



**PANDEMIC PARENTING STYLES AND ACADEMIC RESILIENCE OF
GRADE 12 STUDENTS IN THE DIVISION OF LAGUNA**

**MARIANNE P. BALATIAN
STUDENT**

LAGUNA COLLEGE OF BUSINESS AND ARTS
0965-285-9901
mpartoza3@gmail.com

ABSTRACT

The main focus of this study was to determine the relationship between parenting styles and academic resilience of Grade 12 Students in the Division of Laguna. The ICare Program to promote the academic resilience of Grade 12 students was the output of the study. This study utilized the descriptive correlational method. Through stratified random sampling, the respondents of the study were 500 Grade 12 students from selected senior high schools. Standard questionnaires such as Academic Resilience Scale and Adolescent Parenting Attitude Four Factor Questionnaire were used as survey instruments for data gathering.

Using the five-point Likert Scale, simple mean, and Pearson Product Moment Correlation Coefficient, findings revealed that Authoritative was the most manifested parenting style of Grade 12 students' parents and the levels of academic resilience was low among Grade 12 students at the time of the pandemic. Parenting style, specifically Authoritarian had significant relationship with academic resilience, specifically Perseverance and Reflecting and Adaptive Help-Seeking but had no significant relationship with Negative Affect and Emotional Response. Parenting style, specifically Authoritative had a significant relationship with academic resilience specifically reflecting and Adaptive Help-Seeking and Negative Affect and Emotional Response but had no significant relationship with Perseverance. Parenting style, specifically Permissive had significant relationship with academic resilience, specifically reflecting adaptive help-seeking and Negative

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Affect and Emotional Response but had no significant relationship with Perseverance. Parenting style, specifically Neglectful had significant relationship with academic resilience, specifically reflecting and Adaptive Help-Seeking and Negative Affect and Emotional Response but had no significant relationship with Perseverance.

Keywords: Pandemic Parenting Styles, Academic Resilience



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INTRODUCTION

Parenting has received scholarly interest from a wide range of scientific areas. Many theoretical frameworks emphasize the function of parenting in child development, leading in 75 years of research on parenting's influence on child development. Different parents have various viewpoints on their children's behavior. Individual differences between parents and children, as well as disparities in parenting ideas, needs, and aspirations, result in a diverse blend of parenting perspectives and practices. Every parent has an own approach to communicating with and mentoring their children (Kuppens & Ceulemans, 2019).

Unfortunately, the corona virus pandemic has spread throughout the world. People's lives have been affected in various ways as a result of these new living arrangements, including physical, psychological, social, and other factors. As a result of the temporary closure of educational institutions, the process of distance learning has begun, and educational activities are carried out at home under the supervision of their parents and guardians. This sudden and unpredicted (COVID-19) pandemic left many parents and children struggling to navigate challenges while trying to overcome them and establish new norms in every household. The consequence of lockdown and restricted outdoor activities has resulted in many students being anxious, bored, sad, aggressive, and affected by the emotions and future aspirations.

Students studying amid the COVID-19 pandemic have recently exhibited academic resiliency. The pandemic has created a change in how schools teach and support students, with a significant proportion of teaching and learning now taking place online. In 2020, students were required to comprehend what an online learning environment was and to engage with materials online rather than in previously given face-to-face contexts, alongside school personnel. Students feel more comfortable with such changes if they have a high self-efficacy and will have adapted effectively to the situational changes, continuing with their studies with little disruption. Students with lower self-efficacy, on the other hand, may have been less resilient and adaptive to such

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teaching and learning adjustments, which could have had a greater influence on their academic studies.

Parenting styles may be influenced by psychological distress due to the COVID-19 pandemic, with parents becoming more emotionally detached, harsh, and annoyed toward their children instead of being supportive, sensitive, and encouraging. Given the recent rapid and sudden changes in our daily lives, it's not uncommon for parents to doubt their parenting technique, wonder if they're doing enough, and wonder what else they could be doing. Communication is essential, as is parental receptivity to communication. When young individuals have supportive and secure families, they cope well to stress. Many parents are struggling not simply to keep their children entertained, but also to manage their schooling while balancing all of their other duties. Simultaneously, in response to stress, adolescents may act out or revert to behaviors that they have outgrown.

As this new way of life becomes more established, behavior patterns begin to shift. Students begin to adjust to their "new normal," they have been faced with numerous changes as a result of the COVID-19 crisis. Parents may have observed changes in their child's behavior early on during the quarantine period. Disruption to their routines, as well as their own worries and the evident stress of adults in the family, all put their emotional well-being and resilience to the test. When children are exposed to stressful situations, parents may help them adjust positively by providing emotional and behavioral support. Positive parenting builds resilience in children and protects them against the negative impacts of stress. Although adolescents appear to be less vulnerable to severe COVID-19 symptoms, the pandemic has had a substantial impact on their life in other ways. Adolescents' developmental requirements vary from those of adults. Depending on their age and developmental stage, many adolescents may struggle to understand what the pandemic entails and how it influences their environment. Unfortunately, as a result of the pandemic, some adolescents showed various levels of academic resilience in dealing with difficulties, while others did not. Students' perceptions of parental support are strongly connected

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to their coping tendencies. Thus, strong levels of emotional support from their parents might increase students' proclivity to use positive coping mechanisms in the face of adversity, whereas problems with the dependability of peers and communication with family can reduce students' resilience.

