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Research Article

Parent-Adolescent Relationship: Impact on Senior High School Students in the National Capital Region

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ABSTRACT

Adolescence is a critical developmental period that requires parents and youth to renegotiate their relationships (Laursen et al., 2009). Despite being an individual who can take increasing responsibility, an adolescent still needs more protection and guidance (Sawyer, et al., 2018), therefore, the relationship with their parents is crucial. This study explored the impact of parent-adolescent relationships on the academic outcome of Senior High School students in the National Capital Region of the Philippines, focusing on 4 of its dimensions in terms of the adolescents' (a) social interaction, (b) independence, (c) self-expression, and (d) academic performance. Bodies of related literature were also reviewed to assure the reliability and accuracy of this study. Results showed that there is no significant relationship between the parent-adolescent relationship and the General Weighted Average of the students. Despite that, reviewed literature indicated that adolescents who had high levels of parent-adolescent attachment were more likely to have high levels of self-worth, which in turn enhanced their academic engagement and then improved high school grades (Chen, 2017). The researchers recommend future researchers fill the gaps this research has by conducting a study in a larger sample size to give more reliable results with greater precision and power. Future studies about the parent-adolescent relationship may focus on other dimensions aside from the four dimensions explored in this study.

Keywords: *Parent-adolescent relationship, Adolescence, Senior High School*

Introduction

The first use of the word “adolescence” appeared in the 15th century and came from the Latin word “adolescere,” which meant “to grow

up or to grow into maturity” (Lerner & Steinberg, 2009, p.1). However, defining the phase of life that stretches between childhood and adulthood has long posed a conundrum (Sawyer, et

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al., 2018). A study by Sawyer et al., (2018) stated that the non-mutually exclusive definitions for the developmental years, particularly adolescence, is another challenge, in which a 16-year-old individual is a child, adolescent, and youth at the same time. These words convey very different meanings: child suggests dependency, youth signals independence, and adolescence captures the notion of the growing individual who can take increasing responsibility, but who still needs more protection than an adult (Sawyer, et al., 2018).

Adolescence is a critical developmental period that requires parents and youth to renegotiate their relationships (Laursen et al., 2009). Among the critical developmental and psychological challenges that adolescents face are relational tasks, such as transforming childlike ties in familial relationships into ones of adult mutuality and forming enduring and satisfying extra-familial relationships with partners and friends (La Guardia & Ryan, 2002). In a positive light, Noller (2015) stated that families that provide close, supportive environments for adolescents, while at the same time encouraging autonomy and independence, seem to produce adolescents who can cope best with the transition to adulthood.

In a local point of view, the family is the major agent in the life of Filipino adolescents as it shapes the adolescents' personality, values, and attitudes (Gastardo-Conaco, Jimenez & Billedo, 2003; Natividad, Puyat, Page & Castro, 2004). A study by Santiago et al. (2009), stated that Filipino adolescents continue to value the family, and other family-oriented values such as family solidarity, warm relationships, and the willingness to make sacrifices for the good of the family (Go, 1994). Consistent with the value ascribed by the family to education, the youth aspire to attain a high level of education for financial security for themselves and their family (GastardoConaco, Jimenez & Billedo, 2003; Medina, 2001).

The parent-adolescent relationship has long been studied, and researchers have discovered that differences in parenting styles have been used to account for the effects of familial socialization on children's social competence; these styles and their differences result from the interaction of different attitudes and behaviors

displayed by parents toward their children, and they have a direct influence on children's behavior, emotional security, and well-being (León-Del-Barco et al., 2019). Aside from parent-adolescent relationships, other scholarly articles suggest that the parents' marital status of adolescents may affect their well-being. According to the Brookings Institution, children raised by married parents do better at school, develop stronger cognitive and non-cognitive skills, are more likely to go to college, earn more, and are more likely to go on to form stable marriages themselves.

This study explored the impact of parent-adolescent relationships on Senior High School students in the National Capital Region of the Philippines, mainly emphasizing its impact on the learners' academic outcome. It also aimed to assess the significant difference between the perceived level of impact of parent-adolescent relationships when the respondents are grouped according to their parents' marital status. Data obtained and analyzed from the study were used to draw relevant recommendations. Additionally, this study aimed to educate and raise awareness regarding the importance of maintaining a good relationship between parent and child.

Research Problem

Generally, this study aimed to examine the parent-adolescent relationship and its impact on Senior High School students in the National Capital Region.

