Parenting Styles and Students' Character Development

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Abstract: One of the key factors for students' holistic character development is the parenting styles used by parents and guardians. This study investigates students' perceptions of how parenting styles influence their character development. The study utilized a descriptive-correlational quantitative design, surveying 118 Grade 10 students from St. John Berchmans High School Incorporated through stratified random sampling. The data were collected using a researcher-made survey questionnaire. Furthermore, findings revealed that (1) the majority of the respondents were female and lived with authoritative parents, (2) respondents perceived that parenting styles positively impact students' holistic character development, fostering growth across psychological, social, intellectual, physical, and spiritual domains, and (3) there are no significant differences between the perceived effects of parenting styles and the respondents' demographic profiles. These results underscore the essence of inclusive parenting in supporting students' holistic character development.

I. INTRODUCTION

Parenting styles significantly influence a child's development, shaping self-esteem, cognitive growth, emotional maturity, and other critical aspects. Children's perceptions of themselves and their world are deeply impacted by the ways their parents or guardians engage with them, provide guidance, and establish rules and boundaries [7][24]. Nurturing and supportive parenting styles are often associated with positive outcomes such as high self-esteem, academic success, social competence, well-mannered behavior and the like. On the other hand, harsh and strict parenting styles can lead to negative consequences, including anxiety, low self-esteem, academic struggles, depression, and difficulties forming healthy relationships [10][17].

As children grow and developed, they mature with a sense of competence, learning to navigate challenges independently. This foundation enables them to face adolescence and adulthood with confidence, make wise decisions, and form healthy relationships with others [24]. However, parenting can often be stressful, and such stress may influence parenting styles, potentially leading to behavior problems in children that persist into later life [22]. The interplay of parenting stress, parenting style, and child behavior warrants further investigation [30].

Parenting styles, defined as psychological frameworks for common child-rearing approaches, are not all equal. Each style—authoritarian, authoritative, permissive, and uninvolved—varies in its level of firmness, support, and control, significantly shaping children's development and self-concept [26]. Positive parenting fosters self-confidence, while inappropriate parenting can result in negative stigmas and self-perceptions.

Research has shown that family environments marked by neglect or indulgence are often linked to problematic behaviors, such as adolescent aggression, where violent tendencies are reinforced [2][9][20][29][30]. Given these observations, understanding the parenting styles perceived by students is crucial for promoting effective child-rearing practices. This study pursued to explore the effects of parenting styles on students' character development to address identified research gaps and yield all-inclusive insights into fostering positive growth.

II. STATEMENT OF THE PROBLEM

This study aims to explore students' perceptions of the effects of parenting styles on their character development.

Specifically, it seeks to answer the following questions:

What is the demographic profile of the respondents in terms of:
- Sex;
- Living Arrangement; and
- Experienced Parenting Style at Home

➢ How do parenting styles affect students' character development as perceived by the respondents?

➢ Is there a significant difference between the perceived effects of parenting styles and respondents' demographic profiles?

III. THEORETICAL FRAMEWORK

This study supports Diana Baumrind's Pillar Theory, developed in 1966, which examines children's behaviors in relation to varied parenting styles and pronounces the ways parents interrelate with their children. This theory is foundational to understanding how various parenting approaches—authoritative, authoritarian, permissive, and uninvolved—shape children's development. Baumrind defined parenting style as the attitudes parents hold toward child-rearing and the practices they employ to socialize their children.

In this theory, in addition, it presumes that parenting styles have impact on the children's character development. This means that student may possess a certain character depending on the style of the parent. That is, for instance, if the student is very dependent to the other people, this means that the parenting style used to that student could be authoritarian [29].

Moreover, according to a source [13], studies [4][5][6][20] consistently document the critical role of parental communication behaviors in shaping children's characteristics and abilities across different life domains. Similarly, a study [19] emphasized that Baumrind's theory underscores the importance of the family environment in a child's socialization process. Positive parent-child interactions, the transmission of family rules and values, and consistent support and guidance positively influence children's social adaptation, self-esteem, and confidence.

Thus, the Pillar Theory serves as a guiding framework for this study, as it provides a theoretical foundation for analyzing the effects of different parenting styles on students' character development.

IV. METHODOLOGY

The researchers utilize a quantitative research design with descriptive-correlational approach to recognize the effect of parenting styles on the students' character development. Using a Raosoft calculator, this study identified 118 samples out of 168 Grade 10 students from St. John Berchmans High School Incorporated.

Prior to the data collection, the researchers secured permission from the school principal. Upon approval, they proceeded to the registrar's office to obtain a copy of the Grade 10 population. To balance accessibility and practicality, stratified random sampling was employed to survey and collect data from the selected respondents using a researcher-made survey questionnaire.

