

# **Parenting Style vis-a-vis Aggression and Academic Achievement: The Mediating Role of Self – efficacy**

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## **Abstract**

Parenting style plays a vital role in the upbringing of the individual. Through this, the behavior of children is highly influenced on how they were raised at home. Thus, affecting the academic behavior and aggression state of the student. The study was undertaken to determine the relationship between parenting style, aggression, academic achievement and the mediating role of self-efficacy. It was hypothesized that there is no significant relationship between parenting style and academic achievement, parenting style and aggression, and parenting style and self-efficacy. 665 third year college students from a state university in Manila were the respondents of the study. Stratified sampling technique was utilized and standardized questionnaires were employed - Parental Authority Questionnaire, Generalized Self-efficacy Scale, and Aggression Questionnaire. Academic achievement was represented by the General Weighted Average (GWA) of the students. Frequency and Percentage Distribution was used to present the respondent's academic achievement, mean score was used to present the parenting style, Self-efficacy and aggression. Pearson's R Coefficient correlation was utilized to determine the relationship between parenting style with academic achievement and aggression; Multiple Linear Regression Analysis and Sobel test were utilized to determine if Self-efficacy significantly mediate between parenting style and academic achievement, as well as aggression. Results presented that there is a significant relationship between parenting style and academic achievement, aggression, and self-efficacy. However, Self-efficacy is not significantly mediating between parenting style and aggression, and parenting style and academic achievement.

**Keywords:** Parenting style, Academic achievement, Aggression, Self-efficacy

## **1. Introduction**

Amidst the changes and adjustments in the contemporary times, there are basic sectors that remain constant variables in the formation and effectuation of learning: Family and School. As the basic unit of society elsewhere, no matter how it is being tried to redefine and reformulate, family is that unequivocal factor for the formation, development, and recalibration of values, which in this case is the value of life-long learning in the context of university instruction. With all the studies done and presented in the field of Educational Psychology (e.g., Bronfenbrenner, 1979; Bandura, 1977; and Baumrind, 1966), it is almost a matter of fact now that Family, particularly the parenting style, determines the academic achievement of a student, across the level of education. College students are deemed included, of course. The question, thus, is not one of "if", but of "how". Such a conceptual reality has been proven of close consideration, especially in the West, come the tail end decades of the 20th century.

Bloom's "The Closing of the American Mind", for instance, captures the problem of the communal abandonment by the family of its supposed "traditional" and sustained supervisory role over their children off to university, private and state-sponsored alike. As the secularising West, i.e., the United States of America, let go of its parental oversight, over the younger members of its then-society, the real problem surfaces: "students...come hoping to find out what career they want to have, or simply looking for an adventure with themselves" (Bloom, 1987). In the name of lopsided liberty and social democracy in descent as it were, the sustained parental oversight stands less favoured and worth the sacrifice just because this is the time for individualistic economy and determination of the self (Cf. Taylor, 2007). And because the liberal West is relinquishing its young to a "freedom" with parts unexamined and whole, undiscovered, with its family and university as fundamental social institutions, "so the student must navigate among a collection of carnival barkers, each trying to lure him into a particular sideshow" (Bloom, 1987), and the effect is, needless to say, counter-productive to what "liberal education and society" promises: multitude experts and professionals with an incoherent sense of the self (Cf. Hargreaves, 2003; Adler, 2000). Self-efficacy and individuation are what this kind of socio-pedagogic-parental paradigm leaves the West. So much for its aspired and most sought-for notion of "individuality".

Speaking of the West assumes the cultural other, with all its educational, social, and parental fibers embedded. Because thoughts and values are supposed to have "geographies", too (Nisbett, 2003), one might expect a binarist implication of a non-West framework when it comes to the issues of parental supervision or super-determination over its younger member of the society. And since parents' ideas about raising kids stem out largely from culture (Morin, 2020), the way they were raised, the values they believed in, and the cultural norms they have observed influence how they

raise their children. It is expected that parents from different parts of the world have their own ideas about raising their children. In fact, per the author of “Battle Hymn of the Tiger Mother”, Prof. Amy Chua (2011), it is said that there are indeed some phenomenological differences between Asian and Western parenting styles. According to her, Western parents believe that children’s self-esteem is fragile and consequently reassure their children that they are good regardless of an ordinary performance on tests. Moreover, these parents strive not to add much pressure on their children, believing that learning ought to be enjoyable and that setting high expectations may lead to failure and may lower children’s self-esteem. On the other hand, Asian parents have the premise that their children’s self-esteem is strengthened with improving performance. The parents believed that their child have to work hard to be good at anything. They view that successful parenting results in the academic success of their children and the parents are responsible for the child’s performance in school. Asian parents can command their children to get outstanding grades while Western parents can only request their children to try doing their best. Such notions and premises do not go unsustained. A very recent article from Asianparent Singapore (2020) mentioned that Asian parents believe that education is equated to a bright future for their children that is why they are strict when it comes to education. On the contrary, Western parents view that pressure from school is harmful to their child’s development making them more lenient when it comes to education. They agree on a more holistic education wherein children are exposed to situations to discover and improve their individuality. Several Western literatures on parenting style suggests that authoritative parenting is positively related to outcomes such as academic achievement and social competence (Ochoa & Torre, 2014).

It is predominantly highlighted in the Philippine society the significance of parenting style as it is one of the Asian geographic countries where family is the center of an individual’s social life. (Jocano, 1998). The Filipino family is characterized by cohesiveness, respect for elders, deference to parental authority, and fulfillment of mutual obligations as described by local and cross-cultural researches (Chao & Tseng, 2002; Medina, 2001). Nevertheless, and going back to the opening premises of unprecedented changes and social dynamism in the contemporary Philippine society, for example, the increasing numbers of families involve one or both parents working abroad, or an adolescent child studying in the city, there will be inevitable changes that might result in shifts in parenting beliefs and behaviors like a transition from authoritarian towards more permissive or autonomous attitudes towards parenting (Cf. Alampay, 2014 and Medina, 2001).

It is therefore the objective of this study to investigate the relationships that exist between parenting styles and academic achievements of college students in a state university of the Country and see the present state of the mediating role of self-efficacy, in its praxes and with its nuances and dialectics.

## **2. Body of Paper**

### **Introduction**

**Review of Related Literature.** An application of this contemporaneity of Bronfenbrenner's ideas in the words of Guy-Evans, seems to be anticipated by a study conducted by Cepe, a year prior. In her "The effect of Facebook use, self-discipline and parenting styles on the academic achievement of high school and university students" (2014), Cepe opined on the use and effects of Facebook, as one of the current and growing notion of the contemporary exosystem of a learner. She postulated how self-discipline and parenting style were the strongest predictors of academic achievement. High school and university students who were more able to manage distractions and procrastinating activities had higher grade point average (GPA) scores and overall pass rates. Consistent with the ideas of Bronfenbrenner, she found out that students with authoritative parents were more likely to achieve high academic grades. In contrast, students whose parents had a permissive parenting style were at high risk of low academic achievement. Concluding, she upholds that teaching students to delay an immediate reward in order to achieve a long-term goal is an important skill that needs to be socialised early in life as it is a pathway to better academic outcomes. While the study does not support the idea that Facebook has a direct effect on academic outcomes, further studies on other social networking sites are needed for replication.

Kelly and Coughlan (2019) uphold the same as they used constructivist grounded theory to develop a con for youth mental health recovery and found there were many links to Bronfenbrenner's ecological systems theory in their own more recent theory. Their theory suggested that the components of mental health recovery are embedded in the 'ecological context of influential relationships' which fits in with Bronfenbrenner's theory that the ecological systems of the young person such as peers, family, and school all help mental health development.

Empirical evidence for such are the studies conducted by Lippard, LA Paro, Rouse, and Crosby (2017), investigating the teacher-child relationships through teacher reports and classroom observations. They found that these relationships significantly related to children's academic achievement and classroom behavior, suggesting that these relationships are important for children's development and supports the Ecological Systems Theory.

Now, considering the primary factors and concepts of the study, it has been found out that a plethora of ideas have been explored when it comes to either sole factoring or combination of Parenting Styles and Academic Achievement and Self-efficacy. The following reports present the unequivocal relevance of the study abroad.

### **3. Parenting Styles**

Needless to say, parents play an active role to improve their children's academic outcomes. They are the ones that provide the financial, emotional, and motivational support in order to make sure a better academic performance of their children (Jaiswa et al., 2017). There are numerous researches conducted in support of the correlation between parenting styles, children's behavior, and academic performance. A lot of literatures on parental involvement and academic success indicate that parental practices and parenting styles influence the school achievement of children (Hong, 2012).

As it appears, a sustained study on the dynamics of parenting style remains prevalent as notions of change and social dynamism render evident in the 21st century with its dialectic counter-parts. For instance, notions on authoritative parenting style is said to be characterized by the following components: warmth, control and democracy. Parents utilizing this type of parenting have high standards for their children, monitor activities of their children and give some freedom. This style yields in a high demand of responsibility and parenting (Woolfolk, 2011).

#### **Recent Studies on Aggression**

Bronfenbrenner's intimations motivate the intuition that the environments of a learner determine much of his/her behavioural developments or maladjustments. The other basic intuition that is motivated by this deterministic study is that any sense of maladjustment contributes even to the slightest hint of aggression. Aggression lies at the root of many social ills ranging from interpersonal violence to war. It is little wonder then that the subject is one of the most studied topics within psychology. Social psychology is the subfield devoted to the study of human interaction and group behavior, and the scientists working in this field have provided much of the research on human aggression (Cherry, 2020). That is why as such is one of the areas that Bandura concentrated. A integral dimension of his Social Learning Theory (SLT), aggression is deemed rooted in imitating role models. SLT states that observational learning takes place, and that this learning is reinforced vicariously. Vicarious reinforcement occurs when a person witnesses a model being rewarded for behaving in an aggressive way. Vicarious reinforcement makes it more likely that the model's behavior will be imitated in the future. According to Bandura, four mediational processes must occur for imitation of behavior to take place: attention (an individual must pay attention to the model's aggressive behavior); retention (individuals must code and store the observed aggressive behavior in long-term memory); reproduction (individuals must be capable of imitating the aggressive behavior); and motivation (individuals must have good reason for reproducing the aggressive behavior).

Masud *et al.* (2019) offers such a comprehensive review of literatures on this area. They opine that “There is ample research on aggression amongst children and adolescents that highlights several antecedents of aggression”. They continue that while researchers have remarked on the relationship between parenting styles and aggression in children, there are few studies that integrate and systemize the available studies on parenting styles and aggression. Their review thus attempts to fill the said gap.

The review shows that parenting styles have a direct impact on aggression in children. Authoritative parenting styles play a positive role in psychological behavior in children while authoritarian and permissive parenting styles result in aggressive and negative behaviors in children. Their study also suggests that there is room to conduct studies on this topic in developing countries, e.g., the Philippines. Future research, they added, should be undertaken in developing and under-developed countries and should focus on mixed modes of research and examine the direct influence of parenting styles on aggressive behavior in children in different cultural contexts.

Moreover, the aforementioned recommendations by Masud *et al.* (2019) summons the consideration for regional discussion of the said matter. In fact, the likes of Moghaddam *et al.* (2014), Hao Lei *et al.* (2018), and Perez-Gramaje *et al.* (2019) seem to set the stage for the said comprehensive review.

