



## **Parental Involvement on Junior High School Students' Traits in School of Mount St. Mary, Inc.**

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### **ABSTRACT**

The present study investigated the relationship between parental involvement and the character traits of Junior High School students at School of Mount St. Mary, Inc. Focusing on traits such as Honesty, Self-Discipline, Confidence, and Respect, the research explores the impact of various parenting styles—Authoritative, Authoritarian, Permissive, and Uninvolved—on these traits. The researchers employed survey-questionnaire to know the relationship of the parental involvement on shaping the character traits of junior high school students. A quantitative approach was adopted, with data collected in numerical scales to identify the relationship between parental involvement and students' traits. The research endeavors to highlight not only the correlation but also the effectiveness of parental involvement in shaping the traits of Junior High School students at Mount St. Mary, Inc. The study shows that the four parenting styles has a significant relationship between the students' traits. Moreover, the study found that the four parenting styles had varying effects on the traits of junior high school students. This study shows the increasing awareness of the importance of parental involvement in fostering positive traits in junior high school students based on the findings of this study.

*Keywords: parental involvement, students' traits, parenting styles, honesty, self-discipline, confidence, respect*

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### **INTRODUCTION**

Students' traits are the attitude and behavior that describe the students for who they are. It refers to the characteristics and actions that are influenced by their interaction with other people, thereby resulting in different attitude outcomes. Moreover, students' traits do not only refer to the characteristics of students inside the classroom but also refer to their characteristics outside the school. According to Diener et al. (2023), personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. It influences how individuals perceive and process information. They are often developed throughout life and may remain consistent across many situations and circumstances (Birt, 2023).

Cruz (2023) emphasized the significance of understanding the reasons behind the importance of children acquiring character traits. Traits empower children holistically and help them handle difficult situations. Positive character traits help children comprehend emotions and situations. Honesty builds relationships, discipline is a long-term, meaningful work ethic, self-confidence help individuals succeed in life, and respect is being sensitive and grateful to others. Teaching children these positive traits help them develop humility, independence, and curiosity through exercises and self-reflection. It brings out each child's potential and equips them to succeed.

On the other hand, parental involvement refers to the involvement of parents in the development of their children, both in terms of personal and academic development. It describes how parents raise their children from childhood until adolescence or adulthood. Parental involvement helps shape students' traits. Furthermore, Llego (2022) defines parental involvement as parents' involvement in their children's education at home and at school. This might come in a variety of ways, such as assisting with schoolwork, going to school events and parent-teacher conferences, and taking part in decision-making processes. Research entitled "Experts Discuss the Importance of Positive Parental Involvement in Education" shows that positive parental involvement in education leads to greater student success and increased confidence (National PTA, 2019).

Crawford (2023) claimed that parental work hours can also shape children's traits. Working long hours and having less time for children can lead to feelings of neglect and diminished parental involvement, which can damage emotional and social development. However, Peng et al. (2023) state that children's traits and academic performance may be impaired when parents become overly involved in disciplining their children because the latter will feel more stressed. As a result, teenagers may view parental involvement as a source of pressure. High perceived stress reduces their level of self-discipline and has a negative impact on their academic performance. The influence of parental involvement on the academic performance and achievement of students has been extensively studied; however, there were only limited studies about the effect of parental involvement on students' traits. In this study, the researchers aimed to investigate the effects of parental involvement on Junior High School students' traits in School of Mount St. Mary, Inc.

This research aimed to provide valuable information on the influence of parental involvement on students' traits, benefiting students, teachers, parents, school administrators, and even future researchers. The study also aimed to enhance understanding of the impact of parental involvement on students' traits. Furthermore, the objective of this study was to assist teachers and parents in recognizing the influence of parental involvement on students' characteristics and developing effective approaches to enhance it.

**THEORETICAL FRAMEWORK**

This section explained the theoretical framework adapted for this study. The researchers used the Parenting Styles Theory of Diana Baumrind (1960), Eleanor Maccoby, and John Martin in 1983.