This instrument underwent face, content, and construct validation, evaluated by three licensed professional teachers and a guidance associate with relevant expertise in the study's subject area. After validation, the researchers pilot tested the instrument from 15 respondents for its internal reliability with a Cronbach's Alpha of 0.952 (Excellent).

To attain the indicated research questions, the instrument collected the respondents' demographic profiles and responses about the possible effects of parenting styles on students' character development using a matrix type of questions with four-point Likert Scale. Therefore, the table below shows the mentioned scale interpretation:

Table 1. Four-Point Likert Scale Interpretation

Point	Mean Range	Interpretation
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

Lastly, this study's results were subjected to various statistical treatment tools: Frequency Distribution and Percentage for demographic profiles; Mean and Standard Deviation for summarizing responses; and Independent Sample T-test and Analysis of Variance (ANOVA) for comparing group difference.

V. RESULTS AND DISCUSSION

This study undertook systematic analysis and interpretation procedures when all data were gathered, scrutinized, and evaluated. Then, the results were methodically organized and presented in a tabular format.

A. Respondents' Demographic Profiles

➤ Sex

Table 2. Frequency Distribution of the Respondents
According Sex

Sex	Frequency	Percentage
Female	46	39
Male	72	61
Total	118	100

Table 2 shows the distribution of respondents' sex within the research sample, totaling 118 students. The data indicate a majority of female respondents, consisting of 61% of the total sample, while male respondents represent 39%.

Since the findings show that female is more dominant, this means that responses are more on feminist perspectives [15]. Also, this is similar to the identified studies [14] [27] which they stated that females are tend to participative and engaged respondents because in terms of survey, they are more active in providing responses.

With the findings and cited studies, the results and interpretations are more on the perspective of females than males. However, male responses were still be considered for it will be important factor to have a generalized interpretations and avoid any biases.

➤ Living Arrangement

Table 3. Frequency Distribution of the Respondents
According to Living Arrangement

Living Arrangement	Frequency	Percentage
Parents	95	80.5
Guardians	23	19.5
Total	118	100

The foregoing table reveals the respondents' information, whether they are living with their parents or guardians. Based on the data, 80.5% of the respondents are living with their parents. Meanwhile, 19.5% of the respondents are living with their guardians.

Most of the respondents are living with their parents. This means that stronger parental influence that might play an indispensable role in honing their character development, attitudes, and holistic growth compared those with guardians.

In the context of Philippines, one study [3] emphasized the vital role of parents in shaping their children's cognitive and emotional development. This underscores the essence of parental guidance in developing traits such as self-discipline, empathy, and social skills, where parents are actively involved in their children's life and education.

This said claim is aligned with Ecological System Theory by Bronfenbrenner [8]. He stated that environmental factors like family dynamics contribute (to a certain extent) to the individual's development. This suggests that parental influence play an essential role in shaping students' character development directly relates to one of the systems of the mentioned theory—Microsystem.

➤ Experienced Parenting Style at Home

Table 4. Frequency Distribution of the Respondents
According to Experienced Parenting Style (Home)

Parenting Styles	Frequency	Percentage
Authoritative	84	71.2
Authoritarian	20	16.9
Permissive	10	8.5
Neglect	1	0.8
Over-involvement	2	1.7
Helicopter	1	0.8
Total	118	100

Table 4 presents the frequency distribution of the respondents in terms of their experienced parenting style at home. The data reveals that the majority of the respondents experienced an authoritative parenting style, making up 71.2% of the population. Meanwhile, 16.9% of the respondents experienced an authoritarian parenting style, over-involvement parenting style is 1.7%, and finally, neglect and helicopter parenting styles have garnered 0.8% each.

With the said findings, it is highlighted that among the respondents, majority of them experienced a balanced guidance and support that positively effects to the character development which is Authoritative parenting style. While other parenting styles form a much smaller portion, which possibly indicates less frequent impact within this group.

Authoritative parenting style is an amalgamation of warmth, clear communication, and firm yet reasonable expectations that fosters impactful growth to children in terms of psychological, social, intellectual, physical, and spiritual domains. That is why this parenting style is regarded as the most balanced parenting style.

Longmire (2024) highlighted that responsive and balanced parenting in fostering emotional security and adaptive coping can influence resiliency, empathetic character, and secure attachments. This suggests that both the findings' implications and the cited study complement to each other where having a good parenting style can hone a good character development.

B. Perceived Influence of Parenting Styles on Students' Character Development

Table 5. Mean and Standard Deviation Results on the Perceived Influence of Parenting Styles on Students' Character Development

Character Aspects	Mean	Standard Deviation	Verbal Interpretation
Psychological	2.51	0.839	Agree
Social	2.74	0.841	Agree
Intellectual	2.81	0.809	Agree
Physical	2.76	0.770	Agree
Spiritual	2.82	0.823	Agree

Table 5 shows the mean and standard deviation results on the perceived influence of parenting styles on students' character development.