Moghaddam *et al.* (2014), for instance, studied the relationship between different parenting styles in order to identify aggression among adolescents in Zahedan city, Iran. They presented a cross-sectional, descriptive-analytical study of the research population consisting 206 high school students and their parents in Zahedan city. The study was carried out during the winter and spring of 2014. The respondents were selected through cluster sampling and were evaluated using Baumrind’s parenting style questionnaire, as well as the AGQ aggression questionnaire. According to the 206 questionnaires completed, there was a significant inverse relationship between authoritative parenting, and aggression ( $P = 0.02$ ) and spitefulness elements ( $P = 0.023$ ). In addition, there was a significant relationship between permissive parenting and anger ( $P = 0.01$ ), and a direct significant relationship was also found between despotic parenting, and anger ( $P = 0.01$ ) and aggression ( $P = 0.008$ ). Concluding, Moghaddam *et al.* (2014) asserted that the best parenting style to lower aggression and its elements is the authoritative style. Dominant parents place more emphasis on independent behaviors. While they are kind and friendly, they also impose boundaries, direct their children toward independence, and pave the way to safeguarding their mental health.

Interestingly, similar interests were shown by Perez-Gramaje *et al.* As if fully anticipating the review done by Masud *et al.* in the same year, the Spanish researchers published this study a couple

of months prior. They were convinced that current emergent studies are seriously questioning if parental strictness contributes to adolescent adjustment. The group of Perez-Gramaje, 2019 thus examined whether the relationship between authoritative (warmth and strictness), authoritarian (strictness without warmth), indulgent (warmth without strictness), and neglectful (neither warmth nor strictness) parenting styles shows equal or different pattern of adjustment and maladjustment for aggressive and non-aggressive adolescents. The sample consisted of 969 Spanish adolescents, 554 females (57.2%) and 415 males, ranging from 12 to 17 years old. Families were classified into one of four typologies by their scores on warmth and strictness, and the adolescents were grouped by their aggressiveness (low vs. high). Adolescent adjustment was captured with three self-esteem indicators (emotional, physical, and family) and personal maladjustment with five indicators (negative self-esteem, negative self-adequacy, emotional irresponsiveness, emotional instability, and negative worldview). It was tested main and interaction effects between parenting and aggressiveness considering also sex and age factors. Findings showed that aggressive adolescents always had the worst socialization outcomes (i.e., the lowest self-esteem and the highest personal maladjustment). Aggressive and non-aggressive adolescents have a common pattern: both, indulgent and authoritative parenting styles were always associated with better outcomes than either authoritarian or neglectful parenting, but indulgent parenting style was associated with the best outcomes across all the criteria. In contrast with previous evidence about the idea that parental strictness and imposition might be beneficial to raise aggressive adolescents, present findings highlight the positive impact of parental warmth even with aggressive adolescents. Implications for family interventions were considered.

#### **4. Academic Achievement and Self-efficacy**

In the past half-decade, studies delved with Academic achievement and its characterization. Most of such take it equivocally as the performance outcomes which signify the extent to which a person has undertaken certain goals that were the focus of tasks in instructional environments, particularly in a school, a college, or a university. Steinmayr et al. (2014) even considered it as a multifaceted construct, because it comprises different domains of learning.

A recently published study, set in the Philippines shed some light on this aspect of the Philippine educational context. Dulas' (2018) "The Development of Academic Self-efficacy Scale for Filipino Junior High School Students" primarily focused on the development and validation of the Academic Self-efficacy Scale (ASES-FJHS) for Filipino junior high school students.

Mentioning Bandura's (2006, 2012) concepts, Dulas upholds that Self-efficacy refers to people's beliefs in their capabilities to produce certain effects and to learn or perform behaviors at designated

levels. In relation to test construction, most of the developed Self-efficacy scale focuses on one source of Self-efficacy and are constructed as subscale. The study also conceded the fact of limited publications on ASES for Filipino junior high school students as well as the non-existence of published and established ASES in Philippine context and thus sought to develop and validate a Self-efficacy scale that is more holistic than those previously published. The design of the research is Test Development and anchored on Classical Test Theory. Respondents comprised of 4,759 junior high school students from selected 20 public and private schools in Nueva Ecija, Philippines. The study followed the two stages of test development, i.e., the development of the initial, preliminary, and final forms and validation of the scale. The items were developed through consultation with experts and literature reviews. After the development of table of specification, items were validated by four expert judges. Results showed using Lawshe Content Validation Ratio (CVI = 0.87) and Intra-class Correlation [ICC (2,4) = 0.953,  $\alpha = 0.000$ ] that the expert validators have high agreement on the items of ASES. Moreover, Upper Limit-Lower Limit method ( $d = 0.43$ ), Cronbach alpha (0.95), split-half method (Spearman-Brown Coefficient = 0.86), item to total correlation, and Principal Component Analysis were also utilized to test the reliability of test items. The factor structure verified the four iterations which includes perceived control (PC), competence (C), persistence (P), and self-regulated learning domains. Convergent ( $r = 0.498$ ;  $p < 0.05$ ) and concurrent validity ( $r = 0.518$ ;  $p < 0.01$ ) that were employed suggest that the ASES is a valid measure. The Final Form validated consists of 62 items. Results of the study revealed that the ASES for K to 12 junior high school students is a reliable and valid measure of Academic Self-efficacy.

Indeed, many practical studies are carried out to investigate factors affecting college students' performance. In this section, hence, the often assumed and intuited relationship between Academic Achievement and Self-efficacy and Parenting Styles are further investigated. The following studies and literatures, thus proceed.

### **Self-efficacy and Parenting Styles: International Scene**

As in the words of Masud, Thurasamy, and Ahmad (2014), literature accords the importance of parenting style and their impact on young adolescent's behavior. There are many factors that affect the academic performance of children and parenting styles is one of the significant factors of academic performance. But there is lack of research that integrates and systemizes the relationship between parenting styles and academic performance especially in Pakistan. The unit of analysis of this research were the studies previously conducted on parenting styles and academic performance of young children. The main focus of search was to availability of data that is most recent and relevant, so this research paper focuses on 39 studies. All the studies highlighted that parenting styles affect the academic achievement of adolescents. It was analyzed that authoritative parenting

style is the most effective parenting style in enhancing the academic performance of young children. More research is needed on parenting styles in different continents to have an understanding of the cultural effect of parenting styles on the academic performance of adolescents. Implications for parents and policy makers are discussed.

Now, is this study definitive transculturally speaking? The answer predates the study of Masud, Thurasamy, and Ahmad (2014) in Garg et al.'s, "Parenting Style and Academic Achievement for East Indian and Canadian Adolescents". Here, contrary to the Pakistani contextual findings, they found out that The East Indian findings may highlight the importance of specific aspects of authoritative parenting across cultures. The significant effects of the set of variables may indicate some common socialization experiences between the two adolescent groups. Western-derived parenting styles may not be ethnically comparable, with the possibility that culture-specific patterns of parent behavior are not fully assessed. Parent behavior that characterizes both authoritative and authoritarian parenting may be equally important to the socialization goals of the East Indian culture. The results failed to find a relationship between parenting style and academic performance for this Indian sample.

Shifting the gears to temporal proximity Aldhafri, et al. (2020) conducted a study in the West Asian setup, which the results seem to reflect a similar set of findings to those of Garg et al. (2005). Titled "Parenting Styles and Academic Self-efficacy Beliefs of Omani School and University Students" Aldhafri et al. (2020) examined the predictive role of students' perceptions of parenting styles on their academic efficacy beliefs. This relationship was examined using two large sets of national data that were collected from school and university students to see how the relationship between parenting styles and academic efficacy beliefs may or may not vary across life stages. The sample included 1431 school students and 1119 university students cross the Sultanate of Oman. The participants responded to the Arabic version of the Parental Authority Questionnaire (PAQ) and to the Academic Self-efficacy Scale (ASES) constructed by the researchers. Using linear regression model for each sample, the results showed that the amount of variance in school students' academic Self-efficacy beliefs explained by parenting styles ( $R^2$  adjusted = 0.21) was higher than the amount of variance explained for the university sample ( $R^2$  adjusted = 0.10). The researchers concluded that the effects of parenting styles on students' Self-efficacy beliefs decrease as children grow up.

One now asks if there is really a direct correlation between and among parenting style, cultural/ethnic make-up, and academic achievement. Further studies contribute to this colourfully foregoing discussion. The likes of Merlin, Okerson, Hess, (2013), Reshvanloo and Hejazi, (2014) and Lata and Tripathi, (2017) are the cases in point.

In "How Parenting Style Influences Children: A Review of Controlling, Guiding, and Permitting Parenting Styles on Children's Behavior, Risk-Taking, Mental Health, and Academic Achievement", Merlin, Okerson, Hess, (2013) deduce that across cultures, parenting styles fall into three categories based on levels of demandingness and responsiveness. The literature review of this study examines three categories of parenting styles and their influence on children's behavior, risk-taking, mental health, and academic achievement.

On the other hand, Reshvanloo and Hejazi's (2014), "Perceived parenting styles, academic achievement and academic motivation: A causal model" captured that based on the self-determination theory (SDT) the relationship between perceived parenting styles (involvement, autonomy-support, and warmth), academic motivation and academic achievement was investigated. In correlational design, 412 Iranian sophomore high school students were selected randomly and completed 2 scales: Academic Motivation Scale (AMS) and Perceptions of Parents Scale (POPS). Path analysis was used to analyze the data. Results then indicated that perceived parenting styles had an effect on academic achievement through mediation of academic motivation. The parents' autonomy-support perceived had an indirect and parents' warmth perceived had a direct effect on academic achievement. The study concluded that the results suggested the importance of family context on motivation and academic achievement.

## **5. Synthesis**

In light of the foregoing reports and reviews, the following deductions are made relative to the present study being undertaken:

1. In terms of the theory mentioned in the Conceptual Framework of this study, Bronfenbrenner's and Baumrind's concepts are still deemed relevant, per the reemergence of their concepts in the contemporary scene.
2. Bandura's SLT seems to remerge in the 21st century studies on parenting styles and learner's sense of aggression. The ubiquity of this contemporary study is worth the consideration, if not a localization.
3. Walberg's, on the other hand, were, insofar as the related literatures and studies are concerned, have not been revisited for paradigmatic purposes.
4. Most, if not all of the studies conducted and available for review on this subject matter are in the secondary level, regardless if the institution is private or public by sector.

5. The available and recent studies do not paint a conclusive picture as to the direct connections and interrelationships between parenting styles and academic achievement.
6. However, there seems to exist a correlation between the parenting styles and the sense of aggression in the learners' psyche regardless of the geographical and cultural orientation.
7. Temporal, geographical, cultural, and ethnic peculiarities, contexts, and specificities do not render evidential determination as to the results of correlational studies on the subject of parenting styles, academic achievement, and sense of aggression in learners.
8. Drawing on the concession of Dulas (2018), this review finds out the need for more and developing study on Self-efficacy in the Philippines, in general, and in the varied levels of education, in particular; with focused specificity on the State Universities.
9. The same can be said from the comprehensive review of Masud et al. (2019), when it comes to parenting styles and aggression.