Parenting styles are the different approaches that parents use to raise their children. The four parenting styles are authoritative, authoritarian, permissive, and uninvolved. Authoritative parents approach their children warmly. This parenting approach fosters close, healthy parent-child interactions. Authoritarian parents are demanding and psychologically controlling. They are unfriendly and discourage conversation. They think children should follow parental directions and not think for themselves. Authoritarian parents punish misbehaving children verbally and sometimes physically. Since such parents want their children to be faster and better than others, this often happens. These relationships are unhealthy and distant. Permissive parenting is responsive and non-demanding. These parents rarely punish or ask for personal responsibility; they frequently give in or bribe. Uninvolved parenting is the fourth kind and is less responsive and demanding. In response to their children's requests, they rarely communicate with them, set limits, or monitor their self-regulation.

The implications of Baumrind's theory for "Parental Involvement on Junior High School Students' Traits in School of Mount St. Mary, Inc." were significant. By identifying the complex relationship between parenting styles and students' traits, this study could guide teachers and parents to understand the critical role that parenting plays in shaping a child's development during the critical secondary school years. The finding that different parenting styles can lead to exceptional child outcomes underscored the importance of providing a positive and supportive home environment. This study highlighted the importance of parental involvement and its potential to positively influence Junior High School students, leading to improved attitudes and outcomes in their personal lives.