MATERIALS AND METHODS

A descriptive correlational design was used in this study in order to determine the relationship between parenting styles and academic resilience of Grade 12 students. Sousa (2007) defines descriptive correlational design as "the description of variables and the natural correlations that occurs between them". It seeks links between the respondents' characteristics and their reported behavior and opinions.

This research was conducted in Division of Laguna; this locale is considered given as one of the province who has most number of Senior High School enrollees in the country. Many students encountered different problems in coping with the learning changes this pandemic that may lead them to stop studying or drop out in their respective schools. The study respondents were comprised of 500 Grade 12 students from different Senior High Schools in the Division of Laguna.

The researcher collected relevant data for the study using standardized instruments. To measure the level of parenting styles, the Adolescent Parenting Attitude Four Factor Questionnaire by Shyny T. Y (2018) was used; it has very strong internal consistency and high valid items. This scale used questions that are based on Baumrind Parenting Styles Theory and uses a 5-point Likert Scale with the options: All of the time, Most of the time, Sometime, Rarely, and Never. The questionnaire is divided into four categories to measure different parenting styles: (a) Authoritarian, (b) Authoritative, and (c) Permissive, and (d) Neglectful with ten (10) questions each category respectively.

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To measure the Resilience of the respondents, the Academic Resilience Scale (ARS-30) by Simon Cassidy (2016) will be used. This consists of 30 items distributed among three factors and respondents will respond to through a 5-point Likert scale from very likely (1) to very unlikely (5). The questionnaire is divided into 3 categories to measure different resilience factors: (a) Perseverance, 16 items; (b) Adaptive Help- Seeking, 9 items; and (c) Emotional Response, 7 items.

RESULTS AND DISCUSSION

Problem Number 1: To what extent are pandemic parenting styles manifested among Grade 12 parents as assessed by Grade 12 students in terms of Authoritarian, Authoritative, Permissive, and Neglectful?

Table 1.1

Extent of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of Authoritarian

Indicators in terms of Authoritarian	\bar{X}	VI
1. My parents like to set up and enforce many inappropriate rules on me without understanding my strength and weakness.	2.72	S
2. My parents give me punishments according to their mood.	2.27	R
3. My parents are disciplinarians rather than friends.	3.70	M
4. I get no chance and freedom to explaining my wishes and needs in front of my parents.	2.84	S
5. I am usually bound to receive punishments from my parents with no justification if any failure occurs from my side.	2.48	R
6. My parents never seek my opinion before purchasing anything for me.	2.57	R
7. Whenever I show disobedience towards my parents they scold and criticize me with bursting anger or taking away some privileges from me with no explanations.	2.69	S

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8. As my parents have very rough & explosive behavior I have a feeling that they do not know to express love and affection towards me.	2.53	R
9. I am usually trying to hide all my failure and mistakes in the fear of threats and punishments which I will receive from my parents.	2.93	S
10. I am rebellious and usually quarrelling with my friends as well as teachers and also creating many other problems.	2.03	R
GENERAL ASSESSMENT		2.68 SM
Legend: 4.20 – 5.00 All of the time/ Highly Manifested (HM) 3.40 – 4.19 Most of the time/ Manifested (M)	1.80 – 2.59 Rarely/ Almost Not Manifested (ANM) 1.00 – 1.79 Never/ Not Manifested (VL)	

Table 1.1 shows the Extents of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of **Authoritarian**. It had a general assessment of **2.68** which was verbally interpreted as **Slightly Manifested**.

Furthermore, the indicator "*My parents are disciplinarians rather than friends*" had the highest computed mean of **3.70** which was verbally interpreted as **Most of the time**. Meanwhile, the indicator "*I am rebellious and usually quarrelling with my friends as well as teachers and also creating many other problems*" had the lowest computed mean of **2.03** and was interpreted as **Rarely**.

This depicts that Authoritarian parenting style is slightly manifested by Grade 12 students' parents in the Division of Laguna. Authoritarian parents are generally described as harsh, demanding, frigid, critical, and punishing, and they "rule with an iron fist." As a result of being strict and not explaining the reasons behind restrictions and expectations, their children feel that their opinions and emotions aren't valued by their parents. Children who grow up with authoritarian parents are more prone to be distant, worried, and have behavior problems. However, the indicator that has the lowest computed mean according to the respondents is the indicator stating "*I am rebellious and usually quarrelling with my friends as well as teachers and also creating many other problems*". It shows that children of authoritarian parents tend to be

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hostile and to struggle emotionally and academically as a result of being withdrawn and disconnected from others.

According to Garcia and Santiago (2017) research, least of adolescents (21.21%) grew up with Authoritarian parental practices from their parents. Arya (2022) also stated that authoritarian parents are unresponsive to the needs of their children and they are not also receptive or nurturing to their children, which might contribute to future emotions of insecurity and instability. Moreover, Dashiell (2018) revealed that in its extreme manifestations, authoritarian parenting's demanding, strict, and rigid attitude can lead to maltreatment. Baumrind's theory does not identify all authoritarian parents as abusive, despite the fact that practically all abusive parents fit into this group.