This present study is deemed timely, relevant, and promising in many levels of research, educational psychology, sociological, and academic necessities.

## **6. Significance of the Study**

This study is deemed significant to the following:

- **Students.** Whilst this study might seem interesting to any student, especially in the tertiary level, the students of Educational Psychology, Education, and Social Work will find this particularly relevant. It is because both the general and specializing students will find the findings, not only sociologically relevant, but also existentially compelling as an explanation to the kind of educational and parental environment they have, will choose to have or not perpetuate.
- **Parents.** Admittedly, this study will only become accessible to parents who have the same professional, research, academic, and sociological agenda/perspective. With this focused group, therefore, observable and immediate changes can be observed, as parents in this category will be compelled to assess the educational values and parental patterns they have been having, valuing, and upholding.
- **Educators and Researchers.** In the field of Educational Psychology in the Philippines, both the educators and researchers of this area of interest will find this

study significant as an updated, phenomenological record of the contemporary situation of parenting vis-à-vis education. They will surely draw out or even derive meaningful insights from the findings of this study, as they investigate more extensively on the topics to be endorsed and recommended.

- **Psychologists and Guidance Counselors.** The study will be beneficial to the psychologists and guidance counselors for them to comprehend the behavior of students in relation with their academic achievement. They can also address concerns / issues regarding student behaviors and academic achievement to the parents. They can also address concerns / issues regarding student behaviors and academic achievement to the parents via Self-efficacy and Aggression Awareness programs which may further improve the students' behavior and academic achievement.
- **Policy makers.** Needless to say, but lawmakers and practitioners of justice system ought to derive their notions of jurisprudence on the live and contemporary social concerns of educational researches, such as this. Greater and heightened notions of social welfare and the clearer nuances on educational policy, social norms, and family code are the incidental, nevertheless, beneficial aspects that this study will feed those in the enterprise of policy making.
- **Future Researchers.** The results of the present study will be beneficial for the future researchers in line with the field of educational psychology to further generate more ideas on parenting style, academic achievements and self-efficacy.

## **7. Theoretical/Conceptual Framework**

This study is anchored on the following theories: Bronfenbrenner's Ecological Systems Theory and the studies that hinge on it, Baumrind's Parenting Style Theory, Self-Efficacy Theory by Albert Bandura, and the Theory of Academic Achievement by Herbert Walberg (et al.).

Bronfenbrenner's Ecological Systems Theory purports the significance of the kind of environment a person, or in this study, a learner has and its implication to the totality of his/her development. Rather sociologically leaning, than simply psychological, her concepts and the studies that hinge on it factor in the domestic, communal, and educational aspects of growth, development, learning, and maturity of a person and how s/he interacts with it in the process.

Diana Baumrind's Parenting Styles Theory (1960) states that every type of behavior was highly correlated to a certain kind of parenting that leads to differences in child's development and outcomes in their lives. Initially, she identified three types of parenting styles known as authoritative parenting, authoritarian parenting and permissive parenting based on Earl Schaefer's

(1959) concepts of parental demandingness and responsiveness. Parental responsiveness pertains to supportive, loving, and guiding behavior. While parental demandingness describes teaching appropriate behaviors and disciplining those inappropriate ones. Baumrind's Parenting Styles are as follows: authoritarian, authoritative, and permissive.

Another theory used to support this study is the Theory of Academic Achievement by Herbert Walberg (1992). This theory postulates that the psychological characteristics of the students and their surrounding environment have an effect on educational outcomes. (Reynolds, 1992). Moreover, his research named nine variables that influence the educational outcomes. This includes student ability or prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of the school environment (Walberg, Fraser, & Welch, 1986).

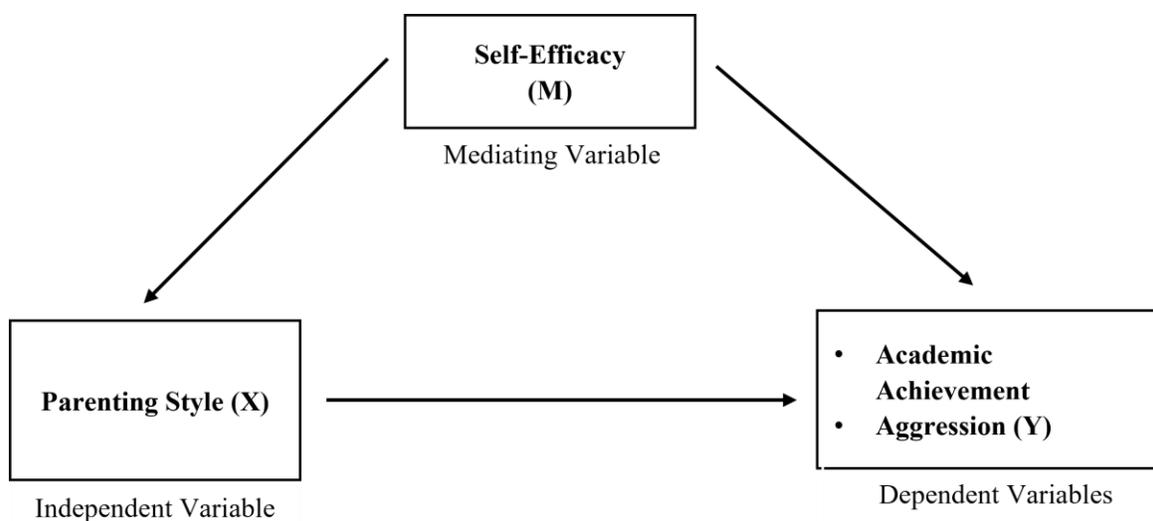
Lastly, this study draws theoretical support from Albert Bandura's Self-efficacy Theory (1977). According to Bandura, Self-efficacy refers to one's beliefs in his/her capabilities to exercise control over their own functioning and over circumstances that has an effect in his/her life. A person's sense of Self-efficacy can offer the foundation for ones' well-being, motivation and personal accomplishment. A high level of Self-efficacy has been linked with advantages to daily life such as resilience to stress, a sound lifestyle habits, improved performance and educational achievement.

These concepts are hinged upon one another, in no particular order, seen unfavorable bias, as lenses, if not formative factors in understanding the phenomenon and interaction of Students': Academic Achievement, Parenting Styles unto them, and the hints of Aggression (if any). Note that these two ideas are illustrated as inverse-headed arrows that readily interact with one another. The negotiations or dialectics that happen in between or within these factors are what is to be assessed by the aforementioned theories. The data to be gathered will be taken as forces that determined the Academic Achievement of the respondents, as reflected a priori by their GWA. Note that this standard is the status quo in the University (PUP Student Handbook, 2019), as such that a GWA of 1.75 (and above) is considered as above average academic performance, thereby, "achievement" in the nuance of this study. But this reflective analysis shall be pushed forward by identifying if such academic achievement is directly proportionate or negatively correlated with Parenting Styles and sense of Aggression. Hence, the list of perceptions by the respondents from the tool to be developed within the span of this study shall be closely studied, interpreted, subjected to a statistical analysis.

Whilst this study does not deem to be conclusive, i.e., closing the gap or debate that is going on the interactions of Parenting Styles, Aggression, Academic Achievement and Self-efficacy of students, it is believed, with well-placed conviction that the data to be gathered will be pivotal in understanding a slice of reality in the learners of the locus of this investigation.

Figure 1 thus aptly follows as Conceptual Framework of the Study. Provided that there are literatures showing the correlation among students' Parenting Style towards them, Academic Achievement, and their sense of Aggression, student's sense of Self-efficacy is hereby summoned as a mediating factor or if it is really the case. These concepts and their putative relationships shall be attempted to be discovered via series of questionnaires for the student respondents and standardized interpretive tools for sound statistical analysis.

*Figure 1. Conceptual Model of the Study*



### **Statement of the Problem**

The purpose of the study is to determine the relationship between parenting style, aggression, academic achievement and the mediating role of Self-efficacy of targeted college students in a state university during the first semester of Academic Year 2020 – 2021.

Specifically, the study will seek to answer the following questions:

1. What is the parenting style of the respondents' mothers and fathers in terms of:
  - 1.1. Authoritarian
  - 1.2. Authoritative
  - 1.3. Permissive
2. What is the respondents':

- 2.1. Level of strength of sense of Self-efficacy
- 2.2. Aggression in terms of:
  - 2.2.1. Anger
  - 2.2.2. Verbal Aggression
  - 2.2.3. Physical Aggression
  - 2.2.4. Hostility
- 2.3. Academic Achievement (General Weighted Average)
3. Is there a significant relationship between:
  - 3.1. Parenting Style and Sense of Self-Efficacy
  - 3.2. Parenting Style and Academic Achievement
  - 3.3. Parenting Style and Aggression
4. Does Self-efficacy significantly mediate between:
  - 4.1. Parenting Style and Academic Achievement
  - 4.2. Parenting Style and Aggression
5. What are the implications of these students' assessment with the relationship between parenting style and aggression, and parenting style and academic achievement?

### **Hypotheses of the Study**

The following hypotheses will be tested at .05 level of significance.

- “There is no significant relationship between the parenting style and the sense of Self-efficacy as assessed by the respondents.”
- “There is no significant relationship between the parenting style and the academic achievement of the learners.”
- “There is no significant relationship between the parenting style and aggression as assessed by the respondents.”

### **Definition of Terms**

For better understanding of the study, the following terms hereunder are conceptually and operationally defined:

**Academic Achievement.** In this study, it is represented by the students' General Weighted Average (GWA) of the previous semester (1st semester, SY 2019-2020). This refers to the level of performance in graded classroom activities and how the students deal with their studies and how they cope with or accomplish different tasks assigned by their professors.

**Aggression.** Adopting the definition of APA Dictionary of Psychology (2015), the term is taken as behaviors aimed at harming others physically or psychologically. It can be distinguished from anger in that the latter is oriented at overcoming the target but not necessarily through harm or destruction. When such behavior is purposively performed with the primary goal of intentional injury or destruction, it is termed *\*hostile aggression\**. Other types of aggression are less deliberately damaging and may be instrumentally motivated (proactive) or affectively motivated (reactive). *\*Instrumental aggression\** involves an action carried out principally to achieve another goal, such as acquiring a desired resource.

**Authoritarian Parenting Style.** This parenting style highly regard the obedience of their children in all the instructions that they provide. They set the rules at home and enforce the consequences with little regard for their children's opinion.

**Authoritative Parenting Style.** Parents in this type have rules and also use consequences, however, they also consider their children's opinion. The parents set limits, likewise, they enforce boundaries consistently.

**Negative Correlation.** The unexpected or even counter-intuitive interaction of two ideas, in spite of norms and customs or assumed relationships.

**Parenting Styles.** This pertains to the manner in which parents raise their children. It can refer to the parents' levels of expectations, performance demands, attentiveness to rules, etc., as well as the style of discipline that the parent's use to apply their expectations.

**Permissive Parenting Style.** Parents' leniency is one of the characteristics in this parenting style. They take a friend's role than a parent's role. These parents tend to be very loving and nurturing but has little or no attempt to discipline their children as very few rules and not much structure are being set.

**Positive Correlation.** The expected, logical, necessary, and observable connection between two ideas by virtue of motivated intuition.