**CONCEPTUAL FRAMEWORK**

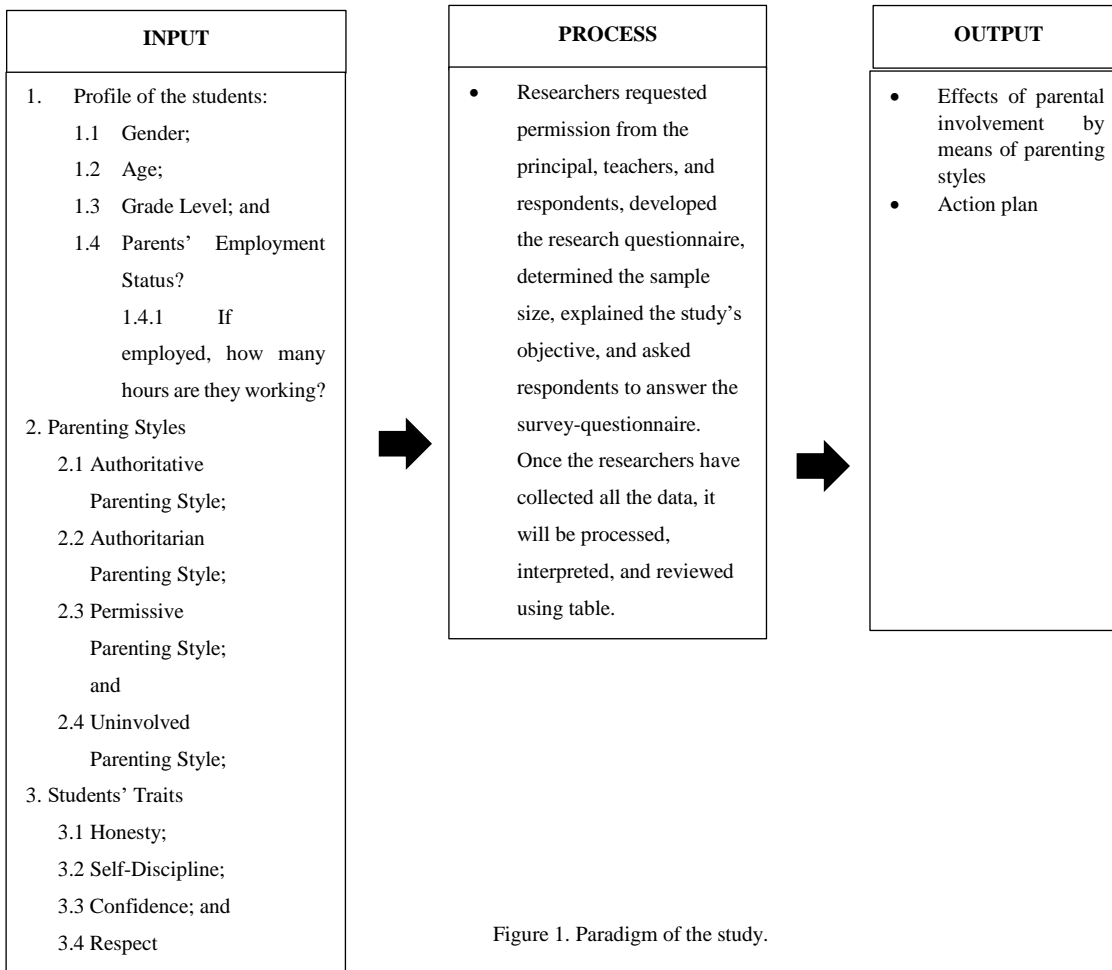


Figure 1. Paradigm of the study.

Figure 1 described the conceptual framework of the study using the input-process-output model to show the effect of parental involvement on the students' traits, wherein the input consists of the profile of the students: gender, age, grade level, and parents' employment status; parenting styles: authoritative parenting style, authoritarian parenting style, permissive parenting style, and uninvolved parenting style; and students' traits: honesty, self-discipline, confidence, and respect.

The process required researchers to request permission from the principal, teachers, and respondents, developed the research questionnaire, and determined the sample size. With the respondent's agreement, the researchers explained the study's objective and asked the respondents to answer the survey-questionnaire. Once the researchers have collected all the data, it will be processed, interpreted, and reviewed using tables. The output was the students' traits that were affected by parental involvement by means of different parenting styles. The researchers then formulated an action plan.

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## STATEMENT OF THE PROBLEM

The main objective of this study was to identify the relationship between parental involvement and Junior High School student' traits. Specifically, this study answered the following questions:

1. To what extent may the profile of the respondents be described in terms of:
  - 1.1 gender;
  - 1.2 age;
  - 1.3 grade level;
  - 1.4 parents' employment status; and
    - 1.4.1 if employed, how many hours are they working?
2. How may parenting style be described in terms of:
  - 2.1 authoritative parenting style;
  - 2.2 authoritarian parenting style;
  - 2.3 permissive parenting style; and
  - 2.4 uninvolved parenting style?
3. How may students' traits be described in terms of:
  - 3.1 honesty;
  - 3.2 self-discipline;
  - 3.3 confidence; and
  - 3.4 respect?
4. Is there a significant relationship between the parents' working hours and students' traits?
5. Is there a significant relationship between the Authoritative Parenting Style and the students' traits in School of Mount Saint Mary, Inc.?
6. Is there a significant relationship between the Authoritarian Parenting Style and the students' traits in School of Mount Saint Mary, Inc.?
7. Is there a significant relationship between the Permissive Parenting Style and the students' traits in School of Mount Saint Mary, Inc.?
8. Is there a significant relationship between the Uninvolved Parenting Style and the students' traits in School of Mount Saint Mary, Inc.?
9. Is there a significant relationship between the four-parenting style and the students' traits in School of Mount Saint Mary, Inc.
10. Based on the findings of the study, what plan of action may be proposed to enhance positive behaviors among Junior High School students?

## NULL HYPOTHESES

1. There is no significant relationship between the parents' working hours and students' traits of School of Mount St. Mary, Inc.
2. There is no significant relationship between the Authoritative Parenting Style and the students' traits of School of Mount St. Mary, Inc.
3. There is no significant relationship between the Authoritarian Parenting Style and the students' traits of School of Mount St. Mary, Inc.
4. There is no significant relationship between the Permissive Parenting Style and the students' traits of School of Mount St. Mary, Inc.

5. There is no significant relationship between the Uninvolved Parenting Style and the students' traits of School of Mount St. Mary, Inc.
6. There is no significant relationship between the four parenting styles and the students' traits of School of Mount St. Mary, Inc.

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## METHODOLOGY

### RESEARCH DESIGN

This research employed correlational research design using a survey-questionnaire to determine the correlation of parental involvement and Junior High School students' traits in School of Mount St. Mary, Inc.