Table 1.2

Extent of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of Authoritative

Indicators in terms of Authoritative	\bar{X}	VI
1. My parents respect my opinions and also encourage me to express all my feelings and problems like my friends.	3.71	M
2. My parents provide me comfort and understanding when I am upset.	3.34	S
3. My parents take into consideration my wishes before they make plans for my future or buy something for me.	3.51	M
4. My parents, compliment me when I have done something well.	3.57	M
5. I am usually very proud of my parents who spent their warm and intimate time together with me.	3.86	M

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6. My parents set up some appropriate rules for me regarding my study, play and other activities and are very keen to enforce it.	2.98	S
7. Whenever I fail to follow the timetable given to me, my parents remind me the consequences with a touch of love and affection.	3.27	S
8. In the middle of their busy life, my parents always find time to visit my teachers at school and know about my welfare.	2.84	S
9. My parents are not over ambitious and I feel their expectations on me are quite reasonable and also, I try to fulfill it.	3.52	M
10. All my good values in life are as a result of proper socialization from my parents.	3.86	M
GENERAL ASSESSMENT		3.45 M

Legend: 4.20 – 5.00 All of the time/ Highly Manifested (HM) 1.80 – 2.59 Rarely/ Almost Not Manifested (ANM)
3.40 – 4.19 Most of the time/ Manifested (M) 1.00 – 1.79 Never/ Not Manifested (VL)
2.60 – 3.39 Sometime/ Slightly Manifested (SM)

Table 1.2 shows the Extents of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of **Authoritative**. It had a general assessment of **3.45** which was verbally interpreted as **Manifested**.

Furthermore, the indicators “*I am usually very proud of my parents who spent their warm and intimate time together with me*” and “*All my good values in life are as a result of proper socialization from my parents*” had the highest computed mean of **3.86** which was verbally interpreted as **Most of the time**. Meanwhile, the indicator “*In the middle of their busy life, my parents always find time to visit my teachers at school and know about my welfare.*” had the lowest computed mean of **2.84** and was interpreted as **Sometime**.

It depicts that authoritative parents have warmth and full of affection relationship with their children. They refrain from imposing severe or unfair punishments and less prone to shame their children or control them. When their children make errors or misbehave, they more likely

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explain it with them. As a result, children of authoritative parents are confident, have a good emotional health and less likely to engage in anti-social behaviors. However, the indicator that has the lowest computed mean according to the respondents is the indicator stating "My parents are not over ambitious and I feel their expectations on me are quite reasonable and also, I try to fulfill it". It depicts that even authoritarian parents are known for having high expectations, yet their children still build confidence and competence because their parents are attentive to their emotional needs and influence them by using a good reasoning rather than pressure.

In support to this, according to Garcia and Santiago (2017) research, the majority of adolescents (53.03%) grew up with authoritative parents. It also indicates that these children are disciplined democratically by both of their parents. Moreover, Flatley (2021) claimed that when authoritative parents pay attention to the needs of their children and respond correctly, a relationship of trust between parent and child forms. Authoritative parents understand that even though they have a loving bond with their children, they still want parental support and structure in order for their children to acquire self-regulation skills and competence.

Table 1.3

Extent of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of Permissive

Indicators in terms of Permissive	\bar{X}	VI
1. Though my parents have definite goals and planning for my future, they are not able to follow it strictly because of their leniency.	3.11	S
2. Since my parents are very loving and affectionate, I know they will forgive me even if I do not come to their expectations.	3.72	M
3. My parents are scared to scold me because they have a fear that I will disappoint them by committing any serious mistakes.	2.53	R

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4. Even though my parents have high expectations from me they have little patience and time to hearing me.	3.33	S
5. Because of my parent's lenient attitude, I have no self-discipline in my daily activities.	2.24	R
6. A conflict situation will not occur between me and my parents because they will always try to avoid such a situation.	3.14	S
7. I used to get expensive gifts from my parents as rewards to any of my progress.	2.66	S
8. My parents threaten to punish me but do not actually doing it.	2.88	S
9. Others blaming my parents by saying that they are spoiling me by showing excessive love of sympathy.	2.42	R
10. I know that my parents have always struggling to discipline me because of broad concession and consideration I have receiving from them.	3.07	S

GENERAL ASSESSMENT

2.91**SM**

Legend: 4.20 – 5.00 All of the time/ Highly Manifested (HM)
3.40 – 4.19 Most of the time/ Manifested (M)
2.60 – 3.39 Sometime/ Slightly Manifested (SM)

1.80 – 2.59 Rarely/ Almost Not Manifested (ANM)
1.00 – 1.79 Never/ Not Manifested (VL)

Table 1.3 shows the Extents of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of **Permissive**. It had a general assessment of **2.91** which was verbally interpreted as **Slightly Manifested**.

Furthermore, the indicator "*Since my parents are very loving and affectionate, I know they will forgive me even if I do not come to their expectations*" had the highest computed mean of **3.72** which was verbally interpreted as **Most of the time**. Meanwhile, the indicator "*Because of my parent's lenient attitude, I have no self-discipline in my daily activities*" had the lowest computed mean of **2.24** and was interpreted as **Rarely**.