**Self-Efficacy.** This refers to an individual's belief in his/her capacity to execute behaviors necessary to produce specific performance attainments. More specifically for the purposes of this study, it is the students' manifestation of knowledge of concepts from their lessons, self-awareness over their immediate and surrounding situations, and reactions and reflections on their experiences and encounters of reality.

## **8. Scope and Delimitation of the Study**

This study focuses on the interrelation of parenting styles, aggression, academic achievement and the mediating role of Self-efficacy among college students enrolled in a state University. Parenting styles are determined as authoritarian, authoritative and permissive styles.

A total of 384 students will be treated as respondents in the study. They are third year college students enrolled in of a State University in Manila. There are fourteen (14) colleges in the university, which the junior students' population for the current school year is 9,836. Using Slovin's Formula for sampling (1960), it appears that there are a total of 384 students to be taken as respondents, which follows that approximately 30 students per college will have to partake in this study. The academic achievement is presented through the GWA of the students obtained during the 1st semester of the Academic Year 2020 – 2021. The students were instructed to indicate their GWA in the questionnaire provided.

As for the family type to be considered, this study appeals to the norms (not the exemptions) of the social status quo. By this, it means that the study heavily leans on what the preexisting Family Code, standing socio-types, and prevalence of the Judæo-Christian worldview's definition of what a family means, as the basic unit of the society: heterosexual parental relationship as the domestic and traditional authorities over children, as offspring of such setup. The instrument developed by Buri (1991) shall be adopted.

## **9. Methods and Techniques Used**

This study will be a quantitative type of research. Specifically, it will be a descriptive correlational one. According to Bhandari (2020), Quantitative Research involved data collection and analysis of numerical data which can be used to find averages and patterns and. test causal relationships. Furthermore, it can be used to make predictions and generalize results to wider population. Correlational research pertains to the systematic investigation of the relationship existing between two or more variables (Uriarte, et al, 2015).

In determining the parenting style of the respondents' parents, sense of Self-efficacy and aggression, the researcher utilized standardized questionnaires, namely: Parental Authority Questionnaire (PAQ), Generalized Self-efficacy Scale (GES), and Aggression Questionnaire. While in determining the academic achievement, the general weighted average (GWA) of the respondents was utilized.

In order to gather the essential data for the study, the paper will execute the following phases:

### **Locale of the Study**

The study was conducted in a State University in Metro Manila. Specifically it was conducted at the Polytechnic University of the Philippines, Sta. Mesa, Manila, which serves as the Main Campus.

### **Respondents of the Study**

The respondents of the study were third (3<sup>rd</sup>) year college students in a state University. Following Slovin's Formula, approximately thirty (30) students per college will be the representative sample. Given that there are fourteen (14) colleges in the university as the locale of this study, an initially anticipated total of three hundred eighty-four (384) students will be included as respondents in the study from the general population of 9, 836 junior students. But for the actual number of the respondents is 665 third year students. Please see Appendix D. The data was gathered through stratified sampling technique.

### **Instruments of the Study**

Standardized instruments were utilized for this study. The Parental Authority Questionnaire (PAQ) by Dr. John R. Buri, the Generalized Self-efficacy Scale (GSES) by Schwarzer et al., and the Aggression Questionnaire by Buss and Perry.

The Parental Authority Questionnaire was developed to measure Baumrind's (1971) parental authority prototypes types namely: permissive, authoritarian, and authoritative. It is made up of thirty (30) items per parent and yields the parental authority types' scores for both parents. Each of these scores is derived from the phenomenological appraisals of the parents' authority by their daughter or son. There are results from studies which have supported PAQ as a psychometrically sound and valid measures of Baumrind's parental authority prototypes and had suggested that the test has potential as a tool in the investigation of correlates of the 3 parental prototypes mentioned above. The items for each subscale are as follows:

Authoritarian (A items 2, 3, 7, 9, 12, 16, 18, 25, 26, and 29)

Authoritative / Flexible (F items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30)

Permissive (P items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28)

This questionnaire is scored by summing the individual items to comprise the subscale scores.

The Generalized Self-efficacy Scale is composed of ten (10) – item scale from the original German version by Schwarzer and Jerusalem (1995) and was translated by Mary Wegner. This evaluates the strength of an individual’s belief in his/her own ability to respond to challenging situations and to deal with any accompanying obstacles or setbacks. There is a high internal consistency rating for each of the five samples studied and alphas ranged from 0.82 to 0.93. For each item in the scale, there is a four-choice response from “Not at all True”, which scores 1, to “Exactly True”, which scores 4. The scores for each of the items are summed to give a total score. The higher the score is denotes greater generalized sense of self efficacy of the respondent’s. The score on this scale reflects the strength of an individual’s generalized Self-efficacy belief.

Aggression Questionnaire by Buss and Perry (1992) was also used. The Aggression scale consists of 4 factors, Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and Hostility (H). For each item in the scale, there is a five-point scale from “Extremely Uncharacteristic of Me”, which scores 1, to “Extremely Characteristic of Me”, The total score for Aggression is the sum of the factor scores. The two questions with the asterisk are to be reverse scored. The items for each sub-factors are as follows:

PA – 2, 5, 8, 11, 13, 16\*, 22, 25, and 29

VA – 4, 6, 14, 21, and 27

A – 1, 9\*, 12, 18, 19, 23, and 28

H – 3, 7, 10, 15, 17, 20, 24, and 26

The Academic Achievement of the respondents is represented by the students’ General Weighted Average (GWA) of the previous semester (2<sup>nd</sup> semester, SY 2019-2020). The respondents were instructed to indicate their GWA in the questionnaires provided.

Pertinent data were gathered through questionnaire method. The questionnaires were created in Google Forms and the link were shared to the respondents. Each of the respondents were provided with the link directing to the questionnaire. The data collection procedure observed this sequence:

An email was sent to the authors of the standardized questionnaires seeking their permission to use the said materials.

1. The dissertation eligibility conducted was approved by the assigned panels.

2. Request letter / permission to conduct the study, including the ethical considerations were prepared and submitted for approval. The documents required by LCUP's Research Ethics Committee were also submitted in compliance with the research protocol. The requirements from the Research Ethics Committee as prescribed by the university where the data gathering was conducted were also complied.
3. While waiting for the approval, the survey forms, informed consent were prepared through the Google Form.
4. The researcher submitted a request letter to the deans and chairpersons of the colleges and the departments requesting to conduct the study and sought assistance in distributing the Google Form link to the students from their respective colleges and departments. This contains the informed consent and the research instruments such as the Parental Authority Scale, Aggression Questionnaire, and the Self-efficacy Questionnaire and an item to fill out their General Weighted Average (GWA).
5. Upon reaching the target number of respondents per college, the researcher generated the results from the Google Form and submitted the collected data to the assigned statistician for data treatment.

### **Data Gathering Processing and Statistical Treatment**

The data collected were tabulated and processed using Statistical Packages for Social Sciences (SPSS). Version 23 and Graph Pad InStat Version 3. The findings and tables were presented using necessary tables and figures with appropriate labeling. To analyze and interpret the data, the researcher used certain procedures on statistical treatment:

1. Frequency and Percentage Distribution. This statistical tool was used in the presentation of respondent's academic achievement.
2. Mean Score. This statistical tool was used in the parenting style of the mother and father of the respondents, sense of Self-efficacy and aggression.

The assessment parenting style was quantified using the following scale:

Descriptive Evaluation	Range
Strongly Agree	5.0 – 4.50
Agree	4.49 – 3.50
Undecided	3.49 – 2.50

Disagree	2.49 – 1.50
Strongly Disagree	1.49 – 1.0

The assessment strength of individual's sense of Self-efficacy was quantified using the following scale:

Descriptive Evaluation	Range
Exactly True	4.00 – 3.50
Moderately True	3.49 – 2.50
Barely True	2.49 – 1.50
Not at all True	1.49 – 1.0

The assessment aggression was quantified using the following scale:

Descriptive Evaluation	Range
Extremely characteristics of me	5.0 – 4.50
Somewhat characteristics of me	4.49 – 3.50
Neither uncharacteristic nor characteristics of me	3.49 – 2.50
Somewhat uncharacteristic of me	2.49 – 1.50
Extremely uncharacteristic of me	1.49 – 1.0

3. Pearson's R Coefficient Correlation. This statistical tool was utilized to determine the assessment of parenting style with academic achievement and aggression.
4. Multiple Linear Regression Analysis and Sobel Test. These statistical tools were utilized to determine Self-efficacy significantly mediate between parenting style and academic achievement as well as aggression.

This research opted to determine the 95% validity of the study with a 5% degree of error and set at P-values of <0.05 was assumed to be statistically significant.

### **Ethical Considerations**

La Consolacion University Philippines (LCUP) – Graduate School Department observes the determination and implementation of specific considerations in thesis and dissertation writing to ensure compliance with ethical requirements to safeguard the interests of the research participants.

The researcher secured the institutional clearances and permission from LCUP and the Polytechnic University of the Philippines, the locale where the survey was conducted.

The following ethical considerations were highly observed for this research in the data gathering procedure:

1. The informed consent presented the background of the study. It aided the participants to decide whether or not to participate in the study.
2. It is clearly stated in the informed consent that participation in the research study is highly voluntarily, ensuring no coercion or deception in participation.
3. The participants have the right to withdraw from the study anytime without requiring them to state any reasons for doing so.
4. Confidentiality and data privacy were ensured and information obtained were used solely for research purposes.

## **10. Result and Discussion**

### **The Parenting Style of the Respondents' Mothers and Fathers in terms of Authoritarian, Authoritative and Permissive**

Several research studies have shown results stating that parents don't fit into just one category, so despair is unnecessary if there are times or areas where parents and their parenting style tend to be permissive and other times, more authoritative (Cf. Morin 2019). It has also been found out, rather further reinforced that Parenting Styles can be affected by many factors, including: cultural, social, political, economic, etc., therefore it must be admitted that parenting behaviors may change due to cultural, ethnic and economic (Shahsavari, 2012).

**Authoritarian Parenting Style.** The order of parenting style is the way that parents apply for upbringing their children and an attitude that they have towards their children. It must be admitted that parenting behaviors change due to cultural, ethnic, and economic factors. Parenting style is the way that parents exert over their children and the formation, growth and development in children and characteristics of their behavior and the effect is profound. Various aspects of relationships with parents and children are not only uniform changes. Parents may love their children and they have rejected them, but love them or establish strict discipline.

The parenting style of the mothers and fathers of the respondents involved in this study was identified using the thirty statements for each parent. Table 1 presents the parenting style of the

respondents' mothers and fathers in terms of authoritarian. It can be gleaned from the table that most of the statements were answered by the respondents as "Undecided", except the statement under the mother's parenting style which states that "Even if her children did not agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right" with a mean score of 3.54 which lies to "Agree" and the statement from the father's parenting style which states that their father felt that wise parents should teach their children early just who is bolt in the family, having the mean score of 3.56.

The overall weighted mean of 3.12 and 3.20, respectively, indicates that the parenting style of the respondents' mothers and fathers in terms of authoritarian is "Undecided".

