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## **Relationship of Parenting Styles and Study Attitudes and Methods Survey (SAMS) of Third-Year College Students**

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### **ABSTRACT**

This study investigated the relationship between perceived parenting styles and the study attitudes and methods of third-year college students. Employing a quantitative, correlational design with a non probability purposive sampling technique, data were collected from third-year students at Saint Mary's University (School Year 2024-2025) using the Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ) and the Study Attitudes and Methods Survey (SAMS). While the majority of participants reported experiencing an authoritative parenting style, the findings revealed no statistically significant correlation between parenting styles and their motivation, time management, organizational skills, or study habits. This suggests that factors beyond parenting styles may exert a more influential role in shaping academic behaviors at this advanced stage of higher education. Furthermore, this paper synthesizes recommendations from a broader study, highlighting the interconnected responsibilities of students, parents, educators, guidance counselors, and university administration in fostering positive study attitudes and effective study methods. The significance of a balanced parenting approach, characterized by warmth, clear expectations, and open communication in promoting discipline and independence conducive to academic achievement, is underscored. Specific parental interventions, such as establishing study routines, cultivating a growth mindset, managing study anxiety, and modeling effective study habits, are proposed. The paper also recommends the adoption of interactive teaching methodologies by educators and the facilitation of parent-student workshops by guidance counselors to enhance understanding and collaboration. Illustrative workshop modules focusing on communication, academic strategies, and collaborative action planning are presented. The encouragement of university administration to engage with parents and communities in developing a supportive learning environment that addresses students' comprehensive needs is also emphasized. Finally, the paper proposes directions for future research to extend the study's scope across diverse academic levels and geographical contexts. Ultimately, this paper advocates for a comprehensive, collaborative strategy to enhance students' study attitudes and methods, thereby contributing to their overall academic well-being and success.

*Keywords:* academic well-being, collaborative intervention, parenting style, study attitudes and methods

### **INTRODUCTION**

The transition to college presents numerous challenges for young adults, particularly as they adapt to academic demands, increasing independence, and evolving social dynamics. A significant influence during this period is parental upbringing, with parenting styles playing a crucial role in shaping students' academic attitudes and behaviors. Kuppens and Ceulemans (2018) emphasized the need for localized research into parenting practices, recognizing that cultural and contextual variations remain underexplored. Building on this, the present study investigated the relationship between parenting styles and the study attitudes and methods (SAMS) of third-year students at Saint Mary's University. Drawing from foundational theories by Baumrind (1966) and Maccoby and Martin (1983), the study examined how dimensions of responsiveness and demandingness—characteristic of authoritative, authoritarian, permissive, and uninvolved styles—affect academic motivation, self-concept, and performance. Authoritative parenting, with its balance of support and discipline, is consistently linked to

positive educational outcomes, while authoritarian and permissive approaches yield mixed or less favorable effects depending on cultural and individual differences. Focusing on late-stage undergraduates who are preparing for post-college life, this research provides critical insights into how parental influences persist and manifest in academic settings.

Situated within the context of Saint Mary's University, the study aims to inform educators, parents, and students by highlighting how parenting impacts learning behaviors, thereby supporting student development and readiness for professional life. Specifically, it determined the profile of the respondents in terms of sex, schools, socioeconomic status, and ethnicity; the level of study attitudes and methods of the third-year students in the following dimensions - love of learning, academic drive-conformity, study methods, study anxiety, manipulation, and alienation toward authority; the kind of parenting styles the respondents experienced such as parenting in an authoritative manner, parenting in an authoritarian manner, parenting in a permissive manner, parenting in an uninvolved manner; and a significant relationship between parenting styles and study attitudes and methods.

### **METHODOLOGY**

This study employed a quantitative, descriptive-correlational research design to examine the relationship between variables. The study was conducted at Saint Mary's University in Bayombong, Nueva Vizcaya, during the 2024-2025 academic year. Using purposive sampling, the researchers recruited 150 third-year college students across four schools: STEH, SAB, SHANS, and SEAIT. This sample size ensured a diverse representation of disciplines and parenting styles. Participants were selected based on the criteria that they were raised in a dual-parent household and had established academic routines. Under the guidance of a research adviser, recruitment took place in classrooms and libraries. Eligible students were provided with informed consent forms outlining the study's objectives, confidentiality protocols, and their right to withdraw. This structured approach ensured that all participants were fully informed and purposefully selected before data collection began.