Specifically, it sought to answer the following:

1. What is the demographic profile of the respondents? In terms of:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Grade and Strand
 - 1.4. Parents' marital status
 - 1.5. General Weighted Average (GWA)
2. What is the level of impact of parent-adolescent relationships? In terms of:
 - 2.1. Social interaction (Circle of friends & Romantic relationships)
 - 2.2. Independence
 - 2.3. Self-expression
 - 2.4. Academic performance

3. Is there a significant relationship between parent-adolescent relationship and the academic outcome of Senior High School students in NCR?
4. Is there a significant difference between the level of impact of parent-adolescent relationship when the respondents are grouped according to their parents' marital status?
5. What recommendations can be drawn based on the findings of the study?

Research Hypotheses

Aligned with the research problem, this study aimed to test the following hypotheses:

1. The significant relationship between the parent-adolescent relationships and the academic outcome of SHS students in NCR.
 - 1.1. **Null hypothesis:** There is no significant relationship between parent-adolescent relationship and the academic outcome of SHS students in NCR.
 - 1.2. **Alternative hypothesis:** There is a significant relationship between parent-adolescent relationship and the academic outcome of SHS students in NCR.
2. The significant difference between the level of impact of parent-adolescent relationship when the respondents are grouped according to their parents' marital status.
 - 2.1. **Null hypothesis:** There is no significant difference between the level of impact of parent-adolescent relationship when the respondents are grouped according to their parents' marital status.
 - 2.2. **Alternative hypothesis:** There is a significant difference between the level of impact of parent-adolescent relationship when the respondents are grouped according to their parents' marital status.

Methods

This part presents the processes and procedures utilized by the researchers in crafting this research paper.

Research Design

Research design is a detailed outline specifically created to answer the research questions. This study utilized a descriptive correlational type of quantitative research to answer the research questions and test the research hypotheses. Descriptive research is used to systematically and accurately describe the facts and characteristics of a given area of interest (Isaac & Michael, 1995), wherein variables will not be controlled. By using this method, the study reports the characteristics of the respondents as they are, determines the frequency distribution of variables, and systematically classifies the findings from the data analysis. On the other hand, a correlational research design scrutinizes relationships between two variables (or more) without manipulating any of them (Bhandari, 2021). This design is used to answer the research problem regarding the significant relationship between parent-adolescent relationships and the academic performance of senior high school students in the National Capital Region (NCR). The gathered data from the respondents have undergone statistical analyses to determine the correlation and differences among variables.

Sampling

To properly determine the research participants in the study, the researchers used the Purposive Cluster Sampling technique. The purposive sampling technique relies on the researchers' discretion in selecting the individuals to participate in the study. It is also a non-probability sample that is chosen based on the study's objectives and the researchers' criteria for population features: (1) respondents are Senior High School students in NCR. The criteria was appropriately set by the researchers to sensibly draw inferences in accordance to the stated objectives. The Cluster sampling method was also used by the researchers to improve efficiency of this study. Cluster sampling is a method of probability sampling that is often used to study large populations, particularly those that are widely geographically dispersed (Thomas, 2021). It would be very costly and time-consuming to obtain a random sample within the spread of Senior High School stu-

dents in NCR. Rather, purposely selected students from randomly selected schools have been taken as samples.

Environment

The research respondents are Senior High School students in the National Capital Region (NCR). According to the Department of Trade and Industry, NCR is also known as Metropolitan Manila and is the country's political, economic, and educational center. According to the Department of Education, there are a total of 756 Senior High Schools in NCR. As it is a wide geographic area, only randomly selected schools within the region were purposely sampled.

Data Gathering Technique and Instrumentation

Before the data gathering, the researchers brainstormed and researched necessary information to craft the survey questions. Simultaneously, the criteria for selecting the respondents have also been carefully regulated in accordance with the research problem. Next, the researchers submitted their initial survey questionnaire to a reliable grammarian, and after thorough analyses and checking, the researchers optimized the questionnaire based on the grammarians suggestions. The questionnaire consisted of 2 parts; the demographic profile of respondents such as age, gender, grade level, strand, parent's marital status, and their General Weighted Average (GWA); and a 5-point Likert Scale designed to assess the level of impact of parent-adolescent relationships in terms of social interaction, independence, self-expression, and academic performance. The parent's marital status was incorporated as it is necessary to answer the research problem regarding the significant difference between variables when grouped according to profile, while the GWA was included as the dependent variable necessary to quantify the correlation of parent-adolescent impact and the academic performance of Senior High School students.