*Table 1. Mean Score and Descriptive Interpretation of the Parenting Style of the Respondents' Mothers and Fathers in terms of Authoritarian*

<b>Statement</b>	<b>Mean Score (Mother)</b>	<b>Descriptive Interpretation</b>	<b>Mean Score (Father)</b>	<b>Descriptive Interpretation</b>
2. Even if her/his children did not agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right,	3.54	Agree	3.45	Undecided
3. Whenever my mother/father told me to do something as I was growing up, she expected me to do it immediately without asking any questions	3.40	Undecided	3.36	Undecided
7. As I was growing up, my mother/father/father did not allow me to question any decision that she/she had made.	2.67	Undecided	2.90	Undecided
9. My mother/father has always felt that more force should be used by parents in. order to get their children to behave the way they are supposed to.	2.86	Undecided	3.06	Undecided
12. My mother/father felt that wise parents should teach their children early	3.48	Undecided	3.56	Agree

just who is bolt in the family.				
16. As I was growing up my mother/father would get very upset if I tried to disagree with her/him.	3.24	Undecided	3.23	Undecided
18. As I was growing up, my mother/father let me know what behaviors she/he expected of me, and if I did not meet those expectations, she/he punished me.	2.78	Undecided	2.89	Undecided
25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	3.00	Undecided	3.20	Undecided
26. As I was growing up my mother/father often told me exactly what she wanted me to do and how she/he expected me to do it.	3.09	Undecided	3.13	Undecided
29. As I was growing up I knew what my mother/father expected of me in the family and she/he insisted that I conform to those expectations simply out of respect for her/her authority.	3.16	Undecided	3.27	Undecided
Average Mean	3.12	Undecided	3.20	Undecided

*\*Strongly Agree – 5.0 – 4.50, Agree – 4.49-3.50, Undecided – 3.49 – 2.50 Disagree – 2.49 – 1.50, Strongly Disagree – 1.49- 1.0*

**Authoritative Parenting Style.** One appropriates what Lloyd, 2016 has to say that parents' approach to child is as unique as they can be and such influence may linger for quite a long while in the child's total personhood. It thus follows that parenting isn't only a collection of skills, rules and tricks of the trade. Rather, it constitutes that holistic identity and what the family culture is, and

how it is transmitted to the most personal aspects of the family’s values to your child. It even hearkens, moreover, how studies have identified major parenting styles: permissive, authoritarian, and authoritative. Of these styles, child development experts have found that the authoritative parenting is the most successful in raising children who are both academically strong and emotionally stable.

However, most parents don’t fall conveniently into this or any other single type; instead, they tend to be a combination of several parenting styles. The trick is to be flexible enough so that you make adjustments to your basic type – adapting the parenting style by adopting some best practices from other styles (Cf. Lloyd 2016).

Table 2 shows the parenting style of the respondents’ mothers and fathers in terms of authoritative. Statements 4, 5, 8, 27, and 30 under the mother’s parenting style and statements 4, 5, 8, 11, 20, 22, 23, 27, 30 under the father’s parenting style were answered by the respondents as “Undecided”. While statements 11, 15, 20, 22, 23 under the mother’s parenting style were answered “Agreed” by the respondents. More so, statement 15 under the father’s parenting style was answered “Agreed” by the respondents.

Having an overall weighted mean of 3.17 and 3.32, respectively, denotes that the parenting style of the respondents’ mothers and fathers in terms of authoritative is “Undecided”.

*Table 2 Mean Score and Descriptive Interpretation of the Parenting Style of the Respondents’ Mothers and Fathers in terms of Authoritative*

<b>Statement</b>	<b>Mean Score (Mother)</b>	<b>Descriptive Interpretation</b>	<b>Mean Score (Father)</b>	<b>Descriptive Interpretation</b>
4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.	3.35	Undecided	3.26	Undecided
5. My mother/father has always encouraged verbal give-and-take whenever I have felt that family rule and restrictions were unreasonable.	3.26	Undecided	3.13	Undecided
8. As I was growing up my mother / father directed the activities and decisions of	3.44	Undecided	3.38	Undecided

the children in the family through reasoning and discipline.				
11. As I was growing up I knew what my mother / father expected of me in my family but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.	3.51	Agree	3.36	Undecided
15. As the children in my family were growing up, my mother/father consistently gave us direction and guidance in rational and objective ways.	3.82	Agree	3.52	Agree
20. As I was growing up my mother/father took the children's opinions into consideration when making family decisions, but she/he would not decide for something simply because the children wanted it.	3.51	Agree	3.34	Undecided
22. My mother /father had clear standards of behavior for the children in our home as I was growing up, but she/he was willing to adjust those standards to the needs of each of the individual children in the family.	3.60	Agree	3.41	Undecided
23. My mother/father gave me direction for my behavior and activities as I was growing up and she/ he expected me to follow her/his direction, but she/he was always willing to listen to my concerns and to discuss that direction with me.	3.60	Agree	3.41	Undecided

27. As I was growing up my mother / father gave me clear direction for my behaviors and activities, but she/he was also understanding when I disagreed with her.	3.42	Undecided	3.25	Undecided
30. As I was growing up, if my mother/father made a decision in the family that hurt me, she/ he was willing to discuss that decision with me and to admit it if she /he had made a mistake.	3.21	Undecided	3.18	Undecided
Average Mean	3.17	Undecided	3.32	Undecided

*\*Strongly Agree – 5.0 – 4.50, Agree – 4.49-3.50, Undecided – 3.49 – 2.50 Disagree – 2.49 – 1.50,*

*Strongly Disagree – 1.49- 1.0*

**Permissive Parenting Style.** Most parents do not follow any model completely. Real people tend to fall somewhere in between these styles. Sometimes parenting styles change from one child to the next or in times when the parent has more or less time and energy for parenting.

Parenting styles can also be affected by concerns the parent has in other areas of his or her life. For example, parenting styles tend to become more authoritarian when parents are tired and perhaps more authoritative when they are more energetic. Sometimes parents seem to change their parenting approach when others are around, maybe because they become more self-conscious as parents or are concerned with giving others the impression that they are a “tough” parent or an “easy-going” parent. Additionally, parenting styles may reflect the type of parenting someone saw modeled while growing up (Lally and French, 2019).

Table 3 indicates the parenting style of the respondents’ mothers and fathers in terms of permissive. As shown in the table, statement 24 under the mother’s parenting style was agreed mostly by the respondents which states that their mother allowed them to form their own point of view on family matters and generally allowed them to decide for themselves with a mean score of 3.69. Conversely, the rest of the statements were assessed as “Undecided” by most of the respondents. On the other hand, all the statements under the father’s parenting style were answered “Undecided” by the respondents with a mean score of 3.19.

Altogether, with an overall weighted mean of 3.10 and 3.19, respectively means that that the parenting style of the respondents’ mothers and fathers in terms of permissive is “Undecided”.

*Table 3. Mean Score and Descriptive Interpretation of the Parenting Style of the Respondents' Mothers and Fathers in terms of Permissive*

<b>Statement</b>	<b>Mean Score (Mother)</b>	<b>Descriptive Interpretation</b>	<b>Mean Score (Father)</b>	<b>Descriptive Interpretation</b>
1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.	3.39	Undecided	3.25	Undecided
6. My mother has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	3.23	Undecided	3.16	Undecided
10. As I was growing up my mother- did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	2.76	Undecided	2.84	Undecided
13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.	3.13	Undecided	3.23	Undecided
14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.	3.13	Undecided	3.14	Undecided
17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	3.02	Undecided	3.14	Undecided
19. As I was growing up my mother allowed me to decide most things myself without a lot of direction from her.	3.35	Undecided	3.37	Undecided

21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.	2.44	Undecided	2.61	Undecided
24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	3.69	Agree	3.50	Undecided
28. As I was growing up my mother did not direct the behaviors, activities and desires of the children in the family.	2.88	Undecided	2.95	Undecided
Average Mean	3.10	Undecided	3.19	Undecided

\**Strongly Agree* – 5.0 – 4.50, *Agree* – 4.49-3.50, *Undecided* – 3.49 – 2.50 *Disagree* – 2.49 – 1.50, *Strongly Disagree* – 1.49- 1.0

### **The Respondents’ Level of Strength of Sense of Self-Efficacy, Aggression and Academic Achievement**

**Sense of Self-Efficacy.** Bandura’s definition of Self-efficacy as a person’s ability to perform a specific action in dealing with a specific position, indeed, refers to, in Yazdani’s (2009) line of argumentation, the judgements of individuals in relation to their abilities to perform a defined action. It appears as though that for these students to understand themselves fully, they need to be aware of what they think and what they really are. The proper estimation level of behavior standards determines their Self-efficacy feeling (Cf. Taran *et al.*, 2015).

Table 4 shows the respondents’ level of strength of sense of self-efficacy. The statement “If someone opposes me, I can find means and ways to get what I want”, was answered “Barely True” by the respondents and has a weighted mean of 2.49. The other statements were assessed as “Moderately True” by the respondents, which state the following: “I can always manage to solve difficult problems if I try hard enough”; “It is easy for me to stick to my aims and accomplish my goals”; “I am confident that I could deal efficiently with unexpected events”; “Thanks to my resourcefulness, I know how to handle unforeseen situations”; “I can solve most problems if I invest the necessary effort”; “I can remain calm when facing difficulties because I can rely on my coping abilities”; “When I am confronted with a problem, I can usually find several solutions”; “If I am in a bind, I can usually think of something to do”; and “No matter what comes my way, I’m usually able to handle it.”---all with mean scores that lie between 2.50-3.49.

As a whole, the level of assessment of the respondents to the level of strength of individual's sense of Self-efficacy has an overall weighted mean of 2.85, which is "Moderately True".

*Table 4. Mean Score and Descriptive Interpretation of the Respondents Level of Strength of Individual's Sense of Self-Efficacy*

<b>Statement</b>	<b>Mean Score</b>	<b>Descriptive Interpretation</b>
1. I can always manage to solve difficult problems if I try hard enough.	3.24	Moderately True
2. If someone opposes me, I can find means and ways to get what I want.	2.49	Barely True
3. It is easy for me to stick to my aims and accomplish my goals.	2.79	Moderately True
4. I am confident that I could deal efficiently with unexpected events.	2.67	Moderately True
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	2.82	Moderately True
6. I can solve most problems if I invest the necessary effort.	3.30	Moderately True
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	2.86	Moderately True
8. When I am confronted with a problem, I can usually find several solutions.	2.86	Moderately True
9. If I am in a bind, I can usually think of something to do.	2.82	Moderately True
10. No matter what comes my way, I'm usually able to handle it.	3.00	Moderately True
Average Mean	2.85	Moderately True

*\*Exactly True – 4.00-3.50, Moderately True – 3.49 – 2.50, Barely True– 2.49– 1.50,*

*Not at all True – 1.49- 1.0*

**Aggression.** Cherry, 2020 defined aggression as a range of behaviors that can result in both psychological and physical harm to one's self, to others and even objects within the environment, either physically or mentally. Tables 5, 6, 7, and 8 present how uncharacteristic or characteristic each of the statement describes the respondent's in terms of anger, verbal aggression, physical aggression and hostility, respectively:

**Anger.** The American Psychological Association (2021) has defined anger as an emotion which is described by antagonism toward someone or something that you feel has intentionally done you wrong. This emotion can do something good as it allows the expression of negative feelings or may

help in finding solutions to problems. However, an excess of this can cause physical problems such as an increase in one’s blood pressure and may also harm one’s mental health.