According to Bhandari (2021), correlational research design investigated the relationship between variables without the researchers controlling or manipulating any of the variables. It was ideal for gathering data quickly from natural settings that helped the researchers generalize their findings to real-life situations in an externally valid way. It measured the strength and direction of the relationship between two or more variables.

Correlational research design allowed the researchers to collect data and use statistical analysis to determine the correlation of the parental involvement on students' traits. This method was appropriate for the study as the researchers investigated the relationship between parental involvement on Junior High School students' traits.

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### RESEARCH LOCALE

In this study, the researchers selected the School of Mount St. Mary, Inc. as the research locale. The educational institution is a private institution located at Guillerma Village 2, Sta. Rita (Old), San Miguel, Bulacan.

The School of Mount St. Mary provides an extensive academic program that fulfills the educational needs of students who belong to Kindergarten to Senior High School. The school is a privately-owned educational institution that offers programs aimed at fostering the holistic development of students, encompassing academic, social, and athletic dimensions. The institution offers a high standard of education to young individuals, aiming to facilitate the optimal growth of their abilities and attitudes that is intended to enhance the confidence of students and enhance their interpersonal skills, thereby equipping them for success in the real world. As students are equipped with the necessary skills and knowledge for dealing with the complexities of the real world, they are better positioned to engage in global competition and effectively adapt to the changing pace of the global environment.

The School of Mount St. Mary actively engages and informs parents in all decision-making processes. This approach is rooted in the recognition that parental involvement in a child's education not only fosters student achievement, but also

yields advantages for both educators and parents themselves. The establishment of a positive connection is made possible, wherein they show a willingness to collaborate in order to enhance student learning and academic achievement.

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### VALIDATION OF RESEARCH INSTRUMENT

The researchers made their own survey-questionnaire to use in their study. The draft of the research questionnaire was adapted based on the following researchers' readings and reviewed published article and journal relevant to the study: Authoritative Parenting Characteristics and Effects (Cherry, 2023a), 8 Characteristics of Authoritarian Parenting (Cherry, 2023b), Characteristics and Effects of an Uninvolved Parenting Style (Cherry, 2023c), What Is an Example of Permissive Parenting? vs. Authoritative, Effects (Jacob, 2022) on items for Parenting Styles and 20 Key Traits of an Honest Person (Rebecca, 2021), 10 Things Highly Disciplined People Have in Common (Mavi, 2018), 15 Unmistakable Traits of Confidence & Self-Esteem (Bowden, 2021), 12 Ways to Show Respect (Hill Et AL., 2023) on items for Students' Traits.

The research questionnaire was presented to the researchers' research adviser and English critic for validation. Any corrections and suggestions presented were taken into consideration when revising the questionnaire's content. Subsequently, the researchers' research adviser and English critic were given the completed draft of the questionnaire instrument for feedback.

### SAMPLE AND SAMPLING PROCEDURE

This research study used the stratified sampling with the use of a survey-questionnaire to determine the correlation between parental involvement and Junior High School students' traits in School of Mount St. Mary, Inc. The respondents of the study was consisted of 100 Junior High School students from School of Mount St. Mary, Inc. using stratified sampling.

The formula for the stratified random sampling is as follows:

$$nh = (Nh/N) n$$

Where:

nh = Stratified sampling

Nh = Total sample size

N = Entire population

n = Population of subgroups

Table 1. Distribution of the Respondents

GRADE LEVEL	NUMBER OF PARTICIPANTS	PERCENTAGE
Grade 7	26	26%
Grade 8	24	24%
Grade 9	27	27%
Grade 10	23	23%
TOTAL	100	100%

### **DATA GATHERING PROCEDURE**

The researchers conducted a survey-questionnaire as a tool for gathering data for the study. Three sections made up the survey-questionnaire that was used in this study. The first section determined the demographic profile of the Junior High School students in terms of gender, age, grade level, and parents' employment status. The second section identified the parenting styles used by the parents in raising their children. Lastly, the third section identified the traits of the students in terms of being honest, self-disciplined, confident, and respectful.