Then, the researchers transferred the survey questionnaire to Google Forms, a survey administration software offered by Google. The software was used as it offers an efficient and

organized survey platform for both the researchers and the respondents. Moreover, the visual appearance of the survey form was also scrutinized. Before conducting the survey, the researchers first requested permission from the Basic Education Department to pursue the present study in completion of their Research Project. Upon approval, the survey, along with the consent letter informing the respondents about the objectives of the study and the ethical measures preserving confidentiality was politely sent to the respondents.

The data gathering procedure began when the respondents validated their participation to be the research respondents. Due to the restrictions brought by the Covid-19 pandemic, this study was conducted virtually, wherein the researchers and respondents connected with the help of online communication platforms, mainly Messenger. The researchers also informed the respondents of the ethical considerations namely, anonymity and integrity to gain their complete honesty in answering the survey. The researchers did not interfere with any aspect of the respondents' personal life. Hence, only the things connected in this study were gathered and analyzed.

Afterwards, the survey responses were collected and stored in the researchers' designated spreadsheet. A total of 395 respondents participated in the conducted survey, serving as the sample size of the present study. The study has a 0.05 level of significance and a confidence level of 95%. Using statistical treatments, the researchers moved on to data analysis.

Data Analysis

All the data from the survey was gathered and analyzed through statistical and numerical analysis. The level of impact and the general weighted average of the respondents will be used for attaining the correlation between parent-adolescent relationship and academic performance, along with their parents' marital status for attaining the difference between variables when grouped according to selected profile. In addition, Pearson-R Correlation, Regression Analysis, and One-Way Analysis of Variance (ANOVA) was used as statistical methods

to interpret the data and answer the stated questions of the study.

Statistical Treatment of Data

Given the statement of the problem, the researchers aimed to determine the level of impact of the parent-adolescent relationship on Senior High School students in NCR. After collecting data from the respondents through surveys, the researchers grouped the data according to the profile check by the respondents. To present the findings, each profile (Age, Gender, Grade Level, Strand, Parents’ Marital Status, and the respondents’ General Weighted

Average) will have a summary table. Also, the level of impact of parent-adolescent relationships in terms of social interaction, independence, self-expression, and academic performance will have a summary table consisting of the weighted mean and its interpretation.

For the Frequency Percentage Formula, this is used to get the percentage equivalent of a given frequency and sample size. Weighted Arithmetic mean is a statistical tool used to determine the average of the variables considering the weight given to each quantitative data, with the use of the Likert Scale Weighted Mean Interpretation below.

Table 1. Likert Scale Weighted Mean Interpretation for the Level of Impact of Parent-Adolescent Relationship

SCALE	WEIGHTED MEAN	INTERPRETATION
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Table 2. Size of Correlation Coefficient and its Interpretation (Hinkle et al., 2003)

SIZE OF CORRELATION	WEIGHTED MEAN
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative) correlation
0.70 to 0.90 (-0.70 to -0.90)	High positive (negative) correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative) correlation
0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative) correlation
0.00 to 0.30 (-0.00 to -0.30)	Negligible correlation

Results and Discussion

This section presents the results of the study by utilizing textual and tabular forms of presentation. The data have undergone different statistical analysis which served as basis in

answering the stated problems of this study. Related literatures were also reviewed and expanded to strengthen the reliability of interpreted and implicated results.

Part I: Demographic Profile

Table 3. Frequency and Percentage Distribution of Respondents According to Age

AGE	FREQUENCY	PERCENTAGE
16 years old or below	63	19.75%
17 - 18 years old	242	75.86%
19 - 20 years old	12	3.76%
21 years old or above	2	0.63%
TOTAL	319	100%

Table 3 shows the frequency and percentage distribution profile of the respondents according to their age. It is noted that the group of respondents with the age 16 years old or below takes up 19.75% of the entire sample, followed by 17 to 18 years old with 75.86%,

then 19 to 20 years old with 3.76%, and lastly, the group with the age of 21 years old or above with 0.63%.

This presents that the majority of the respondents are currently in the age of 17 to 18 years old.

Table 4. Frequency and Percentage Distribution of Respondents According to Gender

GENDER	FREQUENCY	PERCENTAGE
Male	107	33.54%
Female	212	66.46%
TOTAL	319	100%

Table 4 shows the frequency and percentage distribution of the respondents according to their gender. It is noted that the male

respondents have a percentage of 33.54% while the female respondents take 66.46%.

This presents that the majority of the respondents are female.