The Study Attitudes and Methods Survey (SAMS), developed by William F. Brown was used to assess college students' motivations, study patterns, and perspectives on education. It evaluated non-cognitive factors like motivation, study habits, and affective factors to understand influences on academic success and well-being of the respondents. SAMS scores were calculated by summing responses within subscales, with higher scores indicating stronger endorsement of the measured construct. Raw scores are often standardized for comparison, and the instrument's manual provides scoring and interpretation guidelines. SAMS helps identify non-academic challenges affecting school performance, aiding in targeted interventions for college students.

The Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ), developed by Shyny in 2017, assessed the respondents' perceptions of parents' parenting styles (authoritarian, authoritative, permissive, and uninvolved). This 40-item questionnaire demonstrated good internal consistency with a Cronbach's alpha of 0.98 in its original development and 0.83 in a subsequent calculation, indicating acceptable to good reliability. While reliable, the slight reduction in the reliability coefficient might be due to contextual or sample-specific factors.

The gathered data were subsequently analyzed and interpreted by the researchers, with a dissemination plan including flyers for relevant beneficiaries.

## RESULTS AND DISCUSSION

### Section 1. Demographic Profile of the Respondents

In terms of sex, 73, or 48.67 % are male, while 77 (51.33 %), are female. This suggests that more respondents are female. As to the school of the respondents, 38 (25.33 %) are from SAB, 37 (24.67%) are from SEAIT, 38 (25.33 %) are from SHANS, and 37 (24.67%) are from STEH. This suggests that the four schools chosen for the study are well represented. In terms of the socioeconomic status of the respondents, a large group, 68 respondents (45.33 %), have sufficient income only for their family needs, so they can hardly save. Lastly, in terms of ethnicity, the majority, 49.33% (74 respondents) are Ilocano.

### Section 2. Level of Study Attitudes and Methods of the Third Year Students

**Table 1**

*Summary of Descriptive Statistics for Six Key Dimensions of Student Motivation and Learning Behavior*

Dimensions	Mean	Standard Deviation	Qualitative Description of Raw Score
Academic Interest – Love of Learning	23.43	8.66	High
Academic Drive – Conformity	31.25	7.86	High
Study Methods	27.99	8.76	Low
Study Anxiety	25.03	9.55	High
Manipulation	15.09	9.27	High
Alienation Toward Authority	18.65	9.56	Low

*Note. Mean Range Description for Academic Interest: 0-21 (Low), 22-45 (High); Mean Range Description for Academic Drive-Conformity: 0-35 (Low), 36-45 (High); Mean Range Description for Study Methods: 0-27 (Low), 28-45 (High); Mean Range Description for Study Anxiety: 22-45 (Low), 0-21 (High); Mean Description for Manipulation: 0-11 (Low), 11-45 (High). Mean Range Description for Alienation Toward Authority: 16-45 (Low), 0-15 (High). Mean Range Description for Alienation towards Authoritative: 0-14 (Low), 16-45 (High).*

Table 1 shows the mean, standard deviation, and qualitative descriptions of the level of study attitudes and methods of the third-year students. It summarizes the descriptive statistics for six key dimensions of student motivation and learning behavior, revealing a diverse range of student experiences. Notably, while students demonstrated a generally high mean score in areas like academic interest, there was significant variability within each dimension. This suggests that while some students exhibit strong intrinsic motivation and effective study habits, others experience higher levels of study anxiety, perceive instances of manipulation, and feel alienated from authority figures. These findings underscore the importance of recognizing the diverse needs and experiences of individual students within the educational context. Overall, the perceived level of study attitudes and methods of the third-year students with mean of 23.57 and standard deviation of 5.32 is qualitatively described as high level.

