

PARENTING STYLES OF MOTHERS AND STUDY HABITS OF HIGH SCHOOL STUDENTS: BASES FOR IMPROVING THE ACADEMIC PERFORMANCE AMONG STUDENTS

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Abstract

The study explored the parenting styles of mothers and study habits of students as bases for improving students' academic performance. A total of 244 students enrolled in the Junior High School of the K to 12 Curriculum together with their mothers served as the respondents. The researcher developed the main gathering instruments employed in the investigation and experts validated the content to measure the parenting styles of mothers, the study habits of students, and other pertinent variables used. The four types of parenting styles of mothers were correlated to their profile and to the four indicators of study habits of students which include making of a study schedule, studying in an appropriate condition, equipping study area with supplies and materials, and preparing oneself for independent learning.

The salient findings revealed that a great majority of the mothers practiced the educating form of parenting style to their children. It came out further that neglecting as other form of parenting style has inverse significant relationship to the students' study habits. On the other hand, the study habits of the students are interpreted as fair. To improve the study habits of students, it is important for teaching personnel and guidance staff to execute their equal share in the promotion of sound and auspicious study habits of the students. Moreover, the relationship between the school and family relative to the academic development of the students should be further strengthened through the programs of the Parents-Teachers Association.

Keywords: parenting styles, study habits, academic performance

Introduction

The family is the smallest and oldest unit of the society which is significant in the development of humanity across societies. The home primarily gives shape to the formative years of the children where parents serve as their first teachers. Hence, the elders have always stressed the value and connection between the future of the children and the kind of upbringing brought about by their parents.

Undeniably, the role of parents is integral to the future of the children. Responsible parenthood is highly needed which entails the duties of providing a loving home, educating the children, preparing them to become independent individuals, guiding them to find suitable professions congruent to their competencies, and providing avenues for religious and value formation.

Nowadays, several families are becoming dysfunctional and are characterized as pathological which lead to the assumption that parenting at home is a failure. It is for this reason that the researcher wishes to conduct a study entitled parenting styles of mothers and study habits of high school students.

In school, it is evident that there are students who are observed by homeroom advisers and subject teachers to be truant, mischievous, quarrelsome, tardy, and rampantly violating some provisions of the Code of Conduct and Discipline. Thus, several of them have been referred to the guidance office for counseling. Their behavioral manifestations could be possibly a reflection of the kind of parenting styles being practiced by mothers at home.

On the other hand, the parenting styles being practiced mostly by mothers at home can affect the study habits and academic performance of their children. Subsequently, as Manzano, et al. (2014) emphasized that at times, a student's study habits are affected by their environment and even themselves. Their parents, friends, classmates, teachers, and the character traits they have are fundamental in the formation of their study habits which are closely linked to their achievement in school.

Along this premise, the focus of this study is not the involvement of fathers in parenting their children. This is so because mothers are predominantly and customarily the ones managing the internal affairs of the family including the rearing of the children.

The findings of the study may be of great help to homeroom advisers and subject teachers as surrogate parents in school and to understand better the students as regards their behavior and overall performance. This may also be an input for the guidance services to design programs to supplement through counseling the things parents tend to overlook. Further, results of the study may serve as baseline information for school administrators to improve the academic performance among students and at the same time to strengthen the Parents-Teachers Association helping one another to respond to the diverse needs and concerns of the students.

Objectives of the Study

The study examined the parenting styles of mothers and study habits of the Junior High School students who enrolled in the Laboratory Schools of the University of Northern Philippines. Specifically, the study sought to:

1. determine the profile of the mother-respondents such as age, number of children, religion, educational attainment, occupation, place of work, monthly income, marital status, type of family based on composition, norms of authority, and personality;
2. determine the parenting styles of mothers and study habits of students;
3. find out the relationship between the parenting styles of mothers and their profile, relationship between the profile of the mothers and study habits of the students, and the relationship between parenting styles of mothers and study habits of students; and
4. determine the common problems encountered by students at home.