It depicts that permissive parents do not present themselves as authoritative figures or role models. These parents have fewer expectations for their children and do not urge them to satisfy adult-imposed behavioral standards. As a result, their children will feel unconditionally

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loved because they know they will be loved no matter what they are doing, even if they behave badly and if didn't come with their parent's expectations. However, the indicator that has the lowest computed mean according to the respondents is the indicator stating "*Because of my parent's lenient attitude, I have no self-discipline in my daily activities*". It implies that due to these low expectations, just a few instances of discipline are used on a regular basis. With such freedom, parents may not be able to give their kids the kind of balanced guidance they need, which could result in their developing weak self-control as they get older.

To support this finding, Merklings and Williams (2020) also mentioned that the behavioral outcomes reared by permissive parents are likewise often worse than those other parenting styles. As a result, children of permissive parents are often limited in their ability to deal with unpleasant situations and may be unprepared to deal successfully with challenges that happen in everyday life. Similarly, McCollum (2019) as a result of a lack of guidance, permissive parenting ends in children that lacking of self-discipline has poor social interaction, insecure, and highly self-involved and demanding. Children may also develop a problem with discipline, which may cause problems with education and work later in life. There is also the possibility that adolescents will grow up believing they are entitled and do not need to strive for recognition or achievement.

Table 1.4

Extent of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of Neglectful

Indicators in terms of Neglectful	\bar{X}	VI
1. My parents do not tell me where they are going or why they are coming too late.	2.46	R
2. My parents ignore me when I am misbehaving.	2.47	R
3. My parents find less time to look into my needs, interest and progress in studies.	2.92	S
4. I feel my parents are least concerned about me and my future.	2.74	S

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5. Even if I fall sick, my parents find it difficult to take leave and look after me.	2.87	S
6. My parents have no idea regarding my friends and teachers or my life outside the home.	2.81	S
7. I am always sad and depressed because of lack of love and care I receive from my parents.	2.40	R
8. I am highly scared and shy to interact with others in social gatherings.	3.39	S
9. I have never received an emotional support or positive feedback from my parents and so I am not an ambitious student.	2.42	R
10. My parents grant me high autonomy with no disciplinary rules.	2.71	S
GENERAL ASSESSMENT		2.72 SM

Legend: 4.20 – 5.00 All of the time/ Highly Manifested (HM) 1.80 – 2.59 Rarely/ Almost Not Manifested (ANM)
3.40 – 4.19 Most of the time/ Manifested (M) 1.00 – 1.79 Never/ Not Manifested (VL)
2.60 – 3.39 Sometime/ Slightly Manifested (SM)

Table 1.4 shows the Extents of Pandemic Parenting Styles Manifestation among Grade 12 Parents as assessed by Grade 12 students in terms of **Neglectful**. It had a general assessment of **2.72** which was verbally interpreted as **Slightly Manifested**.

Furthermore, the indicator “*I am highly scared and shy to interact with others in social gatherings*” had the highest computed mean of **3.39** which was verbally interpreted as **Sometime**. Meanwhile, the indicator “*I am always sad and depressed because of lack of love and care I receive from my parents*” had the lowest computed mean of **2.40** and was interpreted as **Rarely**.

It implies that a child's social skills may suffer the consequences of having a neglectful parent. Children of neglectful parents may suffer from social relationships outside the house since uninvolved parents rarely interact or communicate with their children and do not form emotional attachments with one another. However, the indicator that has the lowest computed mean according to the respondents is the indicator stating “*I am always sad and depressed because of lack of love and care I receive from my parents*”. It depicts that children of neglectful parents are

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more prone to find substitute role models to prevent the sense of a lack of love and care since they lack a close bond with their parent.

Valencia (2019) supported this finding by stating that uninvolved parents do not create an emotional connection with their children. A lack of attention and affection at a young age may contribute to low self-esteem or emotional instability later in life. The social skills of children may suffer as a consequence of an uninvolved parent. When a child grows up emotionally estranged from their parent, they might follow the same parenting style with their own children. As a result, they may have a similarly problematic relationship with their own children.

Problem Number 2: What is the academic resilience level of the Grade 12 students as assessed by students in terms of Perseverance, Reflecting & Adaptive Help-Seeking, and Negative Affect and Emotional Response?

Table 2.1

Academic Resilience Level of the Grade 12 Students as assessed by Students in terms of Perseverance

Indicators in terms of Perseverance	\bar{X}	VI
1. I would not accept the tutors' feedback	3.53	A
2. I would use the feedback to improve my work	1.72	SD
3. I would just give up	4.26	SA
4. I would use the situation to motivate myself	1.70	SD
5. I would change my career plans	3.30	N
6. I would see the situation as a challenge	1.92	D
7. I would do my best to stop thinking negative thoughts	1.84	D
8. I would see the situation as temporary	2.41	D
9. I would work harder	1.59	SD
10. I would try to think of new solutions	1.82	D
11. I would blame the tutor	4.17	A
12. I would keep trying	1.68	SD

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13. I would not change my long-term goals and ambitions	2.01	L
14. I would look forward to showing that I can improve my grades	1.66	SD
GENERAL ASSESSMENT		2.40
		L

Legend: 4.20 – 5.00 Strongly Agree/ Very High (VH) 1.80 – 2.59 Disagree/ Low (L)
3.40 – 4.19 Agree/ High 1.00 – 1.79 Strongly Disagree/ Very Low (VL)
2.60 – 3.39 Neutral/ Slightly High (SH)

Table 2.1 shows the resilience level of the Grade 12 Students as assessed by Grade 12 students in terms of Perseverance. It had a general assessment of 2.40 which was verbally interpreted as Low.

