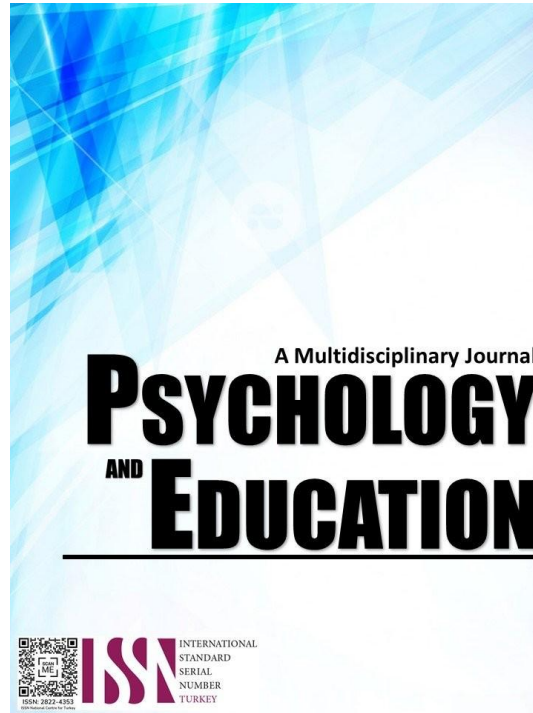


**IMPACT OF AUTHORITATIVE PARENTING STYLE ON THE
COMMUNICATION SKILLS OF SENIOR HIGH SCHOOL
STUDENTS IN A PUBLIC EDUCATIONAL INSTITUTION
IN BUENAVISTA, QUEZON**



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Impact of Authoritative Parenting Style on the Communication Skills of Senior High School Students in a Public Educational Institution in Buenavista, Quezon

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Abstract

This study aimed to determine the impact of the authoritative parenting style on the communication skills of senior high school students, with a particular focus on sex and age demographics. The respondents included 215 students, composed of 100 males (46.5%) and 115 females (53.5%), indicating a slightly higher female representation. Age distribution data revealed that the majority of respondents were between 16 and 17 years old (70.7%, ranked 1st), while those aged 18–19 and above were fewer in number (ranked 2nd). The research particularly explored how students, especially those from the Humanities and Social Sciences (HUMSS) strand—comprising 33% of the sample—perceive the influence of authoritative parenting on their communication development. Findings indicated that authoritative parenting has a positive effect on the communication skills of senior high school students. Respondents strongly agreed with statements emphasizing the benefits of authoritative parenting in terms of nurturance (mean = 4.24), discipline (mean = 4.44), and the setting of clear expectations. These factors were found to encourage open and healthy communication, helping students express themselves effectively in both academic and social contexts. Overall, the study concludes that the authoritative parenting style promotes the development of well-rounded communication skills among senior high school students, making it an essential factor to consider in both educational and parental guidance contexts.

Keywords: *authoritative parenting style, communication skills, discipline, expectation, nurturance*

Introduction

Practical communication skills are essential for students to succeed academically and socially. In recent years, shifts in technology and parenting approaches have significantly influenced how students interact and express themselves. Among the various parenting styles, the authoritative approach—characterized by warmth, responsiveness, and the consistent enforcement of clear rules—has been shown to affect children's communication development positively. Students raised by authoritative parents often exhibit higher self-esteem, greater confidence in self-expression, and stronger problem-solving abilities. According to Hoskins (2014), authoritative parents are both demanding and supportive, using reasoning, dialogue, and guidance to help children understand expectations and reach their goals. This parenting style is generally associated with positive developmental outcomes during adolescence.

The influence of authoritative parenting on students' communication skills presents multifaceted challenges at global, national, and regional levels, significantly affecting their academic performance and social integration. Globally, cultural differences shape the way authoritative parenting is practiced—some cultures emphasize assertiveness, while others prioritize obedience. These variations influence how students learn to communicate and express themselves. In an increasingly interconnected world, students with limited communication skills may struggle to collaborate, innovate, and compete internationally, limiting their future opportunities.

