

A Mediational Study on Parenting Styles, Academic Factors, and Academic Performance of 4Ps Beneficiaries: Bases for Action Plan

Charlotte G. Urbiztondo¹, Dr. Jonathan V. Oludin²

School of Advanced Studies, Bohol Island State University- Clarin Campus

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ABSTRACT

To attain educational equity for marginalized learners, it is critical to understand the interaction between parenting styles and academic influences in sustaining learner achievement. This study investigated the mediating role of academic factors in the relationship between parenting styles and academic performance among Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries in selected public and private secondary schools in Loon South District, Loon, Bohol during the Academic Year 2025–2026. Specifically, the study aimed to determine the level of parenting styles in terms of authoritative, authoritarian, and permissive approaches; assess the level of academic factors in terms of personal, family, school, teacher, peer, community, and mass media influences; evaluate the level of learners' academic performance; determine the significant relationship among the variables; and examine whether academic factors significantly mediate the relationship between parenting styles and academic performance. A quantitative non-experimental mediation research design was employed using purposive sampling to gather data from 129 learner-beneficiaries through validated survey questionnaires. Findings revealed a moderate level of parenting styles ($M = 3.14$, $SD = 1.13$) and a positive level of academic factors ($M = 2.80$, $SD = 0.65$). However, mediation analysis showed that academic factors did not significantly mediate the relationship between parenting styles and academic performance ($p = 0.643$, $\alpha = 0.05$). The results imply that although parenting styles influence learners' academic-related experiences, such influences may not directly translate into improved academic performance. The study provides valuable insights for parents, teachers, school administrators, and policymakers in designing interventions that strengthen parental involvement, enhance academic support systems, and maximize the educational impact of the 4Ps program. Furthermore, the study contributes to addressing student disengagement and dropout among disadvantaged learners in rural areas by proposing an action plan that promotes inclusive, supportive, and learner-centered educational environments.

Keywords: Parenting, Styles, Parenting Styles, Academic, Performance, Academic Performance, Academic Factors, Action Plan

INTRODUCTION AND RATIONALE

Education is essential for the advancement of both individuals and nations, as the academic success of students influences their future opportunities, career paths, and quality of life. Nevertheless, academic performance is not solely determined by cognitive aptitude and school-related factors; it is also influenced by the home environment, particularly parenting styles. Darling and Steinberg have elucidated that the emotional climate in which children are reared is a significant factor in the motivation, self-esteem, and academic outcomes of children, which is reflected in their parenting style. The significance of family dynamics in determining educational success has been underscored by the consistent correlation between the three primary parenting styles authoritative, authoritarian, and permissive and variations in learners' conduct and performance.

The Pantawid Pamilyang Pilipino Program (4Ps) was implemented in the Philippines to reduce poverty and support children's education through conditional assistance. In spite of these endeavors, numerous beneficiaries continue to encounter academic obstacles, particularly in rural regions like Loon South District, Bohol. The combined influence of parenting approaches and socio-economic conditions among disadvantaged learners has been largely disregarded by existing studies, resulting in a substantial research gap. In particular, there has been

inadequate consideration of the extent to which emotional support, resource constraints, and familial environment influence student disengagement and dropout rates among 4Ps beneficiaries. In order to address this lacuna, the current study aims to investigate the interaction between academic factors and parenting styles in order to gain a more comprehensive understanding of their influence on the academic performance of learners. The results of this study will ultimately inform targeted interventions for educators, policymakers, and families.

METHODOLOGY

Design. This study utilized a quantitative, non-experimental mediation research design to investigate the mediating role of parenting styles on the relationship between academic factors and academic performance.

Environment and Respondents. The study was conducted in the municipality of Loon, Province of Bohol, encompassing two districts: Loon North District and Loon South District. The individuals who took part in this study comprised one hundred twenty-nine (129) beneficiaries of the 4Ps program, purposively selected from both public and private secondary schools in the Loon South District of Loon municipality.