Based on the results, respondents are positively evaluated (Agree) all indicated character aspects, with intellectual and spiritual aspects being slightly more emphasized. Furthermore, in terms of intellectual, respondents strongly acknowledge the positive effect of parenting. This means that a balance parenting may foster an environment that promotes curiosity, problem-solving, and learning that encourage students to focus on their academic pursuits, providing educational resources and auxiliary intellectual exploration [3].

Moreover, spiritual, with the highest mean, indicates that respondents have cultivated values, balanced moral reasoning, and sense of purpose. This brought to the idea that the respondents are open for discussions regarding ethics, participation in spiritual or religious activities, and model behaviors that reflect to integrity, discipleship, stewardship, and service. In other words, balance guidance and parenting can foster such mentioned values necessary for children's spiritual development. This only mean that parents encourage their children to grow spiritually because they are born as spiritual beings [33].

In summary, these two character aspects are often interconnected, which accentuates the role of a good parenting not just fosters cognitive capabilities, but also the values and principles that guide their application in real-world context.

On the other hand, the other three character aspects (psychological, social, and physical) communicate dynamically. For psychological development, it emphasizes that necessity to have a parent who offers emotional support [9] and encourages resiliency that hone mental well-being of a child in which it riffles to their interpersonal relationships and physical self-awareness [16].

However, in terms of social aspects, it shows that a parent who shows positive social interaction and relationships can yield sense of belongingness and validation. This means that if a child is being nurtured to be a socially engaged individual is more likely to involve in a group-based physical activities like sports and games [21] [23].

Besides, in physical well-being, the results communicate that a parent who is very supportive to the physical activities to their child is more likely have a more robust physical health and energy levels that it needs to social activities and managing stress. This is true to an identified study [32] which they stated that physical health affects psychological stability and social competence.

Hence, considering these aspects and have a supportive yet balanced parenting style creates a environment conducive to holistic growth that is essential in developing emotional intelligence and resilience, building meaningful connections, maintaining physical health, and pursuing active lifestyles.

After all, a child needs to have a parenting style that could help them grow holistically [12]. However, it is important to note that it takes a village to raise a child [18][27].

C. Significant Difference between the Perceived Effects of Parenting Styles and Respondents' Demographic Profiles

➢ *Sex*

Table 6. T-test Results when Sex is Correlated with Perceived Effects of Parenting Styles

Character Aspects	t-value	Sig.	Remarks	Decision
Psychological	0.712	0.434	Not Significant	Failed to Reject H_0
Social	0.993	0.353	Not Significant	Failed to Reject H_0
Intellectual	0.166	0.649	Not Significant	Failed to Reject H_0
Physical	1.251	0.325	Not Significant	Failed to Reject H_0
Spiritual	1.226	0.251	Not Significant	Failed to Reject H_0

*Significant level at 0.05

The mentioned table above illustrates the results of T-test if perceived effects of parenting styles is correlated with the respondents' demographic profile in terms of Sex.

Based on the data, all character aspects have a p-value results greater than the indicated significant level, leading this study failed to reject the null hypothesis. This indicates that no statistically significant differences between male and female respondents' perceptions of how parenting styles influence the mentioned aspects. This means that the effects of parenting styes appear to be perceived uniformly across respondents' sexes.

The findings emphasizes the overall role of authoritative parenting across sexes. This is connected with the table 4 where authoritative have the highest frequency result, which implies that respondents experience authoritative way of parenting.

Considering the revealed outcome, this may aligned with the concept of inclusive parenting. This type of parenting encourages the parents to meet the holistic needs of their child regardless of their sex [11] and other demographic variables. With this, it reflects the dynamic interaction of the five character aspects in developing an individual's growth, illustrating the universality of a supportive parenting.

➤ *Living Arrangement*

Table 7. T-test Results when Living Arrangement is Associated with Perceived Effects of Parenting Styles

Character Aspects	t-value	Sig.	Remarks	Decision
Psychological	0.241	0.593	Not Significant	Failed to Reject H_0
Social	0.243	0.642	Not Significant	Failed to Reject H_0
Intellectual	1.001	0.578	Not Significant	Failed to Reject H_0
Physical	0.200	0.450	Not Significant	Failed to Reject H_0
Spiritual	0.136	0.568	Not Significant	Failed to Reject H_0

*Significant level at 0.05

Table 7 presents the T-test result when living arrangement profile variable is correlated with perceived effects of parenting styles.

Since the p-values of all character aspects are higher than the significant level, these consider as not significant and the study failed to reject the null hypothesis. In other words, living arrangement variable does not yield significant influence on respondents' perceptions about the effects of parenting styles in their character development.