Furthermore, the indicator "I would just give up" had the highest computed mean of 4.26 which was verbally interpreted as Strongly Agree. Meanwhile, the indicator "I would work harder" had the lowest computed mean of 1.59 and was interpreted as Strongly Disagree.

It depicts that the lower the perseverance score obtained from the questionnaire the higher the perseverance and academic resilience will be; giving up easily in the face of difficulties might affect your ability to bounce back from the current situation. Difficulties require determination, and persistence is required to maintain focus in the face of stress. However, the indicator that has the lowest computed mean according to the respondents is the indicator stating "I would work harder." It implies that students with low perseverance levels are more likely to be less involved in working hard for their academic activities. Whoever does not persevere may tend to struggle, facing and overcoming the current difficulties.

To support this finding, according to Davis (2020), to see beyond the current crisis, resilience requires flexibility, calmness, and optimism. Perseverance is characterized by persistent effort in the face of difficulties. The ability to keep going when others retreat is often the only difference between those who succeed and those who do not. Moreover, Kutlu et al. (2017) found perseverance is beneficial when students are seeking to increase their skills or face problems.

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Table 2.2

Academic Resilience Level of the Grade 12 Students as assessed by Students in terms of Reflecting and Adaptive Help-Seeking

Indicators in terms of Reflecting and Adaptive Help-Seeking	\bar{X}	VI
1. I would use my past successes to help motivate myself	1.72	SD
2. I would start to monitor and evaluate my achievements and effort	1.88	D
3. I would seek help from my tutors	2.16	D
4. I would give myself encouragement	1.74	SD
5. I would try different ways to study	1.85	D
6. I would set my own goals for achievement	1.71	SD
7. I would seek encouragement from my family and friends	1.92	D
8. I would try to think more about my strengths and weaknesses to help me work better	1.73	SD
9. I would start to self-impose rewards and punishments depending on my performance	2.64	N
GENERAL ASSESSMENT	1.93	L

Legend: 4.20 – 5.00 Strongly Agree/ Very High (VH) 1.80 – 2.59 Disagree/ Low (L)
3.40 – 4.19 Agree/ High 1.00 – 1.79 Strongly Disagree/ Very Low (VL)
2.60 – 3.39 Neutral/ Slightly High (SH)

Table 2.2 shows the resilience level of the Grade 12 Students as assessed by Grade 12 students in terms of **Reflecting & Adaptive Help-Seeking**. It had a general assessment of **1.93** which was verbally interpreted as **Low**. Furthermore, the indicator “*I would start to self-impose rewards and punishments depending on my performance*” had the highest computed mean of **2.64** which was verbally interpreted as **Neutral**. Meanwhile, the indicator “*I would set*

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my own goals for achievement" had the lowest computed mean of **1.71** and was interpreted as **Strongly Disagree**.

It implies that when students are faced with academic difficulties, they prefer to monitor their academic performance, apply rewards and punishments, reflect on their strengths and flaws, and seek guidance and support. This is not surprising given that reflection and adaptive help-seeking behaviors can help students make sense of their academic experiences, support continuous learning and self-growth, as well as foster pleasant feelings and enhance academic engagement. However, the indicator that has the lowest computed mean according to the respondents is the indicator stating "*I would set my own goals for achievement.*" This depicts that students' achievement goal orientations are also linked to their inclination towards their reflecting and adaptive help-seeking. These goals were reflected in the students' eagerness to obtain knowledge and understanding by seeking help and support from others.

Karabiyik (2020) found that the most common types of academic resilience behavior engaging in by their participants were reflecting and adaptive help seeking, followed by perseverance and negative affect and emotional response. This highlights the importance of encouraging students and convincing them of their own capabilities, as well as the value of professional academic support when encountering problems. This shows the importance of self-reflection, flexibility, seeking help, and self-monitoring.

Table 2.3

Academic Resilience Level of the Grade 12 Students as assessed by Students in terms of Negative Affect and Emotional Response

Indicators in terms of Negative Affect	\bar{X}	VI
1. I would probably get annoyed	3.67	A
2. I would begin to think my chances of success at university were poor	3.10	N
3. I would probably get depressed	3.68	A

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4. I would be very disappointed	3.51	N
5. I would begin to think my chances of getting the job I want were poor	3.14	N
6. I would stop myself from panicking	2.13	D
7. I would feel like everything was ruined and was going wrong	3.53	A
GENERAL ASSESSMENT		3.25 SH

Legend: 4.20 – 5.00 Strongly Agree/ Very High (VH) 1.80 – 2.59 Disagree/ Low (L)
3.40 – 4.19 Agree/ High 1.00 – 1.79 Strongly Disagree/ Very Low (VL)
2.60 – 3.39 Neutral/ Slightly High (SH)

Table 2.3 shows the resilience level of the Grade 12 Students as assessed by Grade 12 students in terms of **Negative Affect and Emotional Response**. It had a general assessment of **3.25** which was verbally interpreted as **Slightly High**.