The initial step was to request permission from the principal, teachers, and respondents at the Junior High School level, develop the research questionnaire, and determine the sample size through a stratified random technique. With the respondent's agreement, the researcher explained the study's objective and asked them to answer the survey-questionnaire. The researchers then complied and examined the findings. Also, once the researchers had collected all the data, it was

be processed, interpreted, and reviewed using tables with the assistance of the members.

Table 2. Rating Scale for Authoritative Parenting Style

SCALE	MEAN RANGE	VERBAL DESCRIPTION	VERBAL INTERPRETATION
5	4.20-5.00	Always	Parents are involved in fostering their child's traits at all times.
4	3.40-4.19	Very Often	Parents are frequently involved in fostering their child's traits.
3	2.60-3.39	Sometimes	Parents are sometimes involved in fostering their child's traits.
2	1.80-2.59	Rarely	Parents are rarely involved in fostering their child's traits.
1	1.00-1.79	Never	Parents are never involved in fostering their child's traits.

Table 3. Rating Scale for Authoritarian Parenting Style

SCALE	MEAN RANGE	VERBAL DESCRIPTION	VERBAL INTERPRETATION
5	4.20-5.00	Always	Parents are involved in fostering their child's traits at all times.
4	3.40-4.19	Very Often	Parents are frequently involved in fostering their child's traits.
3	2.60-3.39	Sometimes	Parents are sometimes involved in fostering their child's traits.
2	1.80-2.59	Rarely	Parents are rarely involved in fostering their child's traits.
1	1.00-1.79	Never	Parents are never involved in fostering their child's traits.

Table 4. Rating Scale for Permissive Parenting Style

SCALE	MEAN RANGE	VERBAL DESCRIPTION	VERBAL INTERPRETATION
5	4.20-5.00	Always	Parents are involved in fostering their child's traits at all times.
4	3.40-4.19	Very Often	Parents are frequently involved in fostering their child's traits.

3	2.60-3.39	Sometimes	Parents are sometimes involved in fostering their child's traits.
2	1.80-2.59	Rarely	Parents are rarely involved in fostering their child's traits.
1	1.00-1.79	Never	Parents are never involved in fostering their child's traits.

Table 5. Rating Scale for Uninvolved Parenting Style

SCALE	MEAN RANGE	VERBAL DESCRIPTION	VERBAL INTERPRETATION
5	4.20-5.00	Always	Parents are never involved in fostering their child's traits.
4	3.40-4.19	Very Often	Parents are rarely involved in fostering their child's traits.
3	2.60-3.39	Sometimes	Parents are sometimes involved in fostering their child's traits.
2	1.80-2.59	Rarely	Parents are frequently involved in fostering their child's traits.
1	1.00-1.79	Never	Parents are involved in fostering their child's traits at all times.

Table 6. Rating Scale for Students' Traits

SCALE	MEAN RANGE	VERBAL DESCRIPTION	VERBAL INTERPRETATION
5	4.20-5.00	Always	The students show positive traits at all times.
4	3.40-4.19	Very Often	The students frequently show positive traits.
3	2.60-3.39	Sometimes	The students sometimes show positive traits.
2	1.80-2.59	Rarely	The students rarely show positive traits.
1	1.00-1.79	Never	The students never show positive traits.

## DATA ANALYSIS SCHEME

The data collected in this study will be analyzed using Microsoft Excel and p-value calculators. Frequency counts and percentages were used to analyze the distribution of samples among the variables being investigated.

Weighted mean was used to describe effects of parental involvement on Junior High School students' traits.