Furthermore, the finding suggests that good, supportive, and balanced parenting styles may have a universal effect on children, regardless of their living arrangement such as whether the child lives with a nuclear family, extended family and the like. This underscores that whatever living arrangement is present to them as long as they have that effective parenting style for them, they will develop their character aspects positively [2].

In addition, the findings indicate a consistency of "Not Significant" result. This infers that effectiveness of parenting styles is not confined by any external factors like living arrangement, reinforcing their applicability across diverse family structures.

In short, parenting and guidance offered by parents or guardians are consistently perceived to impact child development regardless of the household structure or arrangement.

Lastly, with all the findings, it is necessary for parents and guardians to have a quality of parenting style for their children, ensure that their children receive necessary care that

supports their emotional growth irrespective of their situation living, model empathy to nurture interpersonal relationships and social skills (communication and collaboration), foster academic pursuit and problem-solving skills, promote healthy habits, encourage physical activities (sports, games, and recreation), and provide moral guidance.

➤ *Experienced Parenting Style at Home*

Table 8. ANOVA Results when Experienced Parenting Style (Home) is Connected with Perceived Effects of Parenting Styles

Character Aspects	f-value	Sig.	Remarks	Decision
Psychological	1.510	0.260	Not Significant	Failed to Reject H_0
Social	1.473	0.322	Not Significant	Failed to Reject H_0
Intellectual	1.767	0.256	Not Significant	Failed to Reject H_0
Physical	1.630	0.228	Not Significant	Failed to Reject H_0
Spiritual	1.422	0.321	Not Significant	Failed to Reject H_0

*Significant level at 0.05

Table 8 focuses on the results of ANOVA examining the significant difference between the experienced parenting style at home and perceived effects of parenting style across various character aspects.

The data show that all character aspects do not significantly affect respondents' perceptions regarding on the influence of parenting styles in their character development because the p-values of all aspects are larger than the significant level. Since it is resulted not significant, this study failed to reject the null hypothesis.

With these findings, it accentuates that the effects of parenting styles on character development are not dependent on certain home parenting experiences. That is, parenting styles are seen as broadly universal [1]. This means that a parents should show emotional support, guidance, and encouragement to their child such as listening to them without judgments [31]. This applies equally across varied parenting occurrences.

The outcomes also further emphasize the application of effective parenting styles because it can foster holistic development regardless of the specific parenting experiences as a child has had. Just like in the findings of Table 6, there is a prerequisite to the children's diverse need by understanding and catering their individuality. That is, the parent should ensure flexibility to their children. This can also infer that meeting the broader development needs of the child, there should be reinforcement of equitable practices by the parents or guardians.

Ultimately, parents can either positively or negatively impact their child's character development depending on what parenting style they are enforcing [2]. This underscores that the parent or guardian must evaluate their child first before deciding what parenting style to be taken to teach their child.

VI. CONCLUSION

In the light of findings, the following conclusions were drawn:
- Majority of the respondents were female who lived with their authoritative parents.
- Respondents perceived parenting styles to positively influence all aspects of students' character development. They believed that parenting styles play a vital role in fostering students' holistic growth:
- Parenting styles provide to emotional stability and resilience;
- Proper guidance hones effective communication and positive connections;
- Identified practices of parents shape critical thinking and learning;
- Parents can encourage their children to have healthy habits and physical well-being; and
- Effective and supportive parents can instill moral values, empathy, and purpose.
- It was found out that there are no significant differences between the perceived effects of parenting styles to students' character development when they are grouped according to their profile variables that highlight concept of inclusive parenting.

VII. IMPLICATIONS TO THEORY AND PRACTICE

This study viewed that to raise a child, there should be an effective and adaptable parenting style that aligns well with the concept of inclusive parenting wherein it caters all types of children. With this, it is a necessity to assess first needs of the child before choosing a parenting style.

Furthermore, the findings of this study reinforce the transformative power of parenting styles in developing students' well-rounded character development. The character aspects being investigated such as psychological, social, intellectual, physical, and spiritual domains perceived parenting styles as a factor in fostering resilience critical thinking, healthy habits, and moral values.

This study highlights the universality and inclusivity of effective parenting due to the findings of being absent the significant results across respondents' profile variables. This means that this study holds the idea about the essence of adaptable approaches which help to transcend demographic factors that promote well-rounded growth in all children.

Based on the salient findings, they underscore the necessity for an integrated efforts from parents, guardians, educators, and policymakers to come up with program and school initiatives that follow inclusive parenting concept. As such, children can be nurtured to a conducive and supportive environment that can enhance further their emotional and intellectual tools needed for their future triumph.

Also, parents, guardians, educators, and related stakeholders should have an established clear two-way communication in developing students' characters. This is a call to avoid any problems that may arise due to miscommunication.

Therefore, holistic character development is best achieved when parenting and education work together as one as family.

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