Parenting Styles and Needs Satisfaction of Junior and Senior High School Students in Gainza District, Camarines Sur

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Abstract: This quantitative study that is descriptive – correlational focused on the parenting styles and needs satisfaction of junior and senior high school students in Gainza District, Division of Camarines Sur, Philippines year 2017-2018. The 153 junior and senior high school students were identified as research respondents. Results revealed that the junior high school students experienced significant relationship between parenting style and needs satisfaction along physiological and psychological in terms of relatedness autonomy and competence. In senior high school, results revealed that students experienced significant relationship between parenting style and needs satisfaction along physiological and psychological in terms of autonomy, relatedness and relatedness. There is a significant difference between junior and senior high school results due to developmental tasks differences.

Keywords: quantitative research, correlational, parenting styles, needs satisfaction, gainza district.

I. INTRODUCTION

The quality of each family building a society defines what type of a community is there in a place. It is therefore extremely significant to start forming a good culture within every Filipino family by providing complete guidance and support in all need aspects of children as they are bound to live in total harmony with the other members of the society under certain norms and regulations. Children when they go out in the community normally behave or conduct themselves contingently based on the quality and type of home orientation that they are experiencing. A person with positive family orientation usually goes out in the community with responsible attitude while a person with opposite orientation usually conducts himself irresponsibly. The parents as the primary fashioners of their children's personality should practice responsible parenting style and must sufficiently safeguard them from any attacks of negative elements that may infuse destructive traits.

Parenting styles may be classified into four distinctions namely Authoritarian, Authoritative, Indulgent or Permissive and Indifferent or Neglectful (Cobb, 2001). Authoritarian parents discipline their children with the use of their force and present themselves as authority on which the child has no right to question or disobey them. Parents in the authoritative style tend to put high significance on the development of the autonomy and self-reliance of their children. Indulgent permissive parents believe that controlling the behaviour of their children will be a hindrance to the freedom and productive growth of their children. According to Steinberg (2012), indifferent or neglectful parents are "parent – structured" wherein they focus more on their own needs and interests at the expense children. These parents show little attention, slight nurturance, and are neglectful about the social affiliations of their children.

Nowadays, our evolving society and lifestyle requires better upbringing system which starts at home to enable every individual in adapting and coping up with the changing paradigms of human development. Those who are following right family directions and practicing a habit of self-discipline have bigger chances of becoming assets and occupy key positions in the state. They usually become the high-ranking officials or the executives both in the government and private firms as assets. The inspiring support of their families drives them to continuously strive for excellence. Our society is occupied and governed by a lot of these kinds of persons. There are still a lot of other factors that are shaping ones personality, but parenting style highly matters.

News has been also on the other side rambling about the increasing rate of bullying incidents happening in schools and in the communities that are causing harm, depression, loss of self-esteem, suicidal tendency and sometimes even death to the victims. This is happening realistically as early as in the grade school level. It is also noticeable the increasing rate of women giving birth at their young age leading them to early married life and thus averting them to fulfil their college dreams. Realities such as students with low value system on their studies, gang formations, failing grades, and early involvement to illegal drugs are other indicators of substandard parenting styles that demonstrate how parental system affects directly a person's life. These lead them to being personally, professionally & economically marginalized for the lack of significant requirements to handle a better state of function in the society.

Some of the above-stated indicators are also real in Gainza, Camarines Sur. The presence of bullies is also strongly felt in the place. Students who are dropping their schooling due to early pregnancy are also experienced. Incidents of reported students committing cutting classes are active. All of these realities are almost everywhere, and this would what define the significance of this study. It is as significant as stopping these wrong courses of life styles and as good as achieving a good personal goal in life. Everyone desires to live in a secured community where he can live peacefully, freely and productively in harmony with all its members. The school administration of Gainza National High School also aiming for this communal relationship quality within its four walls.

This study would enable them to understand more their functions as school administrators with the parents in instilling good values, principles and life styles systems to the students and apply appropriate interventions to instil into them better traits and habits.

This study is an effort of determining primarily what are the parenting styles being used by most of the parents of the students of in Gainza, Camarines Sur along with knowing the direct and realistic effects of each parenting mode and thus to identify applicable, adaptive and innovative interventions. It started on conducting survey with selected students to gather actual data about their family patterns. This research discussed the relationship of parenting styles and needs satisfaction of the students from junior and senior high school. It sought to provide essential information especially for the parents in creating a healthy and nurturing way of parenting. It aimed also to help the parents understand their children's needs by knowing and satisfying it. This study would inform the society about its important contributions for the growth and development of students.

II. RESEARCH METHODOLOGIES

This study utilized descriptive – correlational and evaluative design. The descriptive design used in profiling and in the characterization of the respondents and their responses. The correlational design used to test the relationship between parenting styles and needs satisfaction of the respondents. The evaluative used to test the differences of the results for each group of respondents.

Before the study started, the researcher sought permission from the school heads. Information concerning who would be the sources of data, process of data gathering which included administration of the questionnaires. Two groups of respondents served as the source of data, one group from junior high school and senior high school of Gainza National High School.