The formula for the weighted mean is as follows:

$$WM = (\sum FW)/N$$

Where:

WM = Weighted mean

$\Sigma$  = Summation symbol

F = Frequency for each option

W = Assigned weighted mean

N = Total number of frequencies

To interpret the weighted mean, the Likert scale will be used:

Table 7. Rating Scale for Authoritative Parenting Style

MEAN RANGE	VERBAL DESCRIPTION
4.20-5.00	Always
3.40-4.19	Very Often
2.60-3.39	Sometimes
1.80-2.59	Rarely

1.00-1.79 Never

Table 8. Rating Scale for Authoritarian Parenting Style

MEAN RANGE	VERBAL DESCRIPTION
4.20-5.00	Always
3.40-4.19	Very Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Table 9. Rating Scale for Permissive Parenting Style

MEAN RANGE	VERBAL DESCRIPTION
4.20-5.00	Always
3.40-4.19	Very Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Table 10. Rating Scale for Uninvolved Parenting Style

MEAN RANGE	VERBAL DESCRIPTION
4.20-5.00	Always
3.40-4.19	Very Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Table 11. Rating Scale for Students' Traits

MEAN RANGE	VERBAL DESCRIPTION
4.20-5.00	Always
3.40-4.19	Very Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

The Pearson r will be used to assess the significant relationship between parental involvement and the students' traits, as well as the significant relationship between each parenting style and the traits displayed by the Junior High School students in School of Mount St. Mary, Inc.

The formula for the Pearson r is as follows:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

N = Number of pairs

$\Sigma$  = Summation symbol

x = score for the first variable

y = score for the second variable

Table 12. Level of Correlation

SIZE OF CORRELATION	INTERPRETATION
0.90 to 1.00 (or -0.90 to - 1.00)	Very high positive (or negative) correlation
0.70 to 0.90 (or -0.70 to -0.90)	High positive (or negative) correlation
0.50 to 0.70 (or -0.50 to -0.70)	Moderate positive (or negative) correlation
0.30 to 0.50 (or -0.30 to -0.50)	Low positive (or negative) correlation
0.00 to 0.30 (or -0.00 to -0.30)	Very low positive (or negative) correlation/Negligible correlation

Table 13. Significance Level

SIGNIFICANCE LEVEL	INTERPRETATION
$p > 0.05$	Reject Null Hypothesis
$p \leq 0.05$	Failed to Reject Null Hypothesis

## RESULTS AND DISCUSSIONS

This chapter presented the analysis and interpretation of data gathered.

Table 14. Distribution of the Respondents According to their Gender

GENDER	FREQUENCY	PERCENTAGE
Male	45	45%
Female	55	55%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Table 14 provided the distribution of the respondents according to sex. 45% of the respondents with the gender of male answered the questionnaire, and 55% from the gender of female. The findings implied that the majority of the respondents are female.

The study showed that parental involvement in Junior High School students' traits varies based on their gender. The findings could be used to promote greater parental involvement in the education and growth of female students, who may derive more significant benefits from such engagement than their male counterparts. Furthermore, the results indicated that parents may raise their children differently depending on their gender. It must be remembered, however, that every child is unique, and parental involvement should be customized to address their individual requirements, regardless of their gender. It is important to recognize that every child is different, and parental involvement should be tailored to meet their individual needs.

Table 15. Distribution of the Respondents According to their Age

AGE	NUMBER OF PARTICIPANTS	PERCENTAGE
11 years old	0	0%
12 years old	23	23%
13 years old	17	17%
14 years old	28	28%
15 years old	26	26%
16 years old	6	6%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Table 15 showed the distribution of the respondents according to age. 28 or 28% of the respondents have the age of 14 who answered the questionnaire, 26 or 26% of the respondents came from the age of 15, 23 or 23% of the respondents came from the age of 12, 17 or 17% of the respondents came from the age of 13 years old, 6 or 6% of the respondents came from the age of 16, and 0 or 0% of the respondents came from the age of 11.



Based on Table 15, the majority of the respondents who answered the questionnaire were 14 years old. This showed that parental involvement in Junior High School students' traits can be more relevant to students in this age group. However, it is important to note that the parental involvement remains a critical factor in shaping students' traits and behavior across all age groups. These findings highlighted the important role that parents can play in their children's development, emphasizing the need for continuous and thoughtful parental involvement throughout their children's education and traits. The study also pointed out that the level and type of parental involvement may vary depending on the student's age. Overall, the study emphasized the importance of parental involvement in promoting the maturity and development of Junior High School

students. By working together with parents, schools can create an environment that fosters positive behavior and growth, helping students to navigate challenges and prepare for success both inside and outside of the classroom.