Nationally and regionally, disparities in socioeconomic status and educational access further complicate the effects of parenting styles. In underprivileged areas, limited resources, rigid parenting norms, and inadequate support systems often hinder students' communication development. Additionally, classroom environments, peer relationships, and mental health challenges can either mitigate or exacerbate these effects.

Addressing these challenges requires a holistic, collaborative approach. Parents, educators, policymakers, and mental health professionals must work together to foster nurturing, communicative environments. Empowering students with strong communication skills not only enhances their academic success but also equips them to thrive in a diverse, global society.

Research Questions

This study aimed to determine the impact of authoritative parenting style to the communication skills of senior high school students of Buenavista National High School. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondent in terms of:
 - 1.1. age;
 - 1.2. sex; and
 - 1.3. academic strands?
2. What are the impacts of authoritative parenting style on communication skills in terms of:
 - 2.1. nurturance;
 - 2.2. discipline; and
 - 2.3. expectation?

3. Is there any significant difference in the perceived impact of authoritative parenting style on communication skills of senior high school students of Buenavista National High School, along with the demographic profile of the respondents?

Methodology

Research Design

This study employed a descriptive research design to assess the impact of the authoritative parenting style on the communication skills of senior high school students in a public secondary school in Buenavista, Quezon. Data were gathered using a researcher-made survey questionnaire. As stated by Creswell (1994), descriptive research is appropriate for gathering information about existing conditions or phenomena as they occur naturally.

Participants

The study involved 215 senior high school students from Grades 11 and 12 at Buenavista National High School. Participants were selected through proportionate random sampling, a probability technique wherein the overall population is divided into homogeneous subgroups, ensuring equitable representation (Hayes, 2023). The study specifically focused on evaluating how authoritative parenting influences the communication abilities of these students within the context of their local educational setting.

Research Instrument

The primary tool for data collection was a structured Likert-scale questionnaire. The scale ranged from 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Fairly Agree (FA), 2 – Disagree (D), to 1 – Strongly Disagree (SD). The instrument was composed of two main sections: (1) demographic profile, which included age, sex, and academic strand, and (2) items measuring the perceived impact of authoritative parenting on communication skills in terms of nurturance, discipline, and expectations. The questionnaire also included relevant literature and a letter of consent. Two field experts validated it and pilot-tested on 12 students outside the sample population. The instrument's internal consistency was confirmed using Cronbach's Alpha, with a reliability coefficient of 0.70 or higher considered acceptable.

Data Gathering Procedure

The study targeted Grade 11 and 12 students enrolled in Buenavista National High School. The data collection process involved administering the validated questionnaire during students' free time or with their teachers' permission. Prior to distribution, formal letters of request were submitted to and approved by the school principal and class advisers. Respondents were also asked to sign consent forms before participating in the study. After data collection, responses were tallied and organized for statistical treatment.

Data Analysis

The gathered data were systematically read, organized, and analyzed using appropriate statistical tools. Descriptive statistics, including frequency, percentage, and mean, were employed to summarize the data, accompanied by verbal interpretations. Since the data did not follow a normal distribution ($p < 0.05$), non-parametric tests were utilized. Specifically, the Mann-Whitney U-test was used to assess significant differences between two groups, while the Kruskal-Wallis H-test was applied when comparing three or more groups.

Ethical Considerations

This study strictly followed ethical standards to protect the rights, privacy, and well-being of all participants. Informed consent was obtained through formal letters that explained the study's purpose, assured participants of their voluntary involvement, and confirmed their right to withdraw at any time. Approval was also secured from the school principal and class advisers to ensure proper coordination with institutional protocols. The confidentiality and anonymity of responses were maintained by avoiding personal identifiers and securely storing data for research purposes only. The study posed minimal risk, involving only non-intrusive questionnaire items related to parenting styles and communication skills. Lastly, the researcher upheld data integrity by ensuring honest, accurate, and objective collection and analysis of information.