Furthermore, the indicator "*I would probably get depressed*" had the highest computed mean of **3.68** which was verbally interpreted as **Agree**. Meanwhile, the indicator "*I would stop myself from panicking*" had the lowest computed mean of **2.13** and was interpreted as **Disagree**.

It depicts that a high level of negative affect and emotional response are linked with depression. Students who felt more negative emotions and had a negative self-concept when they failed to achieve a goal or faced difficulties were more likely to develop depressive symptoms. However, the indicator that has the lowest computed mean according to the respondents is the indicator stating "*I would stop myself from panicking*." It implies that panicking is not always associated with when a student has negative feelings or trouble dealing with negative emotions.

To support this finding, Chen et al. (2018) discovered that people with low resilience have trouble regulating unpleasant emotions. Their research discovered that resilience was inversely associated to the late positive potential response to unpleasant emotional impressions. They also discovered a neurophysiological link between resilience and negative mood, as well as optimism's predictive utility in identifying persons who are vulnerable to emotional disturbances.

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Problem Number 3: Is there a significant relationship between the level of manifestation of pandemic parenting styles and level of academic resilience among Grade 12 students in the Division of Laguna?

Table 3

Test of Significant Relationship between the Level of Manifestation of Pandemic Parenting Styles and Level of Academic Resilience among Grade 12 students in the Division of Laguna?

Level of Manifestation of Pandemic Parenting Styles	Level of Resilience	r value	P value	Remarks	Decision
Authoritarian	Perseverance	-.107*	.017	Significant	Reject H ₀
	Adaptive Help-Seeking	-.135**	.003	Significant	Reject H ₀
	Emotional Response	.082	.065	Not Significant	Accept H ₀
Authoritative	Perseverance	.056	.210	Not Significant	Accept H ₀
	Adaptive Help-Seeking	.197**	.000	Significant	Reject H ₀
	Emotional Response	-.343**	.000	Significant	Reject H ₀
Permissive	Perseverance	-.004	.927	Not Significant	Accept H ₀
	Adaptive Help-Seeking	.098*	.029	Significant	Reject H ₀
	Emotional Response	-.232**	.000	Significant	Reject H ₀
Neglectful	Perseverance	.054	.228	Not Significant	Accept H ₀
	Adaptive Help-Seeking	.196**	.000	Significant	Reject H ₀
	Emotional Response	-.375**	.000	Significant	Reject H ₀

**Correlational at the level 0.01

*Correlational at the level 0.05(Two-tailed)

Table 3 shows the level of manifestation of pandemic parenting styles and the level of academic resilience of Grade 12 students in the Division of Laguna. The null hypothesis is rejected because the computed probability values for **Perseverance** and **Reflecting** and **Adaptive Help-Seeking** were lower than the level of significance (P<0.05). The results implied that the dependent and independent variables have a significant relationship.

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On the other hand, the computed probability value of **Emotional Response** was greater than the level of significance ($P < 0.05$); thus, the null hypothesis was accepted. The result showed that there was no significant relationship between the dependent and independent variables.

However, the computed r values $-.107$ and $-.135$ were interpreted as with a weak negative correlation as to **Authoritarian** with **Perseverance** and **Reflecting and Adaptive Help-seeking**.

It shows that pandemic parenting styles; particularly Authoritarian has an inverse relationship with their level of Academic Resilience in terms of Perseverance and Reflecting and Adaptive Help-Seeking. Students in Grade 12 are less likely to persevere and act in an adaptive way the more authoritarian their parents are. Authoritarian parents don't provide their kids the attention or sense of security that encourages good emotional well-being and maintains support for their general mental health, including the ability to overcome obstacles, temper and emotional engagement, persevere, and accept disappointments and frustrations. Thus, children with authoritarian parents are more likely to experience helplessness, withdrawal, emotional difficulty, and struggle to overcome difficulties.

To support this finding, Ghannad et al. (2018) stated that mothers' control behavior had a negative impact on being conscientious and perseverance development. On the other hand, the findings that Authoritarian had no significant relationship with Negative Affect and Emotional This response contradicted the study of Devi (2021) who highlighted that adolescents who see their parents as authoritarians show emotional problems. Positive relationships with children provide social support, which improves children's coping skills and emotional stability; additionally, adolescents with authoritarian parents engaged in active coping behavior less frequently than students with highly permissive or authoritative parents. The authoritarian parenting style and the emotional reactivity facet of resilience have a substantial positive relationship, indicating that strict directive parenting affects the mental and emotional health of adolescents.

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The computed probability values for **Reflecting and Adaptive Help-Seeking and Negative Affect and Emotional Response** were lower than the level of significance ($<P0.05$), as indicated in Table 3, and the null hypothesis was therefore rejected. The findings indicated a significant relationship between the dependent and independent variables.