**Table 16. Distribution of the Respondents According to their Grade Level**

GRADE LEVEL	NUMBER OF PARTICIPANTS	PERCENTAGE
Grade 7	26	26%
Grade 8	24	24%
Grade 9	27	27%
Grade 10	23	23%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Table 16 presented the distribution of respondents according to their grade level. 27 or 27% of the respondents came from Grade 9, 26 or 26% were from Grade 7, 24 or 24% were from Grade 8, and 23 or 23% came from Grade 10.

The data implied that the majority of the respondents were from Grade 9. t

Therefore, it is possible that there may be a greater impact of parental involvement on the traits of students from this grade level. It is important to note that parental involvement can have a significant impact on various aspects of a student's life, including their academic performance, behavior, and attitude towards school. Therefore, parents should strive to remain actively involved in their children's education, regardless of their grade level, to help them succeed both academically and personally.

**Table 17. Distribution of the Respondents According to their Parents' Employment Status**

EMPLOYMENT STATUS	FREQUENCY	PERCENTAGE
Employed	93	93%
Unemployed	7	7%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Table 17 provided that 93% of the respondents' parents are employed, while 7% of their parents are unemployed. It implies that most of the respondents' parents are employed.

The data showed that parental involvement in terms of parents' employment status has an impact on shaping their child's traits. Working parents may have less time and energy to devote to their children's education and extracurricular activities, which could potentially have an impact on their children's academic performance and personal development. However, it is also important to recognize that working parents can still play an active role in their children's lives and education, even if their schedules are busy. The data also indicated that parents with higher levels of education or income may be better equipped to provide their children with additional resources, opportunities, and support that could positively influence their traits. By prioritizing communication and setting aside dedicated time for their children, working parents can still provide the support and guidance their children need to succeed in school and beyond. In conclusion, while the parents' employment status is a factor to consider, it should not stop parents from remaining involved in their children's behavior and education and providing the necessary support for their success.

**Table 18. Distribution of the Respondents According to their Parents' Working Hours (if employed)**

WORKING HOURS	FREQUENCY	PERCENTAGE
4-6 hours	24	25.81%
7-9 hours	42	45.16%
10-12 hours	27	29.03%
<b>TOTAL</b>	<b>93</b>	<b>100%</b>

Table 18 showed the distribution of junior high school students' parents' working hours. 42 or 45.16% of the parents work 7-9 hours, 27 or 29.03% work 10-12 hours, and 25.81% work 4-6 hours. It implies that the working hours of the respondents' parents are mostly from 7-9 hours.

The data gathered stated that many junior high school students may have parents who are busy with work and may have less time and energy to devote to their children's education and extracurricular activities. However, as mentioned earlier, it is important to recognize that working parents can still play an active role in their children's lives and education, even if their schedules are busy. By prioritizing communication and setting aside dedicated time for their children, parents can still provide the necessary support for their children's success, regardless of their working hours. It is worth remembering that parents with higher levels of education or income may be better equipped to provide additional resources and support for their children, which could positively influence their traits. Overall, while the working hours of parents can affect their involvement in their children's education, it should not discourage them from providing the necessary guidance and support for their children's academic and personal development.

**Table 19. Authoritative Parenting Style**

Statements	Weighted Mean	Verbal Description	Verbal Interpretation
1. My parents participate when it comes to my schoolwork or activities.	3.25	Sometimes	Parents are sometimes involved in fostering their child's traits.
2. My parents are putting effort in correcting my behavior.	4.42	Always	Parents are involved in fostering their child's traits at all times.
3. My parents supported and comforted me when I am going through a difficult time.	3.44	Very Often	Parents are frequently involved in fostering their child's traits.
4. My parents were open to have conversations with me.	3.50	Very Often	Parents are frequently involved in fostering their child's traits.
5. My parents prioritize my emotional and mental health over my academic performance.	3.53	Very Often	Parents are frequently involved in fostering their child's traits.
<b>Average Weighted Mean</b>	<b>3.63</b>	<b>Very Often</b>	<b>Parents are frequently involved in fostering their child's traits.</b>