The sets of questionnaire were the major instrument of the study. The first instrument was the researcher – made individual information sheets which were filled out by the respondents. Another instrument which was used is the Basic Needs Scale from Bandelaria (2004) which was used also by Mendoza and Monge (2008) which addressed need satisfaction in general in one's life. The scale has 2 8 items concerning the four needs for physiological, competence, autonomy, and relatedness. Respondents were asked to check the number of their choice using 7 – point scale ranging from 1 – Not at All True to 7 – Very True notes. It was scored by forming four subscale scores, one for the degree to which the person experiences satisfaction of the four needs. The interpreter or researcher reversed score all items that are worded in negative way (i.e., the items shown below with (R) following the item number). To reverse score an item, simply subtract the item response from 8. Thus, for example a 2 would be converted to a 6. Once the researcher has scored the reverse items, simply average the items on the relevant subscale. These are Physiological: 6(R), 10, 16, 18(R) 21, 23(R) 26. Autonomy: 1, 4 (R), 9, 13 (R), 17, 22, 27 (R), Competence: 3(R), 5, 8, 12, 15, 19 (R), 24 (R) and Relatedness: 2, 7, 11, 14, 20 (R), 24 (R), 28. It will be interpreted through five levels: very high (5.62 – 7.00), high (4.21 – 5.60), average (2.81 – 4.20), low (1.41 – 2.80) and very low (0 – 1.40).

Last instrument used is the researcher – made Parenting Style Questionnaire. This has 25 questions with 4 letters (a, b, c and d) concerning the four parenting styles. Respondents will be asked to check the number of their choice using 5 – point scale ranging from 5 - Always, 4 - Often, 3 - Sometimes, 2 - Seldom to 1 – Not at All. It will be scored by forming 4 subscale scores. The questions were also divided into 5 aspects concerning into social, behavioural, cognitive, emotional and spiritual.

III. RESULTS AND DISCUSSION

Findings indicated the (1) Along social aspect, the highest percentage of overall parenting style experienced by the students was authoritative with 58.82%, authoritarian with 35.29%, permissive 4.58 % and neglectful 1.31%. (2) Along behavioural aspect, the highest percentage of overall parenting style experienced by the students was authoritative with 69.93%, authoritarian with 26.14%, permissive with 2.61% and neglectful with 1.31%. (3) Along cognitive aspect, the highest percentage of overall parenting style experienced by the students was authoritative with 77.78%, authoritarian with 16.99 % and permissive with 5.23%. (4) Along emotional aspect, the highest percentage of overall parenting style experienced by the students was authoritative with 70.59%, authoritarian with 26.14%, permissive with .65% and neglectful with 2.61% (5) Along spiritual aspect, the highest percentage of overall parenting style experienced by the students was authoritative with 58.17%, authoritarian with 29.41%, permissive with 9.8% and neglectful with 2.61%.1. (6) In physiological needs satisfaction, the highest percentage was high with 50.98%, average with 24.84%, very high with 18.30% and the lowest percentage was low with 5.88%. (7) In psychological needs satisfaction along autonomy, the highest percentage was high with 45.10%, average with 40.52%, very high with 12.42% and the lowest percentage was 1.96%. (8) In psychological needs satisfaction along relatedness, the highest percentage was high with 52.94%, average with 24.84% and the lowest percentage was very high 22.22%. (9) In psychological needs satisfaction along competence, the highest percentage was high with 55.56%, average with 24.18%, very high with 13.07% and the lowest percentage was low with 7.19%. (10) Test of relationship between parenting style and physiological needs satisfaction resulted to r value of .4546 which was higher than the critical value of .2066. (11) Test of relationship between parenting style and autonomy resulted to r value of .2756 which was higher than the critical value of .0759. (12) Test of relationship between relatedness resulted to r value of .3102 which was higher than the critical value of .0962. (13) Test of relationship between competence resulted to r value of .4009 which was higher than the critical value of .1607. (14) Test of significant difference between junior and senior high school in parenting styles resulted to computed f value of 26.69 which was higher than the critical value of 3.8415 at 5 % level of significance. (15) Test of significant difference between junior and senior school in physiological needs satisfaction resulted to computed f value of 9.43 which was higher than the critical value of 3.8415 at 5 % level of significance. (16) Test of significant difference between junior and senior high school in psychological needs satisfaction in autonomy resulted to computed f value of 44.26 which was higher than the critical value of 3.8415 at 5 % level of significance. (17) Test of significant difference between junior and senior high school in psychological needs satisfaction in relatedness resulted to computed f value of 36.95 which was higher than the critical value of 3.8415 at 5 % level of significance. (18) Test of significant difference between junior and senior high school in psychological needs satisfaction in competence resulted to computed f value of 6.21 which was higher than the critical value of 3.8415 at 5 % level of significance.

IV. CONCLUSION

The major conclusions of the study were (1) There is a moderate and significant relationship between parenting style and physiological needs satisfaction of students. (2) There is a weak and significant relationship between parenting style and psychological needs satisfaction in autonomy of the students.(3) There is a weak and significant relationship between parenting style and psychological needs satisfaction in relatedness of the students. (4) There is a moderate and significant relationship between parenting style and psychological needs satisfaction in competence of the students. (5) There is a significant difference between the parenting styles experienced by junior and senior high school students. (6) There is a significant difference between the physiological needs satisfaction experienced by junior and senior high school students. (7) There is a significant difference between the psychological needs satisfaction in autonomy experienced by junior and senior high school students. (8) There is a significant difference between the psychological needs satisfaction in relatedness experienced by junior and senior high school students. (9) There is a significant difference between the psychological needs satisfaction in competence experienced by junior and senior high school students.

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