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STUDY HABITS, PARENTING STYLE, AND LEARNING STYLE AS CORRELATES TO ACADEMIC PERFORMANCE OF STUDENTS WITH SOLO PARENT

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ABSTRACT

The Solo Parent is represented only in the family by either a mother or a father. In this age, due to different marital circumstances, many instances of solo-parenting produced a new family atmosphere with a total absence of the other. This research centered on evaluating learners' academic success, learning style, and research patterns by providing a solo parent with a different parenting style. Frequency distribution, percentage, and chi-square were used to test the sixty students found across campuses at the University of Rizal System. Results showed a strong correlation between parent identity and known parenting style to the study patterns, learning style, and subsequent academic success of the established learners, which concludes that the impact of solo parenting is affirmative for the current generation of learners.

INTRODUCTION

The responsibility of parenting is incredibly daunting for females in a typical modern-day family set-up. Multiple burdens arise when an individual is expected to perform various duties at the same time. Because of the crippling patriarchal practices and norms, such different pressures are a prevalent gender problem that women are forced to endure. A mother will still have to cook for her family, wash laundry, take care of the kids, and clean the house in women's cases.

In the case of solo-parents, the issue of multiple pressures faced by females is further exacerbated. A female solo parent must work doubly hard to support the family without any partner to depend on. It is an almost difficult job to balance the role of a father and a mother.

This study aims to determine the relationship between academic performance and study patterns, parenting style, and student learning style with a solo parent.

The study patterns, style of parenting, and learning style are not correlated with students' academic success with a solo parent.

Ultimately, this study seeks to provide a framework for future policies that influence learners by bringing to light the potential challenges that a single parent poses by being raised.

LITERATURE REVIEW

The quality of family relationships and the broader social environment tend to have a greater effect on children's psychological development and adjustment than their parents' number, gender, sexual orientation, or biological relationship (Golombok, 2017). The presence of parenting stress that needs intervention has also been noted. Child mental well-being, which has significant consequences for intervention in this vulnerable group of families, was predicted by parenting stress. Parent mental well-being also projected parenting stress in the home community and projected parenting stress in the out-of-home community for food insecurity (Rodriguez-jenkins & Marcenko, 2014).

Bed-sharing carried out by parents may affect the well-being of a child. Breastfeeding facilitation, child irritability or disease, parental philosophy, parental self-sleep experiences are the reasons for bed-sharing. Western nations typically show lower recorded bed-sharing rates than developing nations. African and Asian countries have a higher prevalence of recorded bed-sharing than Europe and North and South America. Bed-sharing, as a matter of habit and purpose, will happen pro-actively (Mileva-seitz, Bakermans-kranenburg, Bhattaini, & Luijk, 2017). Personality has a coherent framework in middle childhood, is heritable, and is essential to developmentally significant outcomes such as activity externalization, drug use, and academic involvement. (Clark, Durbin, Hicks, Iacono, & McGue, 2017). Seward has created the Children's Social Vulnerability Questionnaire. Children rated as socially disadvantaged were likely to exhibit higher levels of emotional and behavioral issues. (Seward, Bayliss, & Ohan, 2018). This background contributes to their well-being as they reach adulthood, including the present psychosocial construct to which they are subjected as proximal assemblage by parents and school.