On the other hand, the null hypothesis was accepted since the computed probability value for **Perseverance** was higher than the level of significance ($P<0.05$). The result revealed that the dependent and independent variables has no significant relationship.

However, the r values $-.343$ and $.197$ were interpreted as with a weak negative correlation as to **Authoritative** with **Negative Affect** and **Emotional Response** and **Reflecting and Adaptive Help-Seeking**. It depicts that the Pandemic Parenting Styles particularly Authoritative has inverse relationship with Level of Academic Resilience in terms of Negative Affect and Emotional Response and Reflecting and Adaptive Help-Seeking.

This implies that the more parents become Authoritative, the lesser Grade 12 students to experience Negative Affect and Emotional Response. Authoritative parents listen to and guide their children; thus, these children's ability to communicate with their parents may cause them to feel happier with their lives and impact their emotional stability. This relationship could be attributed in part to the caring and trustworthy relationships that develop between parent and children. However, as opposed with the findings that Authoritative has an inverse relationship with Reflecting and Adaptive Help-Seeking. Parents serve as a guide and role model of their children. Authoritative parents are aware of their child's need for guidance and assistance and are able to provide it in ways that adolescents accept and appreciate so in return they don't hesitate to seek help from their parents and to other people in addressing the problems their encountered.

To support this finding, Devi (2021) also found that authoritative style of parenting predicts the emotional reactivity dimension of resilience in significant negative way. Moreover, Zeltser (2021) stated that authoritative parenting style is especially beneficial when dealing with

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conflict since how we learn to cope with conflict at a young age impacts how we handle losses or how resilient we are as adults. However, the findings contradicts the study of Gonzales (2017) that link was shown between authoritative parenting and both help-seeking and resiliency. Students perceived themselves as more resilient when they reported having authoritative parents. Adolescents were more likely to seek assistance from others if they also reported having an authoritative parent or caregiver.

Moreover, the computed probability values for **Negative Affect** and **Emotional Response** and **Adaptive Help-seeking** were lower than the level of significance ($<P0.05$), as indicated in Table 3, and the null hypothesis was therefore rejected. The findings indicated a significant relationship between the dependent and independent variables.

On the other hand, the null hypothesis was accepted since the computed probability value for **Perseverance** was higher than the level of significance ($P<0.05$). The result revealed that the dependent and independent variables had no significant relationship.

However, the r values $-.232$ and $.098$ were interpreted as with negligible negative to weak negative correlation as to **Permissive** with **Negative Affect** and **Emotional Response** and **Reflecting and Adaptive Help-seeking**.

It implies that Pandemic Parenting Styles, particularly Permissive Parenting Style, have an inverse relationship with Level of Resilience in terms of Negative Affect, Emotional Response, and Adaptive Help-Seeking. The more permissive parents become the less Negative Affect and Emotional Response Grade 12 students feel and engage in Adaptive Help-Seeking. Permissive parents are known for providing emotional support and being sensitive to their children. As a result, the emotional warmth and empathy that children experience from their parents promotes and helps them in adapting and reacting constructively to difficulties.

To support this finding, Merklings and Williams (2020) mentioned that permissive parents set proper behavior standards, allowing their children to behave however they see fit. As a result,

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children of permissive parents are often limited in their ability to deal with unpleasant situations and may be unprepared to deal successfully with challenges that happen in everyday life.

Also shown in Table 3, the computed probability values for **Negative Affect and Emotional Response** and **Reflecting and Adaptive Help-Seeking** were lower than the level of significant ($<P0.05$), as indicated in Table 3, and the null hypothesis was therefore rejected. The findings indicated a significant relationship between the dependent and independent variables.

On the other hand, the computed probability value of **Perseverance** was greater than the level of significance ($P<0.05$); thus, the null hypothesis was accepted. The result showed that there was no significant relationship between the dependent and independent variables.

However, r values -0.375 and 0.196 which were interpreted as with weak negative correlation as to **Neglectful** with **Negative Affect and Emotional Response** and **Reflecting and Adaptive Help-Seeking**.

It depicts that Pandemic Parenting Style particularly Neglectful has inverse relationship with Level of Resilience in terms of Emotional Response and Adaptive Help-Seeking. The more parents become permissive, the less Grade 12 students experience Negative Affect and Emotional Response and develop Adaptive Help-Seeking. Permissive parents show no interest or engagement in the responsibilities of raising their children. As a result of this lack of emotional attachment, their children struggle to deal with their own emotions, especially if they fail to attain a certain goal. Moreover, their children also struggle asking for and seeking help from other people because they don't even have parents who can support them and they can turn to for help.

To support this finding, Sanvictores (2021) claimed that children being raised by uninvolved or neglectful parents may struggle with emotional control, coping mechanisms that are less effective, academic problems, and difficulties establishing or cultivating social interactions. Furthermore, according to Valencia (2019), one of the drawbacks of uninvolved

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parenting were these adolescents do not form an emotional bond with their neglectful parents. A lack of attention and affection at an early age might contribute to low self or emotional instability in later relationships.

Problem Number 4: Based on the findings of the study, what action plan may be proposed to develop and improve academic resilience?