Instrument. The investigation implemented a structured survey questionnaire that was adopted from credible and validated sources and comprised three primary components. Parenting styles were evaluated in Part I using a 32-item instrument that was modified from Oliveira et al. The Scale Content Validity Index (S-CVI) was 0.97, suggesting that the instrument had strong validity. Three dimensions were assessed by the instrument: permissive (5 items), authoritarian (12 items), and authoritative (15 items). Part II assessed academic-related factors that influence beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps) using an instrument adapted from Omaweng. The instrument had a Cronbach's Alpha of 0.74, indicating acceptable reliability. Responses were averaged to produce continuous variables, which were interpreted using a 5-point Likert scale ranging from "Very Low Extent" to "Very High Extent." The weighted mean and standard deviation were employed to analyze the data in this section, and the results were interpreted using a 4-point Likert scale ranging from "Slightly Positive" to "Highly Positive."

The academic achievement of respondents was assessed in Part III via their general average, which was classified in accordance with the standards established by the Department of Education under DepEd Order No. 8, s. 2015. Outstanding (90% and above), Very Satisfactory (85–89%), Satisfactory (80–84%), Fairly Satisfactory (75–79%), and Did Not Meet Expectations (74% and below) were the performance levels that were categorized. The data collection procedure required the administration of the questionnaire, the computation of descriptive statistics, such as means and standard deviations, and the interpretation of the results in accordance with established scaling guidelines for each variable to guarantee consistency and accuracy.

Data Gathering Procedures. After obtaining ethical approval and permissions from the Campus President, Schools Division Superintendent, Schools District Supervisor of Loon and to the school principals across the two public secondary schools and one private secondary school in the District of Loon South. Further, surveys were administered to Grade 10-12 learners. Confidentiality was assured. Gathered questionnaires were tallied, tabulated, analyzed and interpreted with the assistance of a statistician.

Statistical Treatment. The study employed weighted mean and standard deviation to ascertain the extent of academic factors and parenting approaches. Additionally, the study employed weighted mean, standard deviation, frequency, and percentage to ascertain the academic performance of learners. Lastly, regression and mediation analysis were employed to ascertain the impact of the mediating role of parental styles on the relationship between academic factors and learners' academic performance.

RESULTS AND DISCUSSION

Level of Parenting Styles of 4Ps Beneficiaries

Table 1 illustrates the level of parenting styles of 4Ps beneficiaries that is used to find out how parenting styles affect the academic performance of the 4Ps Beneficiaries in Loon South District. It has three domains namely

authoritarian, authoritative and permissive. Each domain contains several statements to evaluate the level of parenting styles.

Table 1 Level of Parenting Styles of 4Ps Beneficiaries
n = 129

Indicator	Composite Mean	SD	Interpretation
Authoritative Parenting	3.92	1.07	High Extent
Authoritarian Parenting	2.49	1.45	Low Extent
Permissive Parenting	2.42	1.21	Low Extent
Overall Composite Mean	3.14	1.13	Moderate Extent

The level of parenting styles of the 4Ps beneficiaries as the independent variable of the study was determined by weighted mean and standard deviation. The findings of the parenting styles are presented in table 1. The authoritative parenting style had a composite mean of 3.92 (SD=1.07) which can be interpreted to a high extent. It exhibits a considerable level of agreement with its effectiveness where children raised under this approach tend to have higher academic achievement, improved social skills, and greater emotion management. On the other side, permissive parenting style earned the lowest composite mean of 2.42 (SD=1.21) which may be viewed as low extent. It might be saying that kids reared like this may have trouble learning self-control, responsibility and respect for norms. Permissive parents are supportive but provide little limits or boundaries which can lead to children who are creative but sometimes lacking discipline and academic focus.

The total composite mean of the level of parenting styles of the 4Ps beneficiaries is 3.14 (SD=1.13) which can be characterized as modest extent. The results show that authoritative parenting style is the most common among 4Ps recipients. Parents are usually responsive, supporting and encouraging, demonstrating warmth and regard for their children’s well-being. This is reinforced by Baumrind’s Parenting Styles Theory which describes how different approaches to raise children affect their behavior, development and academic outcomes. Moreover, this is in line with the study of Fabela and Panares (2024) which emphasized that parents have a significant role to play in the overall development of their children. Another study by Reddy (2025) that highlights the importance of parenting styles on the cognitive, emotional, social and physical development of the kid.

The Level of Academic Factors of 4Ps Beneficiaries

Table 2 shows the perceived level of academic aspects among the 4Ps beneficiaries. The data are classified into seven dimensions such as personal related, family related, school related, teacher related, peer related, community related and mass media connected. Each dimension consists of several statements evaluating different aspects of academic characteristics with the responses measured by mean scores and standard deviation.