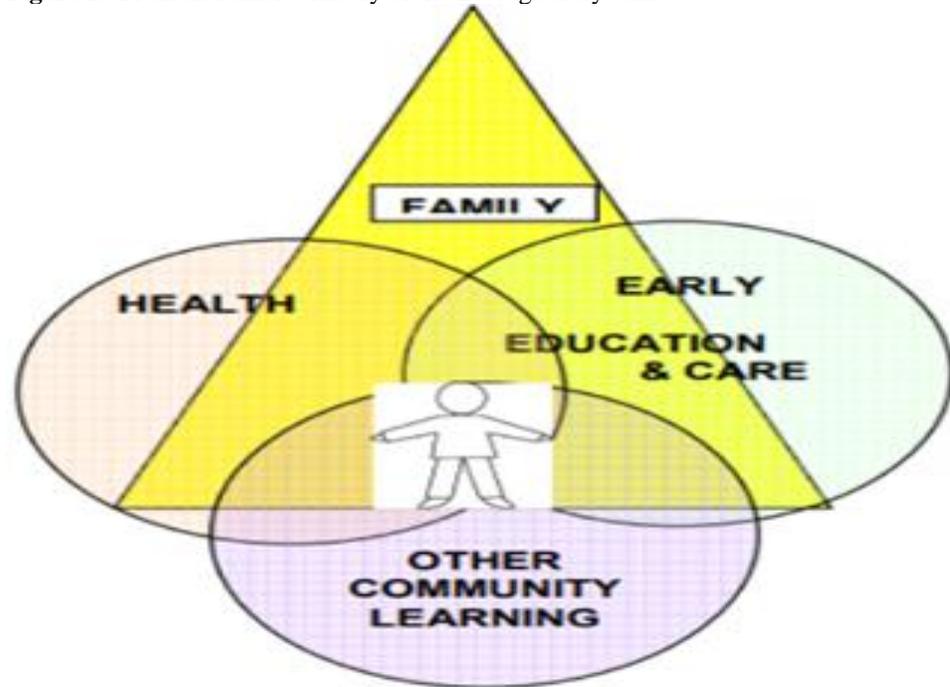
Three key topics were established on the maternity care experiences of solo mothers; first, the women felt that it was essential to be transparent about their decision to conceive, but needed to be upfront and choose healthcare professionals. Second, the experiences of women being seen or ignored are focused on healthcare professionals' personal views regarding their condition. Third, the women found that the social concept of motherhood and family constellations was questioned by their decision to be a single mother (Jacobsen & Dahl, 2017).

To empower families suffering from this situation, the Solo Parent Welfare Act of 2000 established government funding for lone parents in the Philippines. To sustain their family with dignity, the law specified the characteristics of eligible solo parents and their requirements and advantages.

CONCEPTUAL FRAMEWORK

The research is based on the Bronfenbrenner Ecological System. This theory describes how a child and his environment's innate qualities interact to influence how he will grow and develop.

Figure 1: Bronfenbrenner's Theory of the Ecological System.



This research adopts the framework and ideas of Bronfenbrenner's Theory of the Ecological System.

1. At the core of this model is the boy. 2. The model recognizes that a child is often influenced by the world in which she spends time. 3. For a young child, the most important place is his family because it is where he spends the most time and has the most emotional effect on him. His extended family, early care and education services, health care environments, and other community learning places, such as communities, libraries, and playgrounds, can be additional significant environments. 4. The growth of a child is dictated by what she encounters in those environments in which she spends time. Is anyone showing good child ways of acting? Is anyone talking to her and reading? Is anyone supplying her with resources to play with? "The primary engines of human development" are these interactions, called proximal or close processes that a child has with people and objects in these environments. (Bronfenbrenner, 2004)

METHODOLOGY

Participants were sixty students from the University of Rizal System, "purposeful sampling" (Tuckett, 2014) was utilized in selecting the subject which emphasizes sampling for information-rich cases. They were selected according to the parent they are living with, which is either a mother or a father. The students accomplished consent form

before answering the questionnaire checklist and the data were treated with confidentiality. The questionnaire checklist includes profile, study habit questionnaire developed by Lincoln Land Community College, parenting style questionnaire (Robinson, Mandleco, Olsen, & Hart, 1995), and learning style questionnaire (O'Brien, 1990) (Kostovich, Poradzisz, Wood, & Brien, 2007). This study focused on the analysis of having solo parent with distinct parenting style to the academic performance, learning style, and study habit of learners using descriptive- survey design. Frequency distribution, percentage and chi square were used to analyze the data.

RESULTS AND DISCUSSION

Parents' involvement plays an essential and critical role in culture and generation in influencing children's well-being, as shown in Table 1. Several studies show that contemporary families, from having solo parents to parents of the same sex, are still diverse (Golombok, 2017; Imaz, 2017; Khatoon, Hesari, & Hejazi, 2011). Sixty-seven percent of the students in this study live with their mother, which indicates that there are common maternal qualities of solo parenting. The majority of solo parents are 67 percent authoritative and 33 percent authoritarian, and none are permissive.