As an output, an Action Plan was proposed, which was intended for the use of the Teachers, Parents, and Guidance Counselor to serve as a guide to develop and improve students' academic resilience.

Academic resilience was defined as the ability to recover from setbacks and long-term problems in education. Nonetheless, it looked essential to investigate the impact of contextual elements such as teacher emotional support and how students perceive it, as these may play a role in academic resilience development. However, parenting was one of the most important factors that may be considered to help students build their academic resilience. Some parents were unaware of the consequences of their actions toward their children, which resulted in a variety of behaviors. If the school conducted a seminar or workshops for parents, especially for all parents of at-risk students, it might help them to be aware and gain knowledge about the importance of parenting. Moreover, according to Xia et al. (2020) physical activity was an effective strategy to build students' resilience, which could increase their problem-solving ability, interpersonal communication skill, self-confidence, emotional control, and positive cognition.

Academic resilience is very important nowadays, especially during this pandemic period where a lot of changes have happened and a lot of students and parents are not able to adapt easily. Many parents are not knowledgeable enough about the effects of their actions on their children. However, the government does not have enough programs and interventions that focus on the importance of parenting.

Through this program, with the help of the schools' management, they would be able to assess the needs of each student and, through that, they would be able to tap and identify the

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 at-risk or high-risk students on whom they would focus. Together with the principal, teachers, and guidance counselor, they could implement this kind of program for the students and their parents as well, to improve their parenting style as well as the academic resilience of their children.

Table 5

ICare Program

AREA OF CONCERN	OBJECTIVES	ACTIVITIES/STRATEGIES	PERSONS INVOLVE	TIME FRAME	SOURCE OF FUND	SUCCESS INDICATORS
Low academic resilience as caused by difficulty controlling unpleasant emotions	To support learners who struggled with emotion regulation (usually at-risk or high-risk adolescents).	Surveying/Assessment One on one Interview Physical activity intervention (belly-dancing, yoga, self-defense)	Teachers Guidance Counselor	July 2022	School Management Donations	Students in the intervention program showed a considerable improvement in their ability to control unpleasant emotions, according to program evaluations.
Low academic resilience as caused by difficulty in coping with the adversity and hesitant to seek help and assistance	To assist students who had a hard time adjusting to the pandemic's changes in the way they learned (usually described as at-risk or high-risk adolescents).	Surveying/Assessment Online Kamustahan Virtual Seminar or Workshops Virtual Seminar	Teachers Guidance Counselor Parents	August 2022-September 2022	School Management Donations	Program evaluations revealed that students in the intervention program had significantly improved their use of healthy and effective coping mechanisms. This was demonstrated by intervention students' lower scores on and use of harmful coping mechanisms.
Low academic resilience as caused by different parenting styles	To help parents and give awareness to the different parenting styles and its implication to their children academic resilience.	/Workshops Access in online educational platform (Interactive Platform)	Guidance Counselors Teachers	September 2022-October 2022	School Management Donations	90% of parents attested that they have a better parent-child relationship after few seminar and workshops.

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CONCLUSION

Based on the abovementioned findings of the study, the following conclusions have been obtained:

1. That authoritative is the most manifested parenting style as assessed by Grade 12 students in the Division of Laguna, followed by Permissive, Neglectful, and Authoritarian which are slightly manifested only. It is evident that students perceived themselves as more resilient when they reported having authoritative parents. Similarly, adolescents are more likely to seek assistance from others if they also have an authoritative parent.

2. That low levels of perseverance, reflecting, and adaptive help-seeking contribute to a low level of academic resilience among Grade 12 students in the Division of Laguna. It is evident that not persevering when things do not go well and hesitating to engage and to obtain outside help and support, may result in a low level of academic resilience. This may reflect a decreased likelihood of educational success despite difficulties. Meanwhile, high negative affect and emotional response often contribute to a low level of resilience. Students who are experiencing more negative emotions and have a poor self-concept were inclined to struggle to overcome difficulties.

3. That students in Grade 12 are less likely to persevere and behave in an adaptive way, the more authoritarian their parents are. Authoritarian parents lack attention and a sense of security that promotes positive emotional health. Thus, children with authoritarian parents are more likely to experience helplessness, withdrawal, emotional difficulty, and struggle to overcome difficulties. Moreover, since authoritative parents listen to and guide their children; thus, these children's ability to communicate with their parents may cause them to feel happier in their lives and impact their emotional stability. This relationship could be attributed in part to the caring and trustworthy relationships that develop between parents and children.

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Similarly, permissive parents are known for providing emotional support and being sensitive to their children. As a result, the emotional warmth and empathy that children experience from their parents promote and help them in adapting and reacting constructively to difficulties. Furthermore, neglectful parents show no interest or engagement in the responsibilities of raising their children. As a result of this lack of emotional attachment, their children struggle to deal with their own emotions, especially if they fail to attain a certain goal. Moreover, their children also struggle to ask for and seeking help from other people because they don't even have parents who can support them and they can turn to them for help.

4. That schools can apply useful strategies from the proposed action plan to help students build academic resilience in the face of the pandemic. This is also helpful for parents to be aware of the implications of different parenting styles on their children's behavior, especially their academic resilience.

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