Review of Literature and Studies

Parenting style, according to Hurlock (1982), is a discipline style which refers to the manner by which parents educate and train their children and bring them under control through proper conduct or action. She classified parenting style as authoritarian, authoritative, permissive, and neglectful. The present study made use of different terms to capture the idea of parenting styles explicitly as educating, nurturing, neglecting, and disappearing. These parenting styles are explained in the following premises:

Educating type of parenting style is characterized by the manner in which mothers guide, motivate and supervise children in their academic development so that they will be able to achieve their future goals and aspirations. Nurturing type describes mothers on how they manifest their full support and involvement in the holistic transformation of their children in which they may use their emotional understanding, tolerance, control, approval and apply their knowledge and skills in considering the individuality among their children by providing a more appropriate response to their diverse needs.

Neglecting type, on the other hand, poses on the limited nor slight concern and responsibility in the general welfare of the children by mothers, thus, putting more importance on their career, people, activities and other tasks based on their interests and hobbies. Meanwhile, disappearing type agrees with the absence of mothers' total commitment, accountability, and psychological touch towards their children and that they may resort to unhealthy self-concept and later on lead them to self-destruction.

Among the four major parenting styles, child development experts as cited by Hurlock (1982) have found that the authoritative parent is the most successful in raising academically strong and emotionally stable children. However, Lloyd (2016) argued that most parents do not fall conveniently into this or any other single type as they tend to be a combination of several styles. They suggests that they are able to adopt the best features of all parenting styles and use them when necessary. Further, Morin (2016) pointed out that uninvolved parents tend to be neglectful. They often do not meet their children's basic needs and expect children to raise themselves. They have little knowledge of what their children are doing. Children may not receive any nurturing or guidance and lack the much needed parental attention.

Your Dictionary (2017) defines study habits as behaviors used when preparing for tests or learning academic material. L'Hommedieu (2017) pronounced that successful students have good study habits in all of their classes. In contrast, she acclaimed also that a person who waits until the very last night before an examination and then stays up all night trying to cram the information into his head is a concrete example of someone with bad study habits.

The present study included the making of a study schedule, studying in an appropriate condition, equipping study area with supplies and materials, and preparing oneself for independent learning as indicators of study habits. With these indicators covered in the undertaking, other study skills that students might have would be more enhanced so that their learning will facilitate in the attainment of their academics success.

Villar (2007) commented that family life has changed. A survey was done by an ad agency (Hermida, 1997) which revealed the alarming situation of the youth today that about 42 percent of them live with just one parent or with foster parents. This irregularity, later on, resulted in the deprivation of adolescents from the first-hand experiences and guidance from real parents, the traditional role models.

Moreover, the situation of children may be similar to other children whose parents are too busy to pay attention to them. These are the parents who may be too preoccupied with their jobs, recreation, friends, and vices. They have become so inaccessible to their children that they become unaware of their activities. Without the proper supervision of the parents, these children often turn to the wrong crowd and engage themselves in counterproductive and destructive peer movements (Villar, 2008).

In the past, the home was a place of refuge and a source of strength where the physical, intellectual, emotional, social and spiritual needs of children are initially met and nurtured. That is why, the Comprehensive Policy for the Protection of Children's Rights through Parental Responsibility emphasizes in Section 9 the duties of parents which are the following: to provide the child with proper education in accordance with the means of the family including monitoring his attendance and performance in school, to attend parent-teacher conferences when required and to supervise his activities in and outside the house including his engagements with other youth.

Considering the fundamental responsibility of parents towards the education of their children, the latter are expected to take their roles as students in the school. According to Loveless (2018), the key to becoming an effective student is learning how to study smarter not harder. Setting an hour or two of studying a day is usually sufficient to make it through high school with satisfactory grades. Likewise, Aquino (2009) claimed that the efficient use of time is related to goal setting and it requires managing time that calls for self-control and self-discipline.

The following are the top 10 study habits suggested by Loveless (2018) that can be employed by highly successful students namely: a) avoid cramming all studying into one session, b) plan when going to study, c) study at the same time, d) each study time should have a specific goal, e) never procrastinate the planned study session, f) start with the most difficult subject first, g) always review notes before starting an assignment, h) make sure that there are no distractions while studying, i) use study groups effectively, and j) review notes, schoolwork and other class materials over the weekend.

In addition, Weems (2017) recommended some other tips for effective study habits to be used by college students which are: a) eliminate lifestyle distractions, b) schedule study time, c) organize class materials, d) take every extra opportunity to study, e) study with a group or partner, and f) do not be afraid to reach out tutors, professors and classmates.

The abovementioned tips given by Loveless (2018) and Weems (2017) can remarkably improve the study habits of the students and affect positively in their overall academic performance.