Table 1: Frequency of the Respondents in terms of Parent Living With

Parent Living With	Frequency	Percent
Mother	40	67.0
Father	20	33.0
Total	60	100.0

Table 2: Academic Performance of the Respondents

Academic Performance	Frequency	Percent
Outstanding	0	0.0
Very Satisfactory	24	40.0
Satisfactory	36	60.0
Fairly Satisfactory	0	0.0
Failed	0	0.0
Total	60	100

The academic performance of the students, on the other hand, is adequate and has a "very satisfying" performance of 60%.

Table 3: Study Habit of the Respondents

Study Habits	Frequency	Percent
1. Take & review thorough notes while in class	2	3.3
2. Eliminate lifestyle distractions	18	30.0
3. Schedule your study time	15	25.0
4. Organize your class materials	4	6.7
5. Take every extra opportunity to study	14	23.3
6. Study with a group or partner	2	3.3
7. Exercise to release stress	1	1.7
8. Take care of yourself first	3	5.0
9. Don't be afraid to ask for help	1	1.7
Total	60	100

Thirty (30) percent of students remove lifestyle disruptions in terms of study habits, while 25 percent plan their study time and 23.3 percent take any additional study opportunity.

Table 4: Parenting Style of the Solo Parent of the Respondents

Parenting Style	Frequency	Percent
Authoritative	40	67.0
Authoritarian	20	33.0
Permissive	-	-
Total	60	100

Because of this nature, most solo parents are authoritative, warmth and emotional considerations have been given to learners in terms of coping with difficulties, obligations, plans, and challenges in life that are very critical in developing good study habits for academic performance (Robinson et al., 1995).

All the parents of the participants have no solo parent ID. This means that these parents do not enjoy the incentives provided by the government.

Table 5: Learning Style of the Respondents

Learning Style	Frequency	Percent
Visual	40	60.0
Auditory	20	40.0
Total	60	100.0

This population's learning style is all about visual and auditory stuff.

Table 6: Chi Square Test Corresponding to “Parent Living With”

Variables	Chi Square	Sig	Ho	VI
Study Habit	0.800	0.333	FR	NS
Parenting Style	0.889	0.346	FR	NS
Learning Style	0.657	0.432	FR	NS

The study habit, parenting style, and learning style of learners, as seen in Table 6, did not matter to children raised by solo parents, either mother or father. Many studies indicate that a lack of proper parenting outcomes has many drawbacks to children's personality development (Bezrukova & Samoylova, 2015; Crouch et al., 2017; Friedson, 2016; Robinson et al., 1995).

Table 7: Chi Square Test Corresponding to “Academic Performance”

Variables	Chi Square	Sig	Ho	VI
Study Habit	0.324	0.275	FR	NS
Parenting Style	0.657	0.098	FR	NS
Learning Style	0.533	0.255	FR	NS

Based on the outcome of Table 2, Table 7 offers proof that the participants' related parenting style, research patterns, and learning style contributed to academic success. Authoritative styles will inspire and leave students with positive feelings, responsive treatment, and effective performance (Elena & Dorina, 2015; Gulfem, 2015)

CONCLUSION

The students' dominant learning habits reduce lifestyle disturbances, accompanied by arranging their learning time and taking any additional opportunity to study. None of the solo parents are permissive, and most of them are authoritative. This population's cognitive style is more visual and auditory. Also, students with solo parents' academic performance are adequate. Finally, research patterns, parental style, and learning style are not related to students' academic success with a solo parent.

RECOMMENDATION

This research does not mean that it is easier to be a single parent later on in rearing a successful child, but this shows that it has taken coping and independence to reach both ends. The question of why they should guarantee that their children can do the same as those living in a normal and full family will possibly be answered by what makes a solo parent stand out. For future research, it is possible to suggest different factors why a solo parent reached their position, child development background before becoming a parent, trauma, or ability to be a solo parent without any financial problems. It is also suggestive of discussing why solo parents choose to manage their own duties with the lack of laws and other social support for a solo parent. The presence of the solo parent ID is a strong indication of government help. Still, it is imperative to recognize why this ID is not available to most solo parents, whether it is a personal preference or its implementation mechanism.

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