Table 5 shows how uncharacteristic or characteristic each statement describe the respondents in terms of anger. One (1) statement: “Sometimes I fly off the handle for no good reason”, was assessed mostly by the respondents as “Somewhat uncharacteristic of me”, with a mean score of 1.81. Meanwhile, the rest of the statements was assessed as “Neither uncharacteristic nor characteristic of me” by most of the respondents.

The general weighted mean of 2.69, indicates that the respondents describe each statement regarding aggression in terms of anger as “Neither uncharacteristic nor characteristics of me”.

*Table 5. Mean Score and Descriptive Interpretation of How Uncharacteristic or Characteristic each Statement Describe the Respondents in terms of Anger*

<b>Statement</b>	<b>Mean Score</b>	<b>Descriptive Interpretation</b>
Some of my friends think I am a hothead.	2.88	Neither uncharacteristic nor characteristics of me
I am an even-tempered person.	2.74	Neither uncharacteristic nor characteristics of me
I flare up quickly but get over it quickly.	2.93	Neither uncharacteristic nor characteristics of me
I have trouble controlling my temper.	2.50	Neither uncharacteristic nor characteristics of me
When frustrated, I let my irritation show.	3.20	Neither uncharacteristic nor characteristics of me
I sometimes feel like a powder keg ready to explode.	2.77	Neither uncharacteristic nor characteristics of me
Sometimes I fly off the handle for no good reason.	1.81	Somewhat uncharacteristic of me
Average Mean	2.69	Neither uncharacteristic nor characteristics of me

*\*Extremely characteristics of me – 5.0 – 4.51, Somewhat characteristics of me – 4.50 -3.51, Neither uncharacteristic nor characteristics of me – 3.50 – 2.51 Somewhat uncharacteristic of me – 2.50– 1.51, Extremely uncharacteristic of me – 1.50- 1.0*

**Verbal Aggression.** In a book written by Stangor (2014), Verbal Aggression is a form of non-physical aggression. Examples of this include yelling, screaming, swearing and cat-calling. It pertains to the use of words or gestures which causes psychological harm.

*Table 6. Mean Score and Descriptive Interpretation of how Uncharacteristic or Characteristic each Statement Describe the Respondents in terms of Verbal Aggression*

<b>Statement</b>	<b>Mean Score</b>	<b>Descriptive Interpretation</b>
I tell my friends openly when I disagree with them.	3.58	Somewhat characteristics of me
I can't help getting into arguments when people disagree with me.	2.67	Neither uncharacteristic nor characteristics of me
When people annoy me, I may tell them what I think of them.	2.21	Somewhat uncharacteristic of me
I often find myself disagreeing with people.	3.03	Neither uncharacteristic nor characteristics of me
27. My friends say that I'm somewhat argumentative.	2.22	Somewhat uncharacteristic of me
Average Mean	2.74	Neither uncharacteristic nor characteristics of me

*\*Extremely characteristics of me – 5.0 – 4.51, Somewhat characteristics of me – 4.50 -3.51, Neither uncharacteristic nor characteristics of me – 3.50 – 2.51 Somewhat uncharacteristic of me – 2.50– 1.51, Extremely uncharacteristic of me – 1.50- 1.0*

Table 6 shows how uncharacteristic or characteristic each statement describe the respondents in terms of verbal aggression. The statements: “I tell my friends openly when I disagree with them”; “When people annoy me, I may tell them what I think of them”, and “My friends say that I’m somewhat argumentative” were assessed mostly by the respondents as “Somewhat uncharacteristic of me”, with the mean scores of 3.58, 2.21, and 2.22 respectively. The rest of the statements that says “I can’t help getting into arguments when people disagree with me” and “I often find myself disagreeing with people” were assessed as “Neither uncharacteristic nor characteristics of me” by the respondents with a mean score of 2.67 and 3.03 respectively conversely.

Having an overall weighted mean of 2.74, the result is an indication that the respondents describe each statement in terms of verbal aggression was “Neither uncharacteristic nor characteristic” of them.

**Physical Aggression.** According to Kaye et al. (2011), physical aggression pertains to a behavior triggering or threatening any physical harm towards other individuals. This may include, but not limited to, any form of hitting, biting, using weapon, and kicking.

*Table 7. Mean Score and Descriptive Interpretation of how Uncharacteristic or Characteristic each Statement describe the Respondents in terms of Physical Aggression*

<b>Statement</b>	<b>Mean Score</b>	<b>Descriptive Interpretation</b>
If I have to resort to violence to protect my rights, I will.	2.80	Neither uncharacteristic nor characteristics of me
I have become so mad that I have broken things.	2.57	Neither uncharacteristic nor characteristics of me
Once in a while, I can't control the urge to strike another person.	2.12	Somewhat uncharacteristic of me
I have threatened people I know.	1.80	Somewhat uncharacteristic of me
Given enough provocation, I may hit another person.	2.21	Somewhat uncharacteristic of me
I can think of no good reason for ever hitting a person.	3.28	Neither uncharacteristic nor characteristics of me
If somebody hits me, I hit back.	3.03	Neither uncharacteristic nor characteristics of me
There are people who pushed me so far that we came to blows.	2.86	Neither uncharacteristic nor characteristics of me
I know that "friends" talk about me behind my back.	2.84	Neither uncharacteristic nor characteristics of me
29. I get into fights a little more than the average person.	2.64	Neither uncharacteristic nor characteristics of me
Average Mean	2.31	Somewhat uncharacteristic of me

*\*Extremely characteristics of me – 5.0 – 4.51, Somewhat characteristics of me – 4.50 -3.51,*

*Neither uncharacteristic nor characteristics of me – 3.50 – 2.51, Somewhat uncharacteristic of me – 2.50– 1.51, Extremely uncharacteristic of me – 1.50- 1.0*

Table 7 shows how uncharacteristic or characteristic each statement describe the respondents in terms of physical aggression. As shown on the table, three (3) of the statements are somewhat uncharacteristic of the respondents, since the statements “Once in a while, I can’t control the urge to strike another person”; “I have threatened people I know”, and “Given enough provocation, I may hit another person” obtain the weighted means of 2.12, 1.80, and 2.21, respectively. In contrast, the other statements were answered mostly by the respondents with “Neither uncharacteristic nor characteristics of me”.

The result is an indication that the respondents describe each statement in terms of physical aggression was “Somewhat uncharacteristic of me”, since its overall weighted mean is 2.31.

Hostility. According to the dictionary of American Psychological Association (2020), hostility refers to the explicit expression of extreme animosity or antagonism in action, attitude, or feeling.

Table 8 shows how uncharacteristic or characteristic each statement describe the respondents in terms of hostility. As shown on the table, all of the seven (7) statements were assessed as “Neither uncharacteristic nor characteristics of me”, stating “When people are especially nice to me, I wonder what they want”. These are with 3.31 mean score. On the other hand, statements as: “I wonder why sometimes I feel so bitter about things” has 3.25 mean score; whereas “I am suspicious of overly friendly strangers” is with 3.32 mean score, followed by “I am sometimes eaten up with jealousy” with 3.07 mean score, “At times I feel I have gotten a raw deal out of life” with 3.00 mean score; proceeded by “I sometimes feel that people are laughing at me behind my back” with 3.49 mean score and lastly, “Other people always seem to get the breaks” with a mean score of 2.59.

Altogether, the result indicates that the respondents describe each statement in terms of physical aggression as “Neither uncharacteristic nor characteristics of me”, since its overall weighted mean is 3.14.

*Table 8. Mean Score and Descriptive Interpretation of how Uncharacteristic or Characteristic each Statement Describe the Respondents in terms of Hostility*

<b>Statement</b>	<b>Mean Score</b>	<b>Descriptive Interpretation</b>
When people are especially nice to me, I wonder what they want.	3.31	Neither uncharacteristic nor characteristics of me
I wonder why sometimes I feel so bitter about things.	3.25	Neither uncharacteristic nor characteristics of me
I am suspicious of overly friendly strangers.	3.32	Neither uncharacteristic nor characteristics of me
I am sometimes eaten up with jealousy.	3.07	Neither uncharacteristic nor characteristics of me
At times I feel I have gotten a raw deal out of life.	3.00	Neither uncharacteristic nor characteristics of me
I sometimes feel that people are laughing at me behind my back.	3.49	Neither uncharacteristic nor characteristics of me
Other people always seem to get the breaks.	2.59	Neither uncharacteristic nor characteristics of me
Average Mean	3.14	Neither uncharacteristic nor characteristics of me

*\*Extremely characteristics of me – 5.0 – 4.51, Somewhat characteristics of me – 4.50 -3.51, Neither uncharacteristic nor characteristics of me – 3.50 – 2.51 Somewhat uncharacteristic of me – 2.50– 1.51, Extremely uncharacteristic of me – 1.50- 1.0*

**Academic Achievement.** Steinmayr et al. (2020) mentioned that academic achievement shows the performance outcomes which point out the extent to which an individual has accomplished target goals which were the focus of tasks in an academic setting such as schools, colleges, and universities.

Table 9 shows the frequency and percentage distribution of respondents in terms of their academic performance. Based on the table, out of 665 respondents, 252 or 39.4% of them have a Very Good academic performance, whose grades are in between 1.50-1.75 (88.0 to 93.0), followed by Good academic performance whose grades lie between 2.00-2.25 (82.0 to 87.0) with 190 or 28.6%, then Satisfactory academic performance whose numeric grades are 2.50-2.75 (76.0 to 81.0) with 88 or 13.2%, then a Passing grade of 3.0 (75.0) with 86 or 12.9%. It is followed by an Excellent academic performing student, whose grades are in between 1.00-1.25 (94.0 to 100) with 24 or 3.6% and lastly, 15 or 2.3% of the respondents whose grades are below the passing grade (Conditional 4.0 (65 to 74), Failure 5.0, and INC).

Majority of the respondents have scored very good (1.5 – 1.75) in terms of academic performance. This suggests that the students reflected a very good performance in terms of their academics.

Table 9. *Frequency and Percentage Distribution of the Respondents' Academic Achievement*

<b>Academic Achievement</b>	<b>Frequency</b>	<b>Percent</b>
Excellent - 1.0 to 1.25 (94 to 100)	24	3.6
Very Good – 1.5 – 1.75 (88 to 93)	262	39.4
Good – 2.0 – 2.25 ( 82 to 87)	190	28.6
Satisfactory 2.5 to 2.75 (76 to 81)	88	13.2
Passing 3.0 ( 75)	86	12.9
Conditional 4.0 (65 to 74)	9	1.4
Failure 5.0	4	0.6
INC- Incomplete	2	0.3
Total	665	100%

### **The Relationship between Parenting Style and Sense of Self-Efficacy, Parenting Style and Academic Achievement, and Parenting Style and Aggression**

Parenting Style and Sense of Self-Efficacy. In Taran, 2015's lenses, the results showed that there is a relationship between parenting styles and self-efficacy. The family structure is a major factor in the formation of self-efficacy. It may play an effective role in the creation of Self-efficacy among the individuals. If parents impact positively on the development of children's abilities during

childhood, there will be suitable situation to actualize their talents for development and control of their internal beliefs.