Conceptual Framework

To have a clearer understanding of the study, the following paradigm is presented.

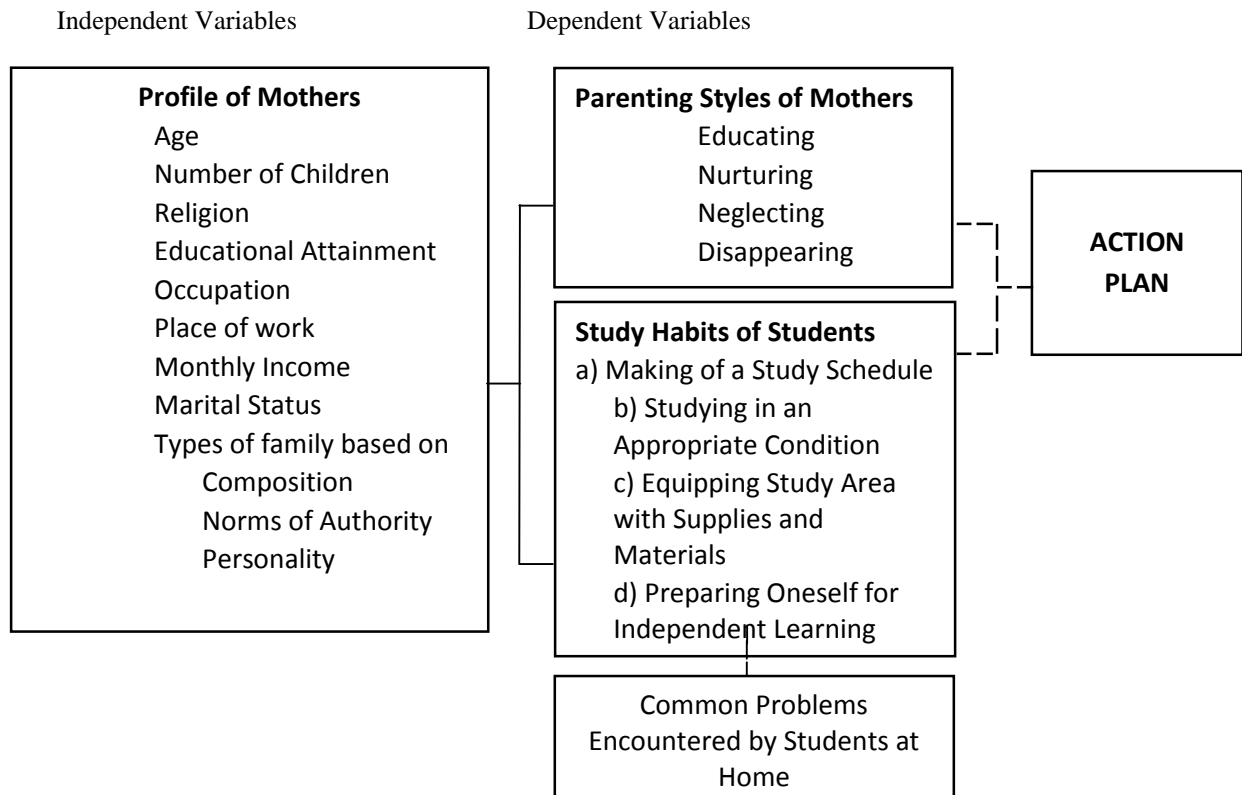


Figure 1. The Research Paradigm

The research paradigm presents the variables considered in the study. The illustration shows that the profile of mothers is significantly related to their parenting styles and study habits of their children. Likewise, the parenting styles of mothers could affect the study habits of the students and the common problems encountered by students at home can be determined.

Methodology

The study made use of a descriptive correlational method of research with a questionnaire as the main tool in gathering the pertinent data.

The respondents of the research were primarily the 244 mothers whose children were enrolled in the Junior High School of the Laboratory Schools of the University of Northern Philippines under the K to 12 Curriculum Program of the Department of Education during the School Year 2014-2015. These mothers had 75 student-children

in Grade VII, 97 in Grade VIII and 72 in Grade IX respectively. A survey was conducted with the assistance of the homeroom advisers to help the researcher determine the mothers of the students who are still alive.

