's academic performance.

3. The researchers recommend that future studies should include a larger sample. In line with this, IQ, father-child relationship, other family members, peers, teachers, intrinsic and extrinsic motivators, and educational attainment of the parents should also be considered since these can be contributing factors that can affect the variables. Furthermore, other statistical treatments such as binary logistics, regression, and ANCOVA, can be used in order to improve the results of the study. In addition to that, future researchers can explore the method of moderation to countercheck other possible factors that may affect the children's academic performance. Moreover, other instruments that are adopted on the Filipino culture can be utilized or the PCRI can be translated to



Filipino. These are suggested for the betterment of the subject at hand.