Table 2 Level of Academic Factors of 4Ps Beneficiaries
n = 129

Indicator	Composite Mean	SD	Interpretation
Teacher Related Factor	3.20	0.56	Positive
School Related Factor	3.06	0.54	Positive
Community Related Factor	2.95	0.63	Positive
Mass Media Related Factor	2.84	0.71	Positive
Peer Related Factor	2.55	0.64	Positive
Family Related Factor	2.53	0.74	Positive
Personal Related Factor	2.49	0.73	Moderately Positive
Overall Composite Mean	2.80	0.65	Positive

The degree of academic factors of 4Ps beneficiaries was calculated using weighted mean and standard deviation as the mediating variable in the study. As indicated in Table 2 the level of academic elements of 4Ps beneficiaries, the indicator teacher related factor got the highest composite mean of 3.20 (SD = 0.56) which may be viewed as good. Therefore, teachers are seen as the main agents of learning, discipline and motivation. On the other side,

the personal-related factors obtained the lowest composite mean of 2.49 (SD= 0.73) which might be viewed as fairly favorable. Consequently, this study reveals that respondents do not perceive personal responsibility or self-driven action as a primary driver.

Thus, the academic factors of 4Ps beneficiaries were the overall composite mean of 2.80 (SD=0.65) which can be considered as favorable. This study found that teachers are viewed by students as encouraging, approachable, knowledgeable and fair and this is very supportive of their academic performance. This is reinforced by Bronfenbrenner’s Ecological Systems Theory where it explains that the many layers of environmental systems influence a kid development. This statement was supported by the study of Suleiman et al. (2024) who stated that academic attainment is a multidimensional outcome that is affected by a host of factors. Another study to support is the study of Aguring (2025) looking into how learning support mechanisms among 4Ps recipients contributed to the educational competence and performance. This study emphasized that academic characteristics such as motivation and support systems impact performance outcomes.

Level of Academic Performance of the 4PS Beneficiaries

The academic performance of the 4Ps beneficiaries shows in table 3 that many of the learners were high achievers with the bulk of learners falling under the very satisfactory to outstanding rating categories. This finding demonstrates how educational support interventions are beneficial in helping 4Ps beneficiaries achieve academic success.

Table 3 Level of Academic Performance of the 4Ps Beneficiaries

n = 129

Academic Performance	Frequency (f)	Percentage (%)
Outstanding (90 -100)	64	49.61
Very Satisfactory (85 - 89)	35	27.13
Satisfactory (80 - 84)	30	23.25
Performance Summary	Mean	Interpretation
	Score:88.74 SD: 5.21	Very Satisfactory

The level of academic achievement of the 4Ps recipients as the dependent variable of the study was presented in Table 3 using frequency count and percentage calculation. It shows that 49.61% of 129 respondents received the greatest frequency which can be characterized as Outstanding. The 4Ps beneficiaries thereby transcend the essential requirements in knowledge, skills and understanding and are able to transfer through authentic performance activities.

However, 23.25 % of the responders received the lowest frequency which can be defined as satisfactory. So, the learners at this level acquired the fundamental knowledge, abilities and core understandings with little teacher support and/or with some help from peers.

Thus the mean score of the performance summary was 88.74 (SD=5.21) which can be considered as extremely acceptable. It shows that the program recipients have academic competence and can meet the school’s expectations. The majority of learners are achieving at high levels of performance, with just a smaller proportion needing more support to achieve the same quality. This indicates that the group is generally doing well academically and that focused interventions are likely to improve outcomes further. The study of Flores (2019) revealed the considerable influence of the program to the performance of the student beneficiaries especially in inspiring students to attend courses. In addition, Pinquart (2016) indicates that both parents and researchers are interested in ways to increase children’s academic ability.

Mediation Analysis

This section shows the result of the mediation analysis on level of academic performance to level of parenting styles and level of academic factors. The mediation result of the level of parenting styles to the level of academic

factors and the level of academic factors to the level of academic performance using Mediation Analysis is presented in Table 4. The analysis is used to investigate how a variable (mediating variable) explains the relationship between two other variables (independent and dependent). There is no significant link between the level of parenting styles and the level of academic factors ($E=0.158$, $SE=0.0414$, $Z=3.824$, $p\text{-value} < .001$). It indicates that the parenting methods are not having a significant positive effect on the academic related elements such as motivation, study habits or attitude. In other words, the way parents lead and assist their children clearly affects how learners approach their academics.