The main tool used in gathering the data was a questionnaire which was developed by the researcher and content validated by experts. The instrument has a validity index of 4.75 which means that said tool is suited to the objectives of the study.

There were three sets of questionnaires and a checklist prepared for the study. The first elicited the profile of the mother-respondents; the second determined the parenting styles of the mothers; the third, measured the study habits of the students, and the fourth was a checklist that gathered the common problems encountered by the students at home.

Prior to the administration of the questionnaires, the researcher requested the homeroom advisers to help in the undertaking and personally gathered the necessary information from all the respondents to ensure perfect retrieval of the questionnaires.

The study made use of the following statistical tools in treating the gathered data: a) frequency counts and percentage to determine the profile of the mothers, type of family based on composition, norms of authority and family personality and parenting styles of mothers; b) mean to determine the level of study habits of students; c) correlation coefficients to determine the relationship between the parenting styles and profile of the mothers, relationship between the profile of the mothers and study habits of the students; and relationship between the parenting styles of mothers and study habits of students; and d) ranking to determine the most common problems encountered by the students at home.

Results and Discussions

The Profile of the Mother-Respondents

As drawn from Table 1, of the 244 mother-respondents, a marked percentage (72 or 29.50%) are aged 35-39 years old while five (2.00%) are aged 55 years and above. Majority (192 or 78.70%) have 1-3 children in the family, and a negligible number (4 or 1.60%) have 7-9 children.

A great majority (207 or 84.80%) of mother-respondents are Roman Catholics, and only 37 (15.20%) are non-Catholics. Out of 244 mother-respondents, 174 (71.30%) are Bachelor's degree holders with units in the master's programs while two (0.80%) have finished their doctorate studies.

Table 1. Profile of the Mother-Respondents

Age	f	%
55 and above	5	2.00
50-54	23	9.40
45-49	40	16.40
40-44	60	24.60
35-39	72	29.50
30-34	44	18.00
Total	244	100.00
Number of Children		
7-9	4	1.60
4-6	48	19.70
1-3	192	78.70
Total	244	100.00

Religion		
Catholic	207	84.80
Non-Catholic	37	15.20
Total	244	100.00
Educational Attainment		
Some Years in Elementary	3	1.20
Elementary Graduate	3	1.20
Some Years in High School	5	2.00
High School Graduate	4	1.60
College Graduate	8	3.30
Bachelor's Degree with Master's Units	174	71.30
Master's Graduate	21	8.60
MA Graduate with Doctoral Units	20	8.20
Post Baccalaureate Degree (MD, Dentist, LLB)	4	1.60
Ed.D / DPA / DBA Graduate	2	0.80
Total	244	100.00
Occupation		
Business Related Work	50	20.50
Health Related Work	11	4.50
Teaching Related Work	27	11.10
Engineering Related Work	3	1.20
Clerical Related Work	25	10.20
Housekeeping Related Work	123	50.40
Others	5	2.00
Total	244	100.00
Place of Work		
At home	100	41.00
In the Barangay	17	7.00
In the Town	18	7.40
In the City	13	5.30
In the Province	4	1.60
In the Region	57	23.40
Abroad	35	14.30
Total	244	100.00

Continuation of Table 1	f	%
Monthly Income		
Php 5,000 and below	116	47.50
Php5,001-10,000	35	14.30
Php 10,001-20,000	46	18.90
Php 20,001-30,000	26	10.70
Php30,001-40,000	9	3.70
Php40,001 and above	12	4.90
Total	244	100.00

Marital Status		
Live-in	9	3.70
Single Parent	11	4.50
Married (intact)	214	87.70
Widow	9	3.70
Separated	1	0.40
Total	244	100.00
Type of Family based on Composition		
Extended	122	50.00
Nuclear	122	50.00
Total	244	100.00

Majority (123 or 50.40%) of the mothers work in housekeeping services while three (1.20%) chose to be employed in engineering related profession. Meanwhile, most (100 or 41.00%) stay at home, and there are four (1.60%) work within their province.

Less than half (116 or 47.50%) receive a monthly salary of Php5, 000.00 and below, while nine (3.70%) have Php30, 000.00 – Php 40,000.00 per month. A great majority (214 or 87.70%) have intact marriage, and one (0.40%) is separated. There is an equal number of respondents who belong to the nuclear family (122 or 50.00%) and extended family (122 or 50.00%).