Table 10 shows the relationship between parenting style and the sense of Self-efficacy of the learners using Pearson’s R Coefficient Correlation. As shown on the table, both mother and father’s parenting style have p-value of 0.000, which is less than the level of significance 0.05. It thus rejects the null hypothesis that “there is no significant relationship with the parenting style and the sense of Self-efficacy of the learners”.

It comes with the decision to reject the null hypothesis and remark it as significant, which implies that parenting style and the sense of Self-efficacy of the learners moderately correlate with each other.

*Table 10. Composite Table of the Significant Relationship between Parenting Style and the Sense of Self-efficacy of the Respondents using Pearson’s R Coefficient Correlation*

	Computed r	VI	Sig	Decision	VI
Mother	0.377	MC	0.000	R	S
Father	0.340	MC	0.000	R	s

Legend: FR- Failed to reject R- Reject NS- Not significant S- Significant

**Parenting Style and Academic Achievement.** It upholds what Masud *et al.*, 2016 postulates as parenting styles play a central role on the better and effective academic performance of adolescents irrespective of the level of education of adolescents. Family, especially parents, has direct role in the social and academic life of adolescents and young children. Adolescents, who gain family support from parents, are successful throughout their social and academic life. Results showed that parenting styles have a significant relationship with academic achievement. It may be said that the family is the most important factor in shaping the attitudes of students towards studying. It can be seen that the parenting styles are important foundation for the formation of children behavior, as Taran, *et al.*, 2015 previously forwarded.

Table 11 shows the relationship between parenting style and the academic achievement of the learners using Pearson’s R Coefficient Correlation. As shown on the table, both mother and father’s parenting style have p-value of 0.000, which is less than the level of significance 0.05. It thus rejects the null hypothesis that “there is no significant relationship with the parenting style and the academic achievement of the learners”.

*Table 11. Composite Table of the Significant Relationship between Parenting Style and the Academic Achievement of the Respondents using Pearson's R Coefficient Correlation*

	Computed r	VI	Sig	Decision	VI
Mother	-0.098	VLC	0.000	R	S
Father	-0.070	VLC	0.000	R	s

Legend: FR- Failed to reject R- Reject NS- Not significant S- Significant

This indicates that there is a significant relationship between parenting style and the academic achievement of the learners with a computed r of -0.098 and -0.070 for mother and father, respectively. With that computed coefficient, it signifies that both parents' parenting style has a very negatively low correlation with the academic achievement of the learner.

**Parenting Style and Aggression.** According to McKee *et al.*'s (2008), parenting style is the combination of the different sets of parenting behaviors which contribute to competency, child development or psychopathology to which Romano *et al.* 2005 aligns. Bandura's (1973) and Baumrind's (1971) theories, therefore hold to be true. The former's Social Learning Theory postulates that people learn from others by observing their actions. In the first stage, people observe the actions which they mentally rehearse later, keeping in mind the ultimate consequences of adopting such behaviors. Later on, they adopt such actions, implementing them in their daily lives. Respectively, the latter's Parenting Styles Theory places that there are three different types of parenting behavior which have direct influence on the psychological growth of children.

Table 12 shows the relationship between parenting style and the aggression of the respondents using Pearson's R Coefficient Correlation. As shown on the table above, both mother and father's parenting style have p-value of 0.000, which is less than the level of significance 0.05. It thus rejects the null hypothesis that "there is no significant relationship with the parenting style and the aggression of the respondents".

*Table 12. Composite Table of the Significant Relationship between Parenting Style and the Aggression of the Respondents using Pearson's R Coefficient Correlation*

	Computed r	VI	Sig	Decision	VI
Mother	0.338	VLC	0.000	R	S
Father	0.340	VLC	0.000	R	s

Legend: FR- Failed to reject R- Reject NS- Not significant S- Significant

It comes with the decision to reject the null hypothesis and remark it as significant, which implies that parenting style and the aggression of the respondents have a very low correlation with each other.

### **The Mediating Role of Self-efficacy between Parenting Style and Academic Achievement and Parenting Style and Aggression**

**Mediating Role of Self- efficacy between Parenting Style and Academic Achievement.** Self-efficacy is not a mediating variable between parenting style and academic achievement. Masud *et al.*, 2016 have the same findings indicated the study. This study likewise upholds that Self-efficacy does not relate to the academic performance. The reason for such inconsistent finding between Self-efficacy and academic performance may be due to the fact that Self-efficacy has no direct relationship with the academic performance of adolescents.

The test of significant mediation for self-efficacy, as independent variables that act as mediator between parenting style and academic achievement, was done using the multiple regression analysis and Sobel test for mediating analysis. A variable maybe considered a mediator to the extent which carries the influence of a given independent variable (IV), the parenting style to a given dependent variable which is the academic achievement.

The raw regression coefficient or the unstandardized b coefficient using multiple regression analysis between the parenting style and academic achievement was able to produce a -0.175 with standard error of 0.077 with significant p-value of 0.023, therefore with significant relationship between the independent (Parenting style) variables and the dependent (Academic achievement) variables; while the regression analysis between the independent(Parenting Style) variable and the mediating (Self Efficacy) variable yielded a beta coefficient of 0.367 with standard error of 0.035 giving a p value of 0.000, which is significant. Therefore, significant relationship between the independent (Parenting style) variables and the mediating (Self Efficacy) exists.

These two parameters of significances between independent vs. dependent vs. mediating variables are the most important indicators whether to proceed if the Self-efficacy maybe considered as mediating variables using the Sobel test.

#### **Sobel Test for Mediation**

The Sobel Test is a method of testing the significance of a mediating effect. In, mediation, the relationship between the independent variable (Parenting Style) and the dependent variable (Academic achievement) are hypothesized to be a direct effect that exists due to the influence of a third variable, which is the mediator or mediating (Self-Efficacy). As a result, after computing the test statistics, which is -0.985 with standard error of 0.0912, it presents a p-value 0.324 that is higher

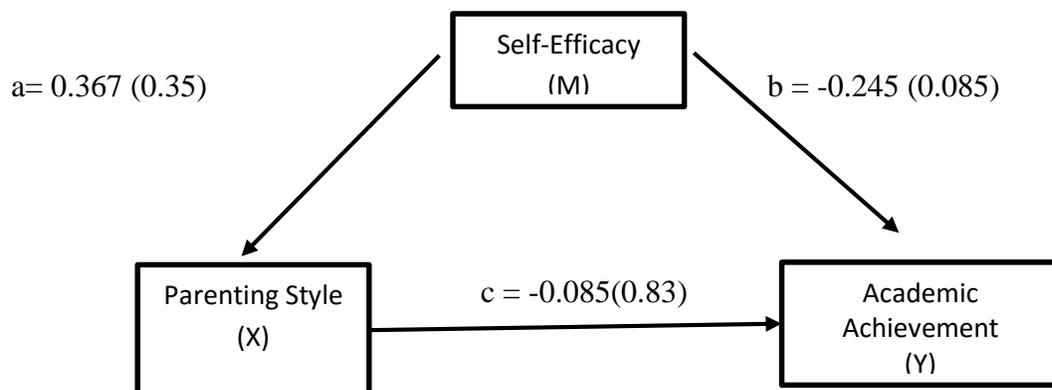
than the cut off value of significant 0.05. Therefore, it indicates a “failed to reject” as mediating variable. This indicates that Self-efficacy failed to reduce the effect of the independent variables (Parenting Style) after including the mediator (Self-Efficacy) in the model. Hence, it is not significantly mediating and therefore, mediation effect is not statistically significant and that it has no direct impact to academic achievement.

*Table 13. Composite table of the Significant Relationship between Parenting Style, Self-efficacy and Academic Achievement of the Respondents*

	B Coefficients	Standard Error	Sig	VI
Parenting Style Vs Aggression	-0.175	0.077	0.023	S
Parenting Style Vs Self Efficacy	0.367	0.035	0.000	S
Parenting Style Vs. Self-efficacy Vs Aggression	-0.245	0.85	0.004	S

Legend: NS- Not significant S- Significant

*Figure 2. Path Coefficient of Significant Relationship with Parenting Style and Academic Achievement while the Self-efficacy as a Mediating Variables*



*Table 14. Test Statistics of the Sobel test for Mediation in Parenting Style and Academic Achievement*

	Input	Test Statistics	Std. Error	P-Value	Decision	Verbal Interpretation
a	0.367	-0.985	0.0912	0.324	Failed to Reject	Not a Mediating Variable
b	-0.245					
S <sub>a</sub>	0.35					
S <sub>b</sub>	0.085					

Mediating Role of Self- efficacy between Parenting Style and Aggression. Previous researches have shown that Self-efficacy in an individual’s emotion regulation may aid in regulating the desire

to express aggression overtly and other types of criminal behaviors (Wu et al. 2015; Caparas et al., 2010). In a study conducted by Tuncay et al. (2020), it was found that there is a significant negative correlation between Self-efficacy and aggression. However, Hadley et al.'s (2015) study presented a significant positive correlation between Self-efficacy and aggression. Furthermore, in a recent study by Malagonda et al. (2021), it also showed that Self-efficacy and aggression have a significant positive correlation.

In this study, the result showed that since Self-efficacy is not significantly mediating with parenting style and aggression, the mediation effect is not statistically significant, then it has no direct impact with aggression.

The test of significant mediation for Self-efficacy as independent variables that act as mediator between parenting style and aggression was done using the multiple regression analysis and Sobel test for mediating analysis. A variable maybe considered a mediator to the extent, which carries the influence of a given Independent Variable (IV) and the Parenting Style to a given dependent variable, which is the aggression.

The raw regression coefficient or the unstandardized b coefficient using multiple regression analysis between the Parenting Style and aggression produces a 0.417, with standard error of 0.042, with a significant p-value of 0.000. Therefore, there is a significant relationship between the independent (Parenting style) variables and the dependent (Aggression) variables.

While the regression analysis between the independent (Parenting Style) variable and mediating (Self-Efficacy) variable yields a beta coefficient of 0.367, with standard error of 0.035 giving a p value of 0.000, which is significant. Therefore, significant relationship between the independent (Parenting style) variables and the mediating (Self-Efficacy) exists. These two parameters of significances between independent vs. dependent vs. mediating variables are the most important indicators whether to proceed if the Self-efficacy maybe considered as mediating variables using the Sobel test.