Table 4 Academic Factors Mediate the Relationship Between the Level of Parenting Styles and Academic Performance of the Learners

n = 129

Path Estimates

Effect	Estimate	SE	Z	p-value
Level of Parenting Styles to Level of Academic Factors	0.158	0.0414	3.824	< .001
Level of Academic Factors to Level of Academic Performance	-1.109	2.3772	-0.467	0.641
Level of Parenting Styles to Level of Academic Performance	1.185	1.1795	1.004	0.315

Mediation Estimates

Effect	Estimate	SE	Z	p-value	Interpretation	Decision
Indirect	-0.176	0.379	-0.463	0.643	Not Significant	Do not Reject H ₀
Direct	1.185	1.179	1.004	0.315	Not Significant	Do not Reject H ₀
Total	1.009	1.119	0.902	0.367	Not Significant	Do not Reject H ₀
Variable			p-value	α	Interpretation	Decision
Mediation Analysis Summary			0.643	0.05	Not Significant	Do Not Reject H ₀

Table 4 presents the mediation analysis examining whether academic factors mediate the relationship between parenting styles and learners’ academic performance. The findings revealed that parenting styles significantly influenced academic factors ($\beta = 0.158$, $p < .001$), indicating that parenting practices have an effect on learners’ academic-related conditions and experiences. However, academic factors did not significantly affect academic performance ($\beta = -1.109$, $p = 0.641$), suggesting that the identified academic factors were not strong predictors of learners’ academic achievement in this study. Similarly, the direct effect of parenting styles on academic performance was not significant ($\beta = 1.185$, $p = 0.315$), indicating that parenting styles alone did not directly contribute to variations in learners’ academic performance. These findings imply that although parenting styles may shape certain academic factors, such influence does not necessarily translate into improved academic outcomes.

Moreover, the mediation estimates showed that the indirect effect of parenting styles on academic performance through academic factors was not significant ($\beta = -0.176$, $p = 0.643$), leading to the decision to not reject the null hypothesis. The direct and total effects were likewise not significant, confirming the absence of a mediating relationship between the variables. This suggests that academic factors did not function as an explanatory mechanism linking parenting styles to academic performance among the learners. The results further imply that other variables, such as learner motivation, study habits, teacher support, socioeconomic status, or learning environment, may have stronger influences on academic performance. Hence, future studies may explore additional mediating or moderating variables to gain a deeper understanding of the factors affecting learners’ academic achievement.

CONCLUSIONS

The findings conclude that academic factors did not significantly mediate the relationship between parenting styles and learners' academic performance. Although parenting styles significantly influenced academic factors, these academic factors were not found to significantly affect learners' academic achievement. Likewise, parenting styles did not directly predict academic performance, indicating that other variables may play a more substantial role in shaping learners' academic outcomes. These results suggest that academic performance is influenced by multiple interconnected factors beyond parenting styles and the selected academic factors examined in the study. However, the study has several limitations that should be considered in interpreting the findings. The study relied primarily on self-reported data, which may be affected by response bias and subjective perceptions of the respondents. The limited sample size and the focus on a specific group of learners may also restrict the generalizability of the results to other educational settings or populations. In addition, the study only examined selected variables and may not have captured other influential factors such as motivation, peer influence, socioeconomic status, teacher support, and learning environment. Moving forward, future studies may employ larger and more diverse samples, include additional mediating or moderating variables, and utilize mixed-method approaches to provide a more comprehensive understanding of the factors influencing learners' academic performance.

RECOMMENDATIONS

1. Parents may encourage to exercise balance kindness and discipline, as they build confidence, motivation and stronger academic performance.
2. Students can learn self-regulated study habits such as goal setting, time management and peer collaboration.
3. Teachers might provide tactics for the classroom that take into account the students' family backgrounds, offer mentorship and remedial classes and apply positive reinforcement to keep the students motivated.
4. School Administrators are encouraged to establish programs that strengthen school-home ties, dedicate resources to tutorials and peer mentoring, and monitor 4Ps recipients more closely to prevent disengagement.
5. Future researchers can do a comparative study of the public and private school beneficiaries of 4Ps in terms of its impact to academic achievement.

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