Results and Discussion

This section presents the analysis and interpretation of the data collected, organized in tables with corresponding discussions. The first part outlines the demographic profile of the respondents in terms of age, sex, and academic strand. The second part discusses the perceived impact of authoritative parenting style on students' communication skills, focusing on the dimensions of nurturance, discipline, and expectations.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age.*

Age	Frequency	Percentage (%)
16-17 years old	152	70.7
18-19 years old	63	29.3
Total	215	100.0

Age. Table 1 displays the distribution of respondents by age. The majority (70.70%) of the 215 students were aged 16–17 years, while 29.30% were aged 18–19. This suggests that most senior high school learners fall within the younger age bracket. According to Paz, Farin, and Uy (2021), age is a relevant factor in determining developmental maturity, particularly in the quality of parent-child interaction.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage (%)
Male	100	46.5
Female	115	53.5
Total	215	100.0

Sex. Table 2 shows that 46.5% of the respondents were male and 53.5% were female. The slightly higher percentage of female students aligns with research by Darko and Gyasi (2019), which highlights that gender can influence academic and social expectations due to traditional perceptions in learning preferences.

Table 3. *Frequency and Percentage Distribution of the Respondents According to Academic Strand*

Academic Strand	Frequency	Percentage (%)
ABM	37	17.2
GAS	38	17.7
HUMSS	52	24.2
STEM	34	15.8
TVL - Agri	9	4.2
TVL - Cookery	13	6.0
TVL - EIM	11	5.1
TVL - HE	11	5.1
TVL - SMAW	10	4.7
Total	215	100.0

Academic Strand. As shown in Table 3, the majority of students came from the HUMSS strand (24.2%), followed by GAS (17.7%), ABM (17.2%), and STEM (15.8%). The remaining students were enrolled in various TVL specializations. Despite the differences in strands, Weintraub and Sax (2018) suggest that students' perceptions of communication with parents remain relatively stable, regardless of academic background.

Table 4. *Average Weighted Mean Distribution of the Respondents on the impact of authoritative parenting style on communication skills of senior high school students of Buenavista National High School in terms of nurturance.*

Nurturance	Weighted Mean	Verbal Interpretation
Authoritative parents are ...		
making time for regular and meaningful conversations with their children.	4.23	Strongly Agree
prioritizing active listening giving their children their undivided attention and showing genuine interest in their words.	4.27	Strongly Agree
promoting two-way communication, encouraging their children to ask questions.	4.20	Strongly Agree
exemplifying the communication skills, they expect their children to develop.	4.24	Strongly Agree
nurturing their children language skills by engaging in activities that promote productive communication skills.	4.24	Strongly Agree
Overall Weighted Mean:	4.24	Strongly Agree

Legend; "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"

Nurturance. Table 4 illustrates that all five statements under nurturance received a verbal interpretation of strongly agree, with the highest-rated item (mean = 4.27) indicating that students feel encouraged and supported by their parents. The overall mean of 4.24 suggests that authoritative parenting significantly fosters emotional warmth and open communication. Soledad (2019) emphasizes that nurturance, along with other parenting dimensions, greatly affects children's psychological and social development.

Table 5. *Average Weighted Mean Distribution of the Respondents on the impact of authoritative parenting style on communication skills of senior high school students of Buenavista National High School in terms of discipline*

Discipline	Weighted Mean	Verbal Interpretation
Authoritative parents are ...		
creating an environment where children feel safe.	4.50	Strongly Agree
demonstrating respectful communication by using calm and assertive language	4.54	Strongly Agree
encouraging their children to become active listeners.	4.47	Strongly Agree
providing praise and encouragement, fostering a sense of accomplishment and self-esteem.	4.40	Strongly Agree
providing guidance in navigating conflicts constructively.	4.27	Strongly Agree
Overall Weighted Mean:	4.44	Strongly Agree

Legend; "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"

Discipline. Table 5 reveals that discipline-related items were also rated highly, with a top mean score of 4.54. The overall mean of 4.44 shows that students strongly agree that consistent and fair disciplinary strategies help develop their communication skills. Dewar (2023)

affirms that authoritative parents promote self-discipline and maturity by offering emotional guidance while maintaining behavioral expectations.