Table 5. Frequency and Percentage Distribution of Respondents According to Grade Level

GRADE LEVEL	FREQUENCY	PERCENTAGE
11	74	23.2%
12	245	76.8%
TOTAL	319	100%

Table 5 shows the frequency and percentage distribution of the respondents according to their grade level. It is noted that 23.2% or 74

respondents are in Grade 11 while 76.8% or 245 of the respondents are in Grade 12.

As shown, the majority of the respondents are in Grade 12.

Table 6. Frequency and Percentage Distribution of Respondents According to Strand

STRAND	FREQUENCY	PERCENTAGE
Accountancy, Business and Management (ABM)	131	41.07%
Humanities and Social Sciences (HUMSS)	70	21.94%
Science, Technology, Engineering, and Mathematics Strand (STEM)	68	21.32%
Technical Vocational Livelihood (TVL)	28	8.78%
General Academic Strand (GAS)	22	6.9%
TOTAL	319	100%

Table 6 presents the frequency and percentage distribution of the respondents according to their strand. Table 6 shows that 131 (41.07%) are from the ABM strand while 70 (21.94%) are from the HUMSS strand.

Meanwhile, 68 (21.32%) and 28 (8.78%) belong to the STEM and TVL strands respectively. Finally, 22 (6.9%) are from the GAS strand.

Table 6 indicated that the majority of the respondents belong to the ABM strand.

Table 7. Frequency and Percentage Distribution of Respondents According to Parent's Marital Status

PARENTS' MARITAL STATUS	FREQUENCY	PERCENTAGE
Married	199	62.38%
Divorced	1	0.31%

PARENTS' MARITAL STATUS	FREQUENCY	PERCENTAGE
Separated	36	11.29%
Widowed	16	5.02%
Single	62	19.44%
Remarried	5	1.57%
TOTAL	319	100%

Table 7 presents the frequency and percentage distribution of the respondents according to their parents' marital status. It can be noted that 199 (62.38%) are married, 62 (19.44%) are single, 36 (11.29%) are separated and 16 (5.02%) are widowed. Meanwhile,

5 or 1.57% of the respondents remarried and only 1 (0.31%) is divorced.

It may be gleaned from Table 7 that the majority of the respondents have parents who are married.

Table 8. Frequency and Percentage Distribution of Respondents According to General Weighted Average

GWA	FREQUENCY	PERCENTAGE
75 or below	1	0.31%
76-80	9	2.82%
81-85	23	7.21%
86-90	71	22.26%
91-95	185	57.99%
96-100	30	9.40%
TOTAL	319	100%

Table 8 shows the frequency and percentage distribution of the respondents according to their general weighted average (GWA). It can be seen from the table above that 185 (54.99%) respondents have between 91-95 GWA while 71 (22.26%) have between 86-90 GWA. On the other hand, out of 319, 30 (9.40%) have 96-100

GWA and 23 (7.21%) have 81-85 GWA. Finally, 9 (2.82%) of the respondents obtained 76-80 GWA while only 1 (0.31%) obtained a GWA of 75 or below.

As shown in Table 8, the majority of the respondents obtained a General Weighted Average of 91-95 percent.

Part II: Level of Impact of Parent-Adolescent Relationship

Table 9. Mean Distribution of Responses on the Level of Impact of Parent-Adolescent Relationship in Terms of Social Interaction

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. My parents allow me to hang out with friends (parties, malls, swimming /outing)	3.56	AGREE
2. My parents allow me to have my friends over at the house.	3.61	AGREE
3. My parents allow me to enter a romantic relationship.	2.83	NEUTRAL
4. My parents do not dictate who I should befriend.	3.93	AGREE
OVERALL WEIGHTED MEAN	3.48	AGREE

Table 9 presents the mean distribution of responses on the level of impact of parent-adolescent relationship in terms of social interaction. As shown, the respondents agreed that their parents do not dictate who they should befriend (WM=3.93, rank 1). Ranking second, the respondents also agreed that their parents allow them to have their friends over at the house (WM=3.61). Meanwhile, ranking third, the respondents agreed that their parents allow them to hang out with friends (parties, malls, swimming /outing) (WM=3.56). It is to be noted that respondents neither agree nor disagree that their parents allow them to enter a romantic relationship (WM=2.83, Rank 4). It can be implied that the average respondents are unsure about their parents' consent regarding romantic relationships.

It may be gleaned from the table that the respondents generally agreed on the level of impact of parent-adolescent relationship as to social interaction. It is evidenced further by the overall weighted mean of 3.48.