Continuation of Table 1	f	%
Type of Family based on Norms of Authority		
Patriarch	14	5.70
Matriarchal	20	8.20
Egalitarian	145	59.40
Aggregate	65	26.60
Total	244	100.00
Type of Family Personality		
Chaotic	1	0.40
Bonding	60	24.60
Protecting	137	56.20
Ruling	41	16.70
Symbiotic	5	2.00
Total	244	100.00

Also, majority of the mother-respondents (145 or 59.40%) exercise an egalitarian norm of authority in the family, and the least (14 or 5.70%) use patriarchal form. Further, majority (137 or 56.20%) demonstrated a protective type of family while the least (1 or 0.40%) manifesting a chaotic type.

The Parenting Styles of Mothers

Table 2 presents the parenting styles of the mother-respondents.

Table 2. The Parenting Styles of Mother-Respondents

Components of Parenting Styles	f	%
Educating	172	70.50
Nurturing	66	27.00
Neglecting	1	0.40

Disappearing	5	2.00
Total	244	100.00

The table shows that a great majority of the mother-respondents (172 or 70.50%) use the educating style of parenting to their children. Mothers in this form of parenting style “help their children in their educational concerns,” “supervise them when doing their assignments and projects at home,” “encourage them to study their lesson very well,” “remind them to prioritize their schooling,” “praise them when they have good grades,” “motivate them to concentrate on their educational activities,” “attend meetings in the school when needed,” “extends both financial and moral supports in their studies,” “provide all their other needs in school,” and “believe that their children can do many things in their curricular and co-curricular activities.”

The said result conforms to the idea of authoritative parenting as noted by Lloyd (2016) that this style practiced by parents produces children who tend to be academically strong and emotionally stable. This explains further that mothers in the study are much committed to their responsibility towards the academic pursuit of their children.

A further look in the table shows that there is only one (0.40%) student whose mother utilizes a neglecting style of parenting. In this situation, mothers are noted to avoid the following realities in dealing with their children such as “forget to buy things they need in school,” “take their career or work more important than their children,” “refuse to understand them though children tried to explain their side,” “have more time with friends than their children,” “not so much concerned with their problem in school,” “ignore the invitation of the school that concerns them,” “avoid commenting on their siblings in times of misunderstanding,” “escape from their responsibility at home since they have maid who can work for them,” “disregard the participation of the children when making a decision that pertains their family,” and “leave the house without giving information where they are going.”

The findings suggest that almost all mothers tend to be responsible and accountable for the educational development of their children. This further shows that uninvolved parenting is considered as the rarest subsidiary style being practiced by mothers in the study and defined by Morin (2016) as neglectful.

The Study Habits of Students

The study habits as a whole of the student-respondents is at fair in level as justified by the mean rating of 3.21. The finding implies that students must work hard for the development of a more stable and operative study habits of their own.

The study habits of the students can be further improved by adhering to the top 10 study habits employed by highly successful students as suggested by Loveless (2018), to wit: a) avoid cramming, b) plan when going to study, c) study at the same time, d) each study time should have a specific goal, e) never procrastinate the planned study session, f) start with the most difficult subject, g) always review notes before starting an assignment, h) make sure that there are no distractions when studying, i) use study groups effectively, and j) review notes, schoolwork and other class materials over the weekend.

a. On Making of a Study Schedule

Taken singly, making of a study schedule has an overall mean rating of 3.07 which is described as fair in level. The finding explicates that students must be serious in developing the study habits and maintaining them by heart. It is further advised that students make a habit of studying regularly at night.

Item 4 “I only review my lesson when I have a test” obtained the highest mean rating of 3.29 which is sometimes done by the respondents. Item 3 “I make my project a day or two days before the date of submission” had the lowest mean rating of 2.92 which is also sometimes done by them.

b. On Studying in an Appropriate Condition

Studying in an appropriate condition has an overall mean rating of 2.90 which is interpreted as fair. The result shows that students have a disorganized way of studying which is reflective of their behaviors such as irresponsible, unsystematic, and perhaps not focused on their academic undertaking as observed by school teachers. These demeanors need to be replaced by positive attitudes to promote wholesome study habits. The result of the

study is reinforced by the idea of Aquino (2009) when she said that efficient use of time is related to goal setting and it requires managing time that calls for self-control and self-discipline.

