



ABSTRACT

NAME OF INSTITUTION: DASMARIÑAS NATIONAL HIGH SCHOOL

ADDRESS: DASMARIÑAS, CAVITE

TITLE: PARENTAL INVOLVEMENT AND PERCEIVED PARENTING STYLE: ITS EFFECTS ON THE ACADEMIC PERFORMANCE OF SELECTED THIRD YEAR STUDENTS OF DASMARINAS NATIONAL HIGH SCHOOL

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OBJECTIVES:

A. GENERAL:

To know the effect of parental involvement and perceived parenting style on academic performance.

B. SPECIFIC

1. To know the demographic profile as follows:

- a. sex
- b. ordinal position
- c. age



2. To know the level of parental involvement as perceived by the respondents.
3. To know the parenting style as perceived by the respondents.
4. To know the level of the academic performance of the respondents.
5. To know the significant relationship between parental involvement and academic performance in school.
6. To know the significant relationship between perceived parenting style and academic performance in school.

SCOPE AND COVERAGE:

This study is primarily concerned on the relationship between parental involvement and perceived parenting style and academic performance of selected third year students of Dasmariñas National High School Dasmariñas, Cavite. The researchers purposely assigned 350 students as sample.

METHODOLOGY:

A descriptive-correlational type of research was used to determine the extent to which different variables are related to each other in the population of interest. The modified test of Parental Involvement and Perceived Parenting Style scale to determine the



involvement of the parents of the respondents and the parenting style of parents as perceived by the students, while the GPA was used to determine the academic performance.

MAJOR FINDINGS:

1. The level of the parent's involvement is high.
2. The perceived parenting style scale revealed that most of the parents of the respondents have an authoritative parenting style.
3. The result of the association between parental involvement and academic performance was the Computed Value is .0572 its theoretical value is 9.49. Degree of freedom is 4 and the level of significance .5 decision accept null hypothesis there is no significant relationship between parental involvement and academic performance.
4. The result of the association between perceived parenting style and academic performance was the computed value is .2746 with its theoretical value 15.51. Degree of freedom is 8 and the decision is to accept null hypothesis that there is no significant relationship between perceived parenting style and academic performance.



CONCLUSIONS:

1. There is no significant relationship between parental involvement and academic performance in school as the computed value is .0572 its theoretical value is 9.49. Degree of freedom is 4 and the level of significance .5 so decision is to accept the null hypothesis.
2. There is no significant relationship between perceived parenting style and academic performance in school as the computed value is .2746 with its theoretical value 15.51. Degree of freedom is 8 decision is to accept the null hypothesis.

RECOMMENDATIONS:

1. Results showed that the selected third year students have somehow good performance in school. However it is recommended among students to practice more positive attitude and view about their study habits. If the students established this, it will help them face the difficulties they will encounter.
2. For other researchers, it is recommended that a comparative study between private and public schools that would discuss on the effect of parental involvement and



perceived parenting style on the academic performance of the selected students be done.

3. It is also suggested that a research regarding the relationship of the ordinal position with that of parental involvement with their parents be conducted.
4. Researchers highly recommend the conduct of further research on updated literature to help more in citing good literature based on academic performance of students.