Shomaker and Furman (2009) investigated how qualities and adolescents' representations of parent-adolescent relationships were related to interactions in 200 adolescent-close friend dyads. Adolescence is the phase when close relationships outside of the family are starting to establish (Berndt, 1996; Buhrmester & Prager, 1995). Close friendships include shared activities and companionship in addition to mutual self-disclosure and closeness (Youniss & Smollar, 1985). Several studies theorized that adolescent's experiences with their parents significantly impact the quality of their peer interactions (Kerns, Contreras, & Neal-Barnett, 2000; Parke & Ladd, 1992). Attachment theory, in particular, gives comprehension on the connections between parent-child relationships and the formation of close friendships (Shomaker & Furman, 2009). Early parent-child relationships, according to

attachment theory, significantly affects children's ability to form extra-familial interpersonal bonds such as friendships (Shomaker & Furman, 2009). Genuine early attachment relationships with parents are bound with more positive friendships, social competence, and popularity (LaFreniere & Sroufe, 1985; Rose-Krasnor, Rubin, Booth, & Coplan, 1996; Schmidt, Demulder, & Denham, 2002; Youngblade & Belsky, 1992).

There has been little research on parents' direct influence on adolescent romantic relationships (Mounts, 2008). This may be due to the misconception that parents should not invade on this aspect. However, despite changes during the adolescent transition, parents continue to be influential in their children's lives (Steinberg, 2001). Furthermore, adolescents regard their parents as one of the most reliable sources of dating information (when compared to peers or romantic partners; Wood, Senn, Desmarais, Park, & Verberg, 2002), and they anticipate their parents' reactions before acting (Wyatt & Carlo, 2002). This supports the findings of the data analysis, which show that respondents perceive their parents' neutrality towards entering into a romantic relationship. Furthermore, and unfortunately, many "sex talks" between parents and their children are less than ideal (Ashcraft & Murray, 2017). Positive topics associated with sexuality, such as pleasure, love, and healthy relationships, are frequently avoided by parents in favor of negative topics and warnings. Moreover, topics such as sexuality, pregnancy, sexually transmitted infections (STIs), and abuse and exploitation are absent from these discussions. Parental guidance is necessary as adolescents develop, but parents must have accurate and complete information from medically accurate sources to share with their adolescents (Ashcraft & Murray, 2017).

Table 10. Mean Distribution of Responses on the Level of Impact of Parent-Adolescent Relationship in Terms of Independence

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. My parents guide me on handling/budgeting money.	3.82	AGREE

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
2. My parents give me permission to make mistakes, and believe in my ability to take a fall, get up and learn from it.	3.80	AGREE
3. My parents encourage me to be responsible for my own time.	4.27	STRONGLY AGREE
4. My parents let me try new things and encourage reasonable risk-taking.	3.85	AGREE
OVERALL WEIGHTED MEAN	3.94	AGREE

The mean distribution of responses on the level of impact parent-adolescent relationship in terms of independence is presented in Table 10. Ranking first, it is interesting to note that the respondents strongly agreed that their parents encourage them to be responsible for their own time (WM=4.27). Second and third in rank respectively, the respondents agreed that their parents let them try new things, and encourage them to do reasonable risk-taking (WM=3.85) as well as guide them on handling/budgeting money (WM=3.82). Finally, the respondents also agreed that their parents give them permission to make mistakes, and that they believe in their ability to take a fall, get up and learn from it (WM=3.80).

Table 10 generally indicates that the respondents agreed on the level of impact of parent-adolescent relationship in terms of independence as evidenced further by the overall weighted mean of 3.94.

Whereas phrases such as *breaking away* and *breaking free* used to be commonly associated with discussions of adolescents becoming autonomous of their parents, it is now more

conventional to describe their relationship as *renegotiating* (Grotevant & Cooper, 1986). The quality of parent-adolescent relationships will vary depending on the extent to which the parent-child relationship can be renegotiated in terms of parents' increasing respect to their child's opinion and giving them greater control over their own lives (Grotevant & Cooper, 1986). Through this process of renegotiation, adolescents grow with increasing status and control (Hunter, 1985; Hunter & Youniss, 1982). In addition, individuation theory suggests that parent-adolescent relationships encompass an adequate amount of conflict as well as closeness and support (Brooks-Gunn & Zahaykevich, 1989; Hofer et al., 1998; Smetana, 2005; Steinberg, 1990). Thus, conflict and support goes hand-in-hand on establishing individuality among adolescents (Noack & Puschner, 1999; Scabini, 2000). The present study adds to the large body of evidence that autonomy and independence of an adolescent can be strengthened accordingly with the proper guidance of their parents.