### Section 3. Kinds of Parenting Styles Perceived by the Third-Year Students

**Table 2**

*Mean and Standard Deviation of the Different Kinds of Parenting Styles Perceived by the Third-Year Students*

Classification		Authoritarian	Authoritative	Permissive	Uninvolved
<b>Authoritarian Dominant</b> n=16	Mean	38.00	31.88	24.88	21.63
	SD	4.43	4.70	6.18	5.64
<b>Authoritative Dominant</b> n=116	Mean	20.96	36.53	25.23	21.12
	SD	6.30	5.59	4.85	5.89
<b>Permissive Dominant</b> n=18	Mean	19.61	27.11	31.44	19.50
	SD	6.64	5.05	5.18	5.83
<b>Uninvolved Dominant</b> n=0	Mean	-	-	-	-
	SD	-	-	-	-
<b>Total</b>	Mean	22.61	34.90	25.94	20.98

<b>n=150</b>	SD	8.14	6.30	5.41	5.85
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Table 23 shows the mean and standard deviation of the different kinds of parenting styles perceived by the third-year students such as authoritarian, authoritative, permissive, and uninvolved. Among the total respondents ( $n = 150$ ), the highest mean score was observed for the authoritative style ( $M = 36.53$ ,  $SD = 5.59$ ), suggesting that most respondents perceived themselves to be raised by authoritative parents. This type of parenting is characterized by warmth, responsiveness, and clear guidance.

#### Section 4. Relationship of Parenting Styles and Study Attitudes and Methods

**Table 3**

*Pearson Correlation Coefficients and Associated P-values*

Parenting Style	Love of Learning	Academic Drive-Conformity	Study Methods	Study Anxiety	Manipulation	Alienation Toward Authority
Authoritarian	0.000 (0.998)	-0.008 (0.920)	-0.014 (0.868)	0.041 (0.622)	<b>0.180 (0.027)</b> *	0.056 (0.499)
Authoritative	0.093 (0.259)	0.098 (0.231)	0.059 (0.475)	-0.028 (0.736)	-0.005 (0.947)	-0.027 (0.746)
Permissive	0.006 (0.941)	0.000 (0.997)	0.033 (0.690)	0.123 (0.133)	0.127 (0.123)	0.013 (0.879)
Uninvolved	0.084 (0.309)	0.089 (0.279)	0.086 (0.295)	0.100 (0.223)	0.144 (0.078)	0.085 (0.303)

**Note:** \* $p < 0.05$  (significant). Sample size for all groups:  $n = 150$ . Values are Pearson correlation coefficients with p-values in parentheses

Table 3 presents the Pearson correlation coefficients and associated p-values. Results suggest a generally weak and statistically insignificant relationship between the reported parenting styles of third-year college students and their study attitudes and methods, as measured by the six dimensions of the survey. This lack of significant correlation across love of learning, academic drive-conformity, study methods, study anxiety (interpreted as lack of academic concern), manipulation (indicating lower manipulative tendencies with higher scores), and alienation toward authority (reflecting dissatisfaction with rules with higher scores) implies that the influence of parenting style on these specific academic dispositions and behaviors is limited at this stage of tertiary education.

#### Conclusion

Most third-year students are female, with balanced representation across four schools. They generally belong to middle-income families, with limited savings capacity. Ilocanos form the largest ethnic group, followed by Ifugaos and others. Moreover, students show a moderate and balanced approach to academic attitudes, including motivation, study techniques, and emotional responses. Also, authoritarian parenting is most common, followed by authoritative and permissive styles. Gender and school affiliation influence perceived parenting styles—females more often report permissive parenting, while males report authoritarian parenting more frequently. There is also no strong link between parenting style and students' study attitudes and methods, except for a weak positive correlation between authoritarian parenting and manipulation. Lastly, perceptions of parenting styles are shaped by gender, school, socioeconomic status (mostly middle-income), and ethnicity (with Ilocanos predominant) and no students from high-income backgrounds reported any of the identified parenting styles.

#### Recommendations

The study recommends a multi-faceted approach to improving students' academic performance and well-being by involving students, parents, educators, counselors, university administrators, and future researchers. Students are encouraged to participate in workshops on study techniques and stress management, develop healthy coping mechanisms, and practice

time management, mindfulness, and self-care. Parents are advised to adopt a balanced parenting style that combines warmth, structure, and open communication, while also fostering good study habits and a growth mindset in their children. Educators should use interactive, student-centered teaching strategies, and guidance counselors are encouraged to conduct workshops that enhance parent-student collaboration. University administrators are urged to work with families and communities to support students' holistic development. Finally, future research should broaden the study's scope to include diverse student populations for deeper insights into the impact of parenting on academic attitudes and methods.

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