Table 6. *Average Weighted Mean Distribution of the Respondents on the impact of authoritative parenting style on communication skills of senior high school students of Buenavista National High School in terms of expectation*

<i>Expectations</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
<i>Authoritative parents are ...</i>		
setting clear expectations for their children behavior and communication.	4.29	Strongly Agree
ought to explain the reason behind their expectations and rules.	4.23	Strongly Agree
are able to encourage their children to express their thoughts and feelings in a healthy and constructive way.	4.23	Strongly Agree
using effective questioning techniques to encourage their children, to think critically and communicate their ideas clearly.	4.25	Strongly Agree
helping their children to feel confident in their abilities and to continue developing their communication skills.	4.40	Strongly Agree
Overall Weighted Mean:	4.28	Strongly Agree

Legend: "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)"

Expectations. As seen in Table 6, expectations from parents were likewise rated positively, with a highest mean score of 4.40 and an overall mean of 4.44. These results indicate that communicated and reasonable expectations help enhance students' ability to express themselves effectively. Dewar (2023) explains that supportive expectations from parents help children develop emotional regulation and autonomy in communication.

Table 7. *Shapiro-Wilk Test for Normality according to indicators*

<i>Indicator</i>	<i>p-value</i>	<i>Decision</i>	<i>Remarks</i>
Nurturance	0.000	Reject Ho	Significant
Discipline	0.000	Reject Ho	Significant
Expectations	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Table 7 presents the results of the Shapiro-Wilk test for normality. The p-values for nurturance, discipline, and expectations were all below 0.05, indicating significant deviations from normal distribution.

As a result, non-parametric tests were used for further analysis. Horizons (2021) notes that parenting styles vary culturally, and each dimension—nurturance, discipline, communication, and expectations—can manifest differently across contexts.

Comparative Analysis

By Age. Table 8 shows significant differences in perceptions of nurturance ($p = 0.031$), discipline ($p = 0.005$), and expectations ($p = 0.016$) based on age, suggesting that younger and older students may perceive parenting behaviors differently. Paz, Farin, and Uy (2021) suggest that life experiences and varying levels of independence may influence these perceptions.

Table 8. *Mann-Whitney U-Test: Comparison on the Respondent's Assessment on the Impact of Authoritative Parenting Style to the Communication Skills When Grouped According to Age*

<i>Indicators</i>	<i>Age</i>	<i>Mean Rank</i>	<i>U-statistic</i>	<i>p-value</i>	<i>Decision</i>	<i>Remarks</i>
Nurturance	16-17 years old	102.1	3893.5	0.031	Reject Ho	Significant
	18-19 years old	122.2				
Discipline	16-17 years old	100.4	3629.0	0.005	Reject Ho	Significant
	18-19 years old	126.4				
Expectations	16-17 years old	101.4	3788.5	0.016	Reject Ho	Significant
	18-19 years old	123.9				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

By Sex. Table 9 indicates no significant differences across nurturance ($p = 0.947$), discipline ($p = 0.231$), and expectations ($p = 0.811$) between male and female respondents. This supports the view of Darko and Gyasi (2019), who found that gender does not always play a defining role in shaping students' communication skills or perceptions of parental influence.