Table 11. Mean Distribution of Responses on the Level of Impact of Parent-Adolescent Relationship in Terms of Self-Expression

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. My parents let me dress/style my clothes the way I like it.	4.10	AGREE
2. I feel comfortable communicating with my parents, and they acknowledge my opinion/view.	3.36	NEUTRAL
3. My parents listen to my concerns and worries.	3.45	AGREE
4. My parents support me with my hobbies/sports.	4.01	AGREE
OVERALL WEIGHTED MEAN	3.73	AGREE

Table 11 presents the mean distribution of responses on the level of impact of the parent-adolescent relationship on self-expression. Parents should allow their children dress and style their garments the way they want (WM=4.10), according to the respondents. The respondents, on the other hand, agreed that their parents help them with their hobbies/sports (WM=4.01, Rank 2) and that their parents listen to their concerns and anxieties (WM=3.45, Rank 3). Last on the list, respondents are split on whether or not they feel safe interacting with their parents and whether or not they acknowledge their opinion/view (WM=3.36).

Table 11 generally shows that the respondents agreed on the level of impact parent-adolescent relationship in terms of self-expression as indicated by the overall weighted mean of 3.73.

The given statements point to how adolescents express their identity. Campbell et al. (1984) stated two distinct, but related processes involved in identity formation: Personal exploration and psychological differentiation. *Personal exploration* involves working through alternative attitudes, values, and opinions and committing oneself to values and positions (Fitzpatrick, et al., 1995). *Psychological differentiation* refers to the gradually increasing awareness of one's nature and personality and an understanding of one's uniqueness and separateness from others (Fitzpatrick, et al., 1995). Adolescents' experiences at home, especially the amount to which families provide a place in which adolescents are free to explore various ways of looking at the world and share their ambitions, aspirations, and doubts and anxieties, are fundamental to differences in identity (Fitzpatrick, et al., 1995). Being able to discuss one's intentions, plans, and activities without being criticized or punished promotes greater understanding between the parent and adolescent (IResearchNet, n.d.). This issue of being

free to explore alternatives is central to a theory of identity status developed by Marcia (1966,1976) and she identified them based on the criteria of exploration (originally called crisis) and commitment (Zacarés & Iborra, 2015). Marcia labels the four identity statuses *identity achievement, foreclosure, moratorium, and identity diffusion* (Fitzpatrick, et al., 1995). Identity achievement – when a person has undergone exploration and is currently committed; Moratorium – when a person is in an exploratory period and therefore deprived or lacking commitments; Foreclosure – when the person has not explored but is committed to one or more choices; and Identity diffusion – when the person is characterized by a lack of both exploration and commitment (Zacarés & Iborra, 2015). Identity achievers are the healthiest of the four statuses groups in their general adjustment and in their relationships with both peers and authority figures (Fitzpatrick, et al., 1995).

One reason for emphasizing the importance of identity status is the evidence that families that encourage identity exploration and achievement are also likely to produce adolescents with healthy psychological adjustment (Fitzpatrick, et al., 1995). These families are more prone to communicate openly, to tolerate differences, and to exercise democratic control. Based on a review of these associated literatures, the current study can be linked to Marcia's identity status theory, wherein the respondents agreeing to the given statements can imply that they are encouraged to make their own decisions regarding their self-development, although with the help and support of their parents (Fitzpatrick, et al., 1995). Additionally, it is essential between a parent and child to have a positive relationship and healthy, open communication so adolescents can feel a sense of comfortability to share information about their thoughts, plans, and activities to their parents (IResearchNet, n.d.).

Table 12. Mean Distribution of Responses on the Level of Impact of Parent-Adolescent Relationship in Terms of Academic Performance

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. My parents help and guide me regarding with my schoolwork.	3.11	NEUTRAL
2. My parents do not pressure me, instead encourage me to do my best.	3.75	AGREE
3. My parents encourage me to attend my classes and provide me a comfortable place to focus on studying.	4.19	AGREE
4. My parents are able to provide me with necessary things for my studies (e.g., gadget, wifi/data, school supplies, etc.	4.45	STRONGLY AGREE
OVERALL WEIGHTED MEAN	3.88	AGREE

Table 12 presents the mean distribution of responses on the level of impact parent-adolescent relationship in terms of academic performance. Notably ranking first, the respondents strongly agreed that their parents can provide them with necessary things for their studies (e.g., gadget, wifi/data, school supplies, etc. (WM=4.45). On the other hand, the respondents agreed that their parents encourage them to attend their classes and provide them a comfortable place to focus on studying (WM= 4.19, Rank 2) and their parents also do not pressure them, instead encouraging them to do their best (WM=3.75, Rank 3). Ranking last, respondents neither agree nor disagree on the note that their parents help and guide them regarding their schoolwork (WM=3.11). Therefore, it can be inferred that the respondents' parents do help and guide them on their schoolworks but not to a certain level that the respondents perceive as noteworthy.