*Legend: 4.20 – 5.00: A 3.40 – 4.19: VO 2.60 – 3.39: 1.80 – 2.59: R 1.00 – 1.79: N*

Table 19 provided that statement number 2 "My parents are putting effort in correcting my behavior," has the highest weighted mean of 4.42, which shows that the parents are involved in fostering their child's traits at all times with the verbal interpretation of 'Always.' Meanwhile, statement number 1, "My parents participate when it comes to my schoolwork or activities," has the lowest weighted mean of 3.25 with the verbal interpretation of 'Sometimes,' meaning that the parents are sometimes involved in fostering their child's traits. This implies that parental involvement in terms of Authoritative Parenting Style, which has an average weighted mean of 3.63 with the verbal interpretation of 'Very Often,' has an equivalent verbal interpretation of "parents are frequently involved in fostering their child's traits."

The findings indicated that parents, by being actively involved in correcting their child's behavior and occasionally participating in schoolwork or activities, are navigating the traits of the students in balance. This authoritative parenting style is associated with positive outcomes in children, contributing to their social, emotional, and academic well-being. The findings signified that on average, parents consistently nurture their child's traits with a regular and on-going commitment. This emphasized the enduring and repetitive nature of parental involvement in different aspects of their child's development. The connection of the result in the study showed how parents consistently help shape their child's behavior. Overall, it suggests that parents very often play a role in nurturing their child's traits in Authoritative Parenting Style.

## SUMMARY OF RESULTS

Based on the analysis of the data, the following findings are enumerated:

The data gathered from the research questionnaire had a total of 45% male and 55% female respondents. The majority of the respondents were 14 and 15 years old, followed by 12, 13, and 16 years old. The respondents were distributed across different grade levels, with Grade 9 having the highest percentage of respondents. The majority of the parents of the respondents were employed, with most working 7-9 hours a day.

According to the results, parents who practiced authoritative parenting style were frequently involved in fostering their children's traits. However, parents who practiced authoritarian and permissive parenting styles were sometimes involved in fostering their children's traits, whereas parents who adopted the uninvolved parenting style were found to be frequently involved in fostering their children's traits.

The research also revealed that the students frequently displayed positive traits of honesty and self-discipline, followed by respect and confidence. Parents'

working hours affected students' honesty and self-discipline, whereas the authoritative parenting style affected students' honesty, self-discipline, and confidence. The authoritarian parenting style was found to affect students' self-discipline, while the permissive parenting style affected all four traits. The uninvolved parenting style did not affect any of the students' traits. Overall, the study found that the different parenting styles had varying effects on the traits of junior high school students.

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## CONCLUSION

On the basis of the significant findings of the study, it is therefore concluded that:

The study analyzed the relationship between parental involvement and junior high school students' behavioral traits. Honesty, self-discipline, and confidence were frequently rated positively, and respect was always positively rated. The null hypothesis was rejected for working hours and honesty and self-discipline, authoritarian parenting and self-discipline, and permissive parenting for all traits. The null hypothesis was not rejected for uninvolved parenting and all traits. The study shows the increasing awareness of the importance of parental involvement in fostering positive traits in junior high school students based on these findings.

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## RECOMMENDATION

1. The researcher recommends that school administrators, parents, and teachers must create a strong connection between home and school to increase the child's sense of belonging. Parents must be involved in their children's traits to enhance and develop cognitive and social skills, leading to positive traits.
2. Education-related or similar studies may be conducted, which can be used as a reference that also tackles the different effects of parental involvement on students' traits.
3. The researchers recommend that future researchers further investigate other students' traits other than honesty, self-discipline, confidence, and respect.
4. The researchers recommend that future researchers conduct a study on elementary students regarding the effects of parental involvement on children's well-being.

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