Table 9. *Mann-Whitney U-Test: Comparison on the Respondent's Assessment on the Impact of Authoritative Parenting Style to the Communication Skills when Grouped According to Sex*

<i>Indicators</i>	<i>Sex</i>	<i>Mean Rank</i>	<i>U-statistic</i>	<i>p-value</i>	<i>Decision</i>	<i>Remarks</i>
Nurturance	Male	107.7	5719.5	0.947	Failed to Reject Ho	Not Significant
	Female	108.3				
Discipline	Male	113.5	5204.5	0.231	Failed to Reject Ho	Not Significant
	Female	103.3				
Expectations	Male	106.9	5641.0	0.811	Failed to Reject Ho	Not Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Table 10. *Kruskal–Wallis H-Test: Comparison on the Respondent's Assessment on the Impact of Authoritative Parenting Style to the Communication Skills When Grouped According to Academic Strand*

Indicators	Academic Strand	Mean Rank	K-statistic	p-value	Decision	Remarks
Nurturance	ABM	109.5	16.110	0.041	Reject Ho	Significant
	GAS	123.6				
	HUMSS	95.5				
	STEM	119.8				
	TVL - Agri	88.8				
	TVL - Cookery	100.5				
	TVL - EIM	113.9				
	TVL - HE	60.5				
Discipline	TVL - SMAW	141.0	14.964	0.060	Failed to Reject Ho	Not Significant
	ABM	100.6				
	GAS	128.5				
	HUMSS	98.1				
	STEM	113.9				
	TVL - Agri	82.4				
	TVL - Cookery	101.8				
	TVL - EIM	105.7				
Expectations	TVL - HE	81.1	28.176	0.000	Reject Ho	Significant
	TVL - SMAW	151.9				
	ABM	128.5				
	GAS	130.7				
	HUMSS	97.3				
	STEM	88.7				
	TVL - Agri	75.06				
	TVL - Cookery	59.5				
	TVL - EIM	119.8				
	TVL - HE	110.4				
	TVL - SMAW	144.6				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

By Academic Strand. As shown in Table 10, significant differences were found in nurturance ($p = 0.041$) and expectations ($p = 0.000$), but not in discipline ($p = 0.060$), when the data were grouped by academic strand. These results suggest that students in different academic programs may experience or interpret parenting expectations and emotional support differently. Bautista, Frigillana, et al. (2018) assert that parenting style plays a crucial role in students' overall development, including academic and communicative competencies.

Conclusions

Based on the findings of this study, several conclusions were drawn. The majority of the respondents were female and between the ages of 16 to 17, reflecting the typical demographic composition of senior high school students in the study area. The most represented academic strand was Humanities and Social Sciences (HUMSS), followed by General Academic Strand (GAS) and Accountancy, Business, and Management (ABM), indicating a diversity of student interests and future career goals. Respondents strongly agreed that authoritative parenting—characterized by consistent support, active listening, and clear expectations—positively influences their communication skills. The high overall mean scores for nurturance (4.24), discipline (4.44), and expectations (4.28), all interpreted as "Strongly Agree," affirm the effectiveness of the authoritative parenting style in developing students' communication abilities. While no significant differences were found in the overall impact of authoritative parenting across sex and academic strand, a significant difference emerged when grouped according to age, suggesting that younger and older students may perceive parental influence differently. These results support the general conclusion that authoritative parenting is beneficial in enhancing students' communication skills regardless of demographic variations, with some age-specific nuances.

In light of these conclusions, several recommendations are proposed. School administrators are encouraged to integrate communication skill-building activities into the curriculum, provide resources for language development, and offer professional development for teachers on parenting styles and their impact on student behavior. English teachers may adopt interactive strategies such as collaborative tasks, role-playing, and multimedia resources to strengthen students' communication competencies, while also incorporating these activities across subject areas and continuously assessing their effectiveness. Future researchers are advised to explore the impact of authoritative parenting across various age groups and educational settings, examine the long-term effects of strong communication skills on student achievement, and conduct comparative studies to evaluate the influence of different parenting styles on communication development in diverse socio-cultural contexts.

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