Table 12 generally shows that the respondents agreed on the level of impact parent-adolescent relationship in terms of academic

performance as indicated by the overall weighted mean of 3.88.

Referring to the Social Cognitive Theory by Bandura (1986), adolescents tend to learn from their environment through role-playing and mimicry. Thus, social factors greatly affect the self-efficacy of adolescents. As the initial source of self-efficacy for adolescents, a warm family context will contribute to adolescents learning and sharpening academic skills. Shaping these skills and ultimately mastering them will help adolescents handle various academic tasks confidently. With parents' encouragement and appraisals, confidence in these skills will further be enhanced. Moreover, a study by Bin-Bin Chen (2017) indicated that higher levels of self-worth due to adolescents' high levels of parent-adolescent relationships will result in better academic engagement and grades. In conclusion, having a positive parent-adolescent relationship will help students develop academic proficiency and self-efficacy, which will fundamentally improve their academic performance (Bandura, 1986).

Table 13. Overall Mean Distribution of Responses on the Level of Impact of Parent-Adolescent Relationship

IMPACT IN TERMS OF:	MEAN	INTERPRETATION
1. Social Interaction	3.48	AGREE
2. Independence	3.94	AGREE
3. Self-expression	3.73	AGREE
4. Academic performance	3.88	AGREE
OVERALL MEAN	3.76	AGREE

Table 13 presents the overall weighted mean of the responses on the level of impact of parent-adolescent relationship. As presented, the respondents generally agreed with the impact of parent-adolescent relationship as to social interaction, independence, self-expression, and academic performance which is evidenced further by the overall mean of 3.76.

The table clearly shows that the respondents have the highest agreement on the aspect of independence as a contributor on the impact of parent-adolescent relationship as compared to the other aspects.

The table emphasizes the role of parent-adolescent relationships in terms of independence, social interaction, self-expression, and academic performance of Senior High School Students. The majority of the respondents agreed on each impact, but it is also noted that Independence has the highest result of weighted mean among the categories. According to Huckleberry House Inc., when parents allow their child to make choices, take reasonable risks, and make mistakes, it builds and strengthens their child’s autonomy. Likewise, according to Hadiwijaya et al., (2017), other studies have found that parental authority decreased over time, indicating that adolescents perceived

more independence from their parents (e.g., Darling et al. 2008; Loeber et al. 2000), and are experimenting with new ways to dress or spending more time with friends and less time with family (“What to Know About Teen Independence”, 2015). According to researcher Judith Smentana (1988), adolescents still accept their parents’ right to expect them to do assigned chores and to know their whereabouts. They also believe parents should set guidelines about morals such as lying, cheating, or sharing, however, there are disagreements about who has the right to control personal issues such as how to dress, who to befriend, and choosing activities. In other words, adolescents tend to hold onto parents’ guidance on morality and responsibility, but they also yearn to express themselves as individuals. (Smetana, 1988). Additionally, according to a publication from The University of Tennessee entitled “What to Know About Teen Independence,” although adolescents behave in certain ways to assert autonomy, they still need emotional support, stability, and guidance from their parents. By including them in appropriate decision making, parents can help shape their child into a mature and independent adult.

Part III: Significant Relationship Between Parent-Adolescent Relationship and Academic Outcome

Table 14. Correlation Between Parent-Adolescent Relationship and the Academic Outcome of Senior High School Learners

VARIABLE	N	df	r-value	p-value	α	Verbal Interpretation
Overall Mean Level of Impact of Parent-Adolescent Relationship General Weighted Average	319	318	0.01	0.89	0.05	Not Significant

Note:

N - Sample Size

df - degrees of freedom

r - correlation coefficient value

p – probability value

α - level of significance

From the data presented in the table, the sample size of the study is comprised of 319 total of respondents with a degree of freedom of 318. Using Pearson’s R correlation test, the computed correlation coefficient value (r-value) is 0.008004, rounded off to 0.01.

According to Hinkle et al., (2003) it can be interpreted as “Negligible Correlation.” On the other hand, using Regression Statistics, the computed probability value (p-value) is 0.886771, rounded off to 0.89.