Further, to enhance more on this indicator, the students may follow the tips of effective study habits as suggested by Weems (2017) that students must treat studying like any other class. Additionally, they have to pick a specific location that is quiet and peaceful and free themselves from distractions like using technology to have more concentration while studying.

Item 5 “I have a regular and convenient place to study at home” yielded the highest mean rating of 3.60 which is often acknowledged by the students. Item 2 “I would rather sleep than reviewing my lesson” ($x=2.53$) is rarely accepted by them.

c. Equipping Study Area with Supplies and Materials

Equipping study area with supplies and materials has an overall mean rating of 3.74 which is at high level. The finding stresses that students have adequate things needed in their studies as provided by the parents. The result further validates that parents adhere to their duty as stipulated in the Comprehensive Policy for the Protection of Children’s Rights through Parental Responsibility, particularly in Section 9 which is to provide the child the proper education in accordance by the means of the family.

Item 5 “I have adequate paper, bond paper, folder and other supplies needed in making my assignments and projects” received the greatest mean rating of 3.94 which is often admitted by students, whereas Item 3 “I have electronic gadgets that facilitate my studies” had the lowest mean rating of 3.59 which is also disclosed often by the respondents.

d. Preparing Oneself for Independent Learning

Preparing oneself for independent learning is at fair level as evidenced by the overall mean rating of 3.12. The finding suggest the need for the students to exert more effort to improve their learning capabilities, study strategies, and identify their personal skills needed to succeed in their educational quest.

To develop more on this aspect, the students must freely follow alternative tips as proposed by Loveless (2018) like the use of study groups wisely and study with a group or partner as seconded by Weems (2018) which somehow can help them favorably.

Item 5 “I have my own way of studying my lessons effectively and productively” yielded the largest mean rating of 3.54 which is often practiced by the respondents. Also, Item 1 “I need somebody to help me make my projects/assignments” had the lowest mean rating of 2.73 which is **sometimes** experienced by them.

The Relationship between the Parenting Styles of Mothers and their Profile

With all the variables used in the investigation, it was found out that monthly income (0.119*) and place of work (0.129*) have a significant relationship with the parenting styles of the mothers.

The finding suggests that mothers with lower monthly income and who work at home tend to have better parenting styles because these mothers have higher motivation for their children’s future. Moreover, they can follow up better the studies of their children for they have more time to monitor them since they stay at home most of the time.

The Relationship between Study Habits of Students and Profile of their Mothers

The study reveals that making of a study schedule and preparing oneself for independent learning as components of study habits do not have any significant relationship to all the variables of the mothers’ profile.

However, studying in an appropriate condition (-.126*) has inverse significant relationship to the monthly income of mothers. In addition, studying in an appropriate condition is meaningfully related to family personality (.210**). This means that students who have lower level of study habits along the above mentioned component tend to have mothers who are more protective and conscientious in guiding their academic undertaking. This further clarifies that mothers strongly prohibit their children from watching television and texting to anyone while studying their lessons.

Moreover, equipping study area with supplies and materials is very significantly related to the number of children (.205**), occupation (.160*) and type of family based on norms of authority (.172**). The finding emphasizes that the less number of children, the mothers can provide more adequate supplies and materials for the education of their children. Further, the more mothers become business minded, the more they are aware of the things their children needed in school. Also, the more mothers become egalitarians, the more they tend to be participative in their authority over their children.

As a whole, the study habits of the students is significantly related to the number of children (.137*), religion (.127*) and their type of family personality (.154*). The finding of the study expounds that the more mothers believe in their religious conviction, the more they can psychologically and spiritually help improve the schooling of their children. On the other hand, the more mothers become protective in bringing up their children, the more they can help heighten the study habits of their children confidently.

The Relationship between Study Habits of Students and Parenting Styles of their Mothers

With the four types of parenting styles of mothers, indicated in Table 2, the neglecting (-.175**) form is inversely related to the study habits of the students. This finding concludes that mothers are never neglectful in providing educational assistance to their children. Hence, they are very much supportive in discharging their maternal functions toward the academic endeavor of their children.

The Common Problems Encountered by Students at Home

As displayed in Table 3, the following top six are the most common problems encountered by the students in their homes:

Strict and protective parents ranks first (63.50%). The strictness or protectiveness of parents does not mean disrespecting the freedom of their children. It is only a gesture of giving security, love, and care towards them. However, children usually misunderstood this concern and feel unloved by the parents.