### **Sobel Test for Mediation**

The Sobel Test is a method of testing the significance of a mediating effect. In mediation, the relationship between the independent variable (Parenting Style) and the dependent variable (Aggression) is hypothesized to be a direct effect that exists due to the influence of a third variable, which is the mediator or mediating (Self-Efficacy). As a result, after computing the test statistics which is 0.789 with standard error of 0.362, it presents a p-value 0.429 that is higher than the cut off value of significant 0.05, therefore it failed to reject as mediating variable. This indicates that it is Self-efficacy failed to reduce the effect of the independent variables (Parenting Style) after

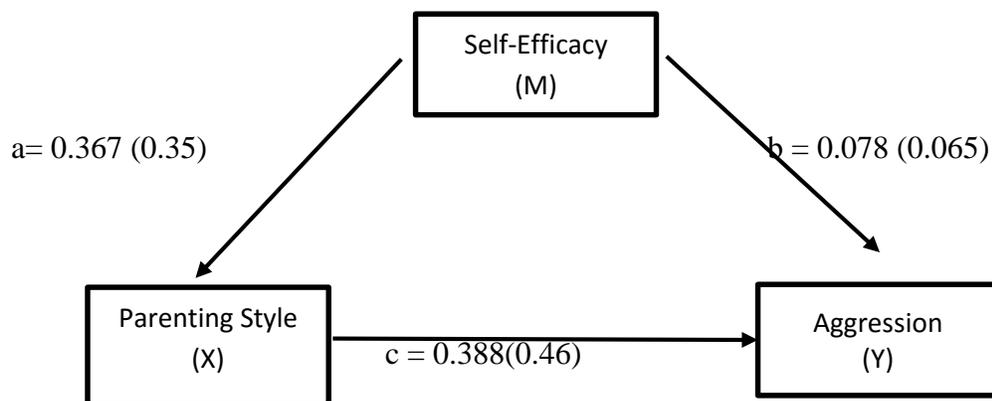
including the mediator (Self-Efficacy) in this model. Hence, it does not significantly mediate and therefore, mediation effect is not statistically significant, thus has no direct impact with aggression.

*Table 15. Composite table of the Significant Relationship between Parenting Style, Self-efficacy and Aggression of the Respondents*

	B Coefficients	Standard Error	Sig	VI
Parenting Style Vs Aggression	0.417	0.042	0.000	S
Parenting Style Vs Self Efficacy	0.367	0.035	0.000	S
Parenting Style Vs. Self-efficacy Vs Aggression	-0.388	0.46	0.000	S

Legend: NS- Not significant S- Significant

*Figure 3. Path Coefficient of Significant Relationship with Parenting Style and Aggression while the Self-efficacy as Mediating Variables*



*Table 16. Test Statistics of the Sobel test for mediation in Parenting Style and Aggression*

	Input	Test Statistics	Std. Error	P-value	Decision	Verbal Interpretation
a	0.367	0.789	0.362	0.429	Failed to Reject	Not a Mediating Variable
b	0.078					
S <sub>a</sub>	0.35					
S <sub>b</sub>	0.065					

### **The Implications of the Relationship between Parenting Style and Aggression, and Parenting Style and Academic Achievement**

The research presented the awareness of the parenting style of the respondents' mothers and fathers; aggression in terms of anger, verbal aggression, physical aggression, and hostility, as well as the academic achievement of the students in the previous semester.

This can serve as a useful tool for improving and redefining the approach of the parents in disciplining their children.

Implicatively, a new, different, or separate factor-study can be done on each of the said aspects that have a very low correlation that may or may not affect the other and integral areas of growth and development of a human person---filially, socially, and academically.

Both clinical and academic counseling can glean from these correlations as they were, in order to view the student-subject as individual-communal being, capable of transcendence and/or mimesis from individual to pathological to psychological to social levels and other or varied levels of functionality and/or otherwise.

Based on the given data, the students' assessment can be an aid for the guidance counselors and school psychologists for an in-depth evaluation and monitoring of the behavioral pattern of the students' which may affect their academic achievement. Thus, a proposed comprehensive program is constructed by the researcher.

#### **Rationale**

Based on the findings of the study, the overall results reveal that a significant relationship exist between parenting style and academic achievement; parenting style and aggression; and parenting style and self-efficacy. The development of an in-depth and updated program on enhancing sense of self-efficacy, awareness about aggression to maintain positive behavior in order to improve academic achievement may be utilized. The universities are suggested to continuously instill policies to uphold and improve those aspects in order encourage students to perform well in school. Also, the involvement of the parents in planning the said program may be considered since parenting style affects student behavior and academic achievement.

This proposed program on enhancing sense of self-efficacy, awareness about aggression which may aid improve academic achievement was developed to ensure optimal learning outcomes and improve how one behaves and thinks. The said program is suggested to be piloted to the third year students of the university since they are the respondents of the study and are the direct beneficiaries of the program. This can also later be adopted to the other year levels.



3 <sup>rd</sup> year students (pilot)	identify their aggressive behaviors and know how to properly address those.	to address it properly.	Affairs (colleges and departments) Office of the Vice President for Satellite Branches and Campuses	Identifying Triggers of Aggression Ways to deal with aggression Breakout sessions Digital-Poster Making Open forum Concluding Part	
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## 11. Summary of Findings

Through the above-mentioned procedures, the findings of the study are summarized as follows:

1. **Problem no. 1:** The Parenting Style of the Respondents' Mothers and Fathers in terms of Authoritarian, Authoritative and Permissive:
  - 1.1. Authoritarian. The weighted mean of 3.12 and 3.20, respectively, indicates that parenting style of the respondents' mothers and fathers in terms of authoritarian is "Undecided".
  - 1.2. Authoritative. The weighted mean of 3.17 and 3.32, respectively, indicates that parenting style of the respondents' mothers and fathers in terms of authoritative is "Undecided".
  - 1.3. Permissive. The weighted mean of 3.10 and 3.19, respectively, indicates that parenting style of the respondents' mothers and fathers in terms of permissive is "Undecided".
2. **Problem no. 2:** The respondents' level of strength of sense of self-efficacy; aggression in terms of anger, verbal aggression, physical aggression and hostility; and academic achievement.
  - 2.1. Level of Strength of Sense of Self-Efficacy. The respondents' level of strength of sense of self- efficacy has an overall weighted mean of 2.85 which is Moderately True.
  - 2.2. Aggression in terms of:
    - 2.2.1. Anger. The respondents describe each statement regarding aggression in terms of anger as "Neither uncharacteristic nor characteristics of me". This has a general weighted mean of 2.69.

- 2.2.2. Verbal Aggression. With a weighted mean of 2.74, this means that respondents describe each statement regarding aggression in terms of verbal aggression as “Neither uncharacteristic nor characteristics of me”.
- 2.2.3. Physical Aggression. The respondents describe each statement regarding aggression in terms of verbal aggression as “Somewhat uncharacteristic of me”.
- 2.3. Hostility. Having an overall weighted mean of 3.14, the respondents refer to each statement regarding aggression in terms of hostility as “Neither uncharacteristic nor characteristic of me”. Academic Achievement. 262 (39.4%) third year students out of 665 respondents have a general weighted average ranging from 1.5 – 1.75. This has a verbal interpretation of Very Good.
3. **Problem no. 3:** The relationship between parenting style and sense of self-efficacy, parenting style and academic achievement, and parenting style and aggression
- 3.1. Parenting Style and Sense of Self-Efficacy. The null hypothesis, “there is no significant relationship with the parenting style and the sense of Self-efficacy of the learners” is rejected and remark it as significant which implies that parenting style and the sense of Self-efficacy of the learners moderately correlates each other.
- 3.2. Parenting Style and Academic Achievement. The null hypothesis, “there is no significant relationship with the parenting style and the academic achievement of the learners” is rejected indicating that there is a significant relationship between parenting style and academic achievement.
- 3.3. Parenting Style and Aggression. The null hypothesis, “there is no significant relationship with the parenting style and the aggression of the learners” is rejected and remark it as significant which implies that parenting style and the aggression of the learners have a very low correlation with each other.
4. **Problem no. 4:** The mediating role of Self-efficacy between parenting style and academic achievement and parenting style and aggression
- 4.1. Mediating Role of Self- Efficacy between Parenting Style and Academic Achievement. A significant relationship between the independent (Parenting style) variables and the mediating (Self Efficacy) exists. Self-efficacy does not significantly mediate between parenting style and academic achievement and therefore, mediation effect is not statistically significant and has no direct impact with academic achievement.

4.2. Mediating Role of Self- Efficacy between parenting Style and Aggression. A significant relationship between the independent (Parenting style) variables and the mediating (Self Efficacy) exists. Self-efficacy does not significantly mediate between parenting style and aggression and therefore, mediation effect is not statistically significant and has no direct impact with aggression.

**Problem no. 5:** The implications of the relationship between parenting style and aggression, and parenting style and academic achievement. The research can serve as a useful tool for improving and redefining the approach of the parents in disciplining their children. More so, it can serve as an aid for the guidance counselors and school psychologists for an in-depth evaluation and monitoring of the behavioral pattern of the students' which may affect their academic achievement. A proposed Self-efficacy and Aggression Awareness Program was constructed by the researcher based on the findings of the study.

## **12. Conclusion**

In the light of the findings of the study, the following conclusions were drawn:

1. The respondents come up with the answer “Undecided” in the data gathered as to the parenting style of their mothers and fathers in terms of authoritarian, authoritative and permissive. This shows that the respondents are not certain on the type of parenting style they have experienced from their parents.
2. The respondents' level of strength of Self-efficacy is “Moderately True” based on the result. Students reflected a “neither characteristic nor characteristic of me” with regard to aggression in terms of anger, verbal aggression, and hostility while “Somewhat uncharacteristic of me” in terms of physical aggression. Having assessed the respondents in terms of academic achievement of the learners, one conclusively sees that majority of the respondents have scored Very Good (1.5 – 1.75) in terms of academic performance. The students reflected a very good performance in terms of their academics.
3. There is a significant relationship between parenting style and sense of self efficacy, parenting style and academic achievement, and parenting style and aggression.
4. Self-efficacy does not significantly mediate between parenting style and academic achievement. The mediation effect is not statistically significant and has no direct impact with the academic achievement and aggression.

5. The parenting style, Self-efficacy and the aggression of the respondents have a significant relationship given that majority of the respondents' academic achievement are Very Good with a general weighted average ranging from 1.5 - 1.75. Despite the relationship, the sense of self-efficacy's mediating effect has no direct impact with the academic achievement of the respondents. Ergo, it has no direct impact with the aggression of the respondents.

A program on Sense of Self-efficacy and Aggression Awareness for College Students was proposed by the researcher to enhance Self-efficacy and promote aggression awareness of the learners to improve academic achievement.

## **Recommendations**

Based on the findings and conclusion of the study, the following are the recommendations of the researcher:

**For parents:** The study can help them gain more awareness about their parenting style which may allow them to communicate effectively with their children and help them in redefining their approach appropriately. This may also foster better means of disciplining their children and motivate them to have a more positive academic achievement.

**For the educators:** the incorporation of school-related activities that enhance the students' sense of Self-efficacy should be embedded in the appropriate subject curriculum. Likewise, group works promoting and facilitating interactions with other students as well as utilization of online resources can be appropriately implemented to help the students improve their academic achievement.

**For the guidance counselors and the psychologists:** the development of a more effective intervention plan after an in-depth assessment of the situation and behavior of the students to deal suitably with their behavior and guide the parents in maintaining an ideal way to communicate with their children. The proposed program on Sense of Self-efficacy and Aggression Awareness may be included in the programs for the students, particularly the third year students, to enhance Self-efficacy and promote aggression awareness of the learners to improve academic achievement. This can further be adopted with the other year levels later on to increase awareness on Self-efficacy and aggression.

**For policy makers:** the development of a parenting program which may serve as a guide for the parents to support their children's growth and well-being more effectively. This includes promotion of healthy routines parents need to take actions to foster positive behaviors, control negative influences impinging on the family from the environment.

For the future researchers: For a better, conclusive generalization, wider scope of the research may be conducted, which may involve greater number of participants, wider locale, and involving other year levels.

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