The overall mean level of impact of parent-adolescent relationship and its correlation to academic performance of senior high school learners as to general weighted average implied that the computed p value of 0.89 which is greater than the 0.05 level of significance indicated that statistically, there is no significant

correlation between the overall mean level of impact of parent-adolescent relationship and GWA.

Data implies further that the participants' perceived level of impact of parent-adolescent relationship has no effect on their GWA. *Therefore, the null hypothesis is accepted.*

Table 15. Difference Between the Level of Impact of Parent-Adolescent Relationship When Grouped According to Parents' Marital Status

VARIABLE	N	dfBG & dfWG	MSBG & MSWG	f-value	p-value	α	Verbal Interpretation
Parents' Marital Status		5	100.35				
Level of Impact of Parent- Adolescent Relationship	319	3	91.08	1.10	0.36	0.05	Not Significant

Note:

N - Sample size

dfBG - Degrees of freedom Between Groups

dfWG - Degrees of freedom Within Groups

MSBG - Mean Squares Between Groups

MSWG - Mean Squares Within Groups

f-value - F computed value

p-value - Probability value

α - level of significance

Table 15 above shows the differences in the participants' level of impact of parent-adolescent relationship when grouped according to parents' marital status. Using ANOVA: Single Factor as the analysis tool, the sample size of the study is comprised of 319 respondents with the degrees of freedom between groups is 5 while within groups is 3. The mean squares between and within groups is 100.35 and 91.08 respectively, Moreover, the f-computed value is equal to 1.10.

As gleaned from the table, there is no significant difference in the participants' responses as evidenced further by the p-value of 0.36 which is greater than the cut off for 0.05 level of significance.

Data implies further that the parents' marital status has no effect on the level of impact of parent-adolescent relationship. *Therefore, the null hypothesis is accepted.*

Conclusion

Based on the above findings, the stated problems of this study can now be answered by drawing conclusions supported by the evidence gathered from the respondents and reviewed

literature. The following conclusions were drawn:

1. In terms of demographic profile, the majority of the respondents are between seventeen to eighteen years old, female, are in Grade 12 level and belong to the ABM strand. Moreover, most of the respondents have parents who are married. Finally, the majority of the respondents obtained a General Weighted Average of ninety-one to ninety-five percent.
2. When it comes to the level of impact of parent-adolescent relationship, the respondents generally agreed on the level of impact of parent-adolescent relationship as to social interaction, independence, self-expression, and academic performance. Generally, the respondents have the highest agreement on the aspect of independence as a contributor on the impact of parent-adolescent relationship as compared to the other aspects.
3. The overall mean level of impact of parent-adolescent relationship and its correlation to academic outcome of senior high school learners as to general weighted average implied that the participants' perceived

level of impact of parent-adolescent relationship has no effect on their GWA. *Therefore, the null hypothesis is accepted.*

4. The differences in the participants' level of impact of parent-adolescent relationship when grouped according to parents' marital status implies that the parents' marital status has no effect on the level of impact of parent-adolescent relationship. *Therefore, the null hypothesis is accepted.*
5. From the bodies of reviewed literature, this study concludes that the relationship between a parent and his or her adolescent is one of the most crucial and meaningful influences in shaping the adolescent's personality and growth development through the adolescent years.

Recommendations

To shed light about the findings and conclusions of this study, the following recommendations are offered:

1. **To parents.** Reviewed literature in the present study exhibits the importance of parents in shaping the individualism of their adolescent. It is recommended for them to show adequate love and support, along with guidance on their child's autonomy which would result in positive outcomes for the adolescent's future.
2. **To adolescents.** Reviewed literature in the present study displays evidence that despite being an individual who can take increasing responsibility, an adolescent still needs more protection and guidance as he/she is vulnerable to wrong decisions due to lack of wisdom. Having and preserving a good relationship with your parents will help with your development as a person.
3. **To teachers.** Having a role as the second parent of their students, it is recommended to promote positive influence on their students regarding their family relations.
4. **To school administrations/institutions and other stakeholders.** As the second place next to home, it is recommended for schools/academies/campus/other academic institutions to implement recreational activities or seminars that may help

strengthen and preserve a quality relationship between learners and their parents.

5. **To future researchers.** This study only examined the National Capital Region's senior high school students therefore, it is advisable for future researchers to conduct a similar study in a larger sample size to give more reliable results with greater precision and power. Future studies may fill the gaps this research has. Future studies about parent-adolescent relationships may focus on other dimensions aside from the four dimensions explored in this study.

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