Jealousy among children ranks second (43.00%). Providing all the needs of the children at this digital age is even more expensive, and parents cannot equally please their offspring. In this situation, children usually feel jealous to one another especially so if parents have a low monthly income to support the whole family.

Laziness to help in the household chores ranks third (40.60%). With the several requirements being complied by the students in school, students tend to become indolent helping the internal tasks. If not, their time that they are supposed to spend for household chores is being sacrificed with their associates outside the home.

Financial problem ranks fourth (30.70%). This concern is evident as some students could not settle their accounts on time. They are in the basic public education, and they are exempted from paying their tuition fees. However, sometimes they have difficulty paying the miscellaneous collected by the school. This scenario is validated by the idea of Villar (2007) that financial difficulty is increasing and had confronted many Filipinos which causes instability among family members. Further, she said that insufficient funds can cause many quarrels between parents that disturb the child.

Strict rules and routines to be complied ranks fifth (29.50%). The problem is domestic in nature reflective on the kind of family orientation the students have at home. This has been felt for it is because of the increasing number of crimes everyday where parents have a feeling of fear for their children. Villar (1997) indicated that parents develop anticipatory anxieties that cause them to impose restrictions which some children cannot understand or find unwarranted.

Table 3. Common Problems Encountered by Students at Home

Common Problems of Children at Home	f	%	Rank
1. Broken family	27	11.10	13.5
2. Jobless father	16	6.60	20
3. Cruel parents	19	7.80	18.5
4. Busy Parents earning for a living	71	29.10	6.5
5. Parents have a lot of fights	40	16.40	12
6. Strict / protective parents	155	63.50	1
7. Vices of father	68	27.90	8
8. Lack of parental guidance	26	10.70	15
9. Lack of love and care of parents	24	9.80	16
10. Frequent quarreling between siblings	60	24.60	9
11. Jealousy among children	105	43.00	2
12. Strict rules and routines to be complied	72	29.50	5
13. Laziness to help in the household chores	99	40.60	3
14. Children lack freedom	71	29.10	6.5
15. Financial problem	75	30.70	4
16. Lack of communication among members	27	11.10	13.5
17. Presence of physical illness/diseases	23	9.40	17
18. Unwholesome family condition	19	7.80	18.5
19. Unequal treatment of children by parents	43	17.60	11
20. Lack of quality time for the children	51	20.90	10

Busy parents earning for a living and children lack freedom ranks sixth (29.10%). In order to meet both ends, parents are painstakingly busy earning a living for the family. Parents sometimes compromise the psychological needs of the children for the sake of economic activity and biological survival. At present, they are likewise being pressured with the high demand and expectations of their children's future education. Hence, they tend to be hard working as they engage in double and triple jobs if possible. With this, Villar (2007) added that more people seek greener pasture by striving to work abroad and work there.

Conclusions

Based on the aforementioned findings, the following conclusions were drawn:

1. Most of the mothers are 35-39 years old, and a great majority have 1-3 children, Roman Catholic and Bachelor's degree holders with MA units. Half of them are into housekeeping-related work; hence, a great number of them work at home and have Php5,000.00 and below monthly income. Also, a great majority are married and with intact family. Half of them have nuclear, and the other half have extended family. Majority use egalitarian norm of authority and maintain a protecting family personality.

2. A great majority of the mothers use the educating parenting style, and the study habits of the student-respondents is at fair level.

3. Study habits of students is significantly related to the number of children, religion, and type of family personality and is inversely related to neglecting as a parenting style of mothers.

4. Strict/protective parents, jealousy among children, laziness to help in the household chores, financial problem, strict rules and routines to be complied, busy parents earning for a living and children lack freedom are the top six most common problems encountered by students in their homes.

Brief Biography of the Author

Aurelia T. Vitamog, Ed.D., obtained her Master of Arts in Educational Management major in Guidance and her Doctor of Education major in Educational Administration from the University of Northern Philippines. She earned her undergraduate degree, Bachelor of Secondary Education major in Guidance and Social Sciences in the same university. She graduated with honors both in her undergraduate program (cumlaude) and in the post graduate studies (academic excellence). The author started her teaching career in the University of Northern Philippines in 1987 under the helm of the College of Teacher Education. She is currently the Principal of the Laboratory Schools.

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