

## PARENTING STYLES AND THE INTELLECTUAL DEVELOPMENT MILESTONES OF ELEMENTARY LEARNERS WITH SPECIAL EDUCATION NEEDS

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### ABSTRACT

*The study was conducted to find out the effect of parenting styles in the intellectual development milestones of LSEN pupils amidst the COVID19 pandemic in the selected schools in Zambales for the SY 2020-2021. The researcher utilized the descriptive method of research using a validated researcher-made questionnaire as the main instrument for data gathering. There were one hundred ten (110) respondents from selected schools in the Schools Division of Zambales. Quantitative data were statistically treated using frequency and percentage distribution, mean, Analysis of Variance and Chi-square. Findings on the profile of the respondents reveal that majority of the parents were in their early middle-aged. Mostly were females and in terms of civil status, the majority were married. Generally, parents were able to finish high school and continued to the vocational course and college. However, most of the parent-respondents are considered persons not in the labor force and unemployed at present and living under ₱10,000 income. Furthermore, the majority of the parents practiced an authoritative style of parenting. They strongly agree that they provide directions but also listen and discuss their child's concerns, discuss the reasons behind the policies with their child, encourage their children to discuss family rules and restrictions, and administer fair and consistent discipline when rules are broken. Research hypotheses were tested using Analysis of Variance and Chi-Square. The difference in parenting styles among the profile respondents was not significant. It implies that the parenting styles of the respondents do not vary regardless of sex, educational attainment, civil status, occupation, and family income. The results also indicate that there is a significant difference in the parenting styles of the respondents when grouped according to age and that age*

*of parents impacts their parenting styles. Since the computed significant value of 0.81 was greater than the p-value of 0.05, the null hypothesis is not rejected. Based on the result, there was no association found and it is therefore concluded that there is no significant relationship between parenting styles and intellectual development milestones of the LSENs. It is therefore recommended in this study to implement an individual Learning Plan that will outline the learning needs of LSENs as well as their safety, access, behavioral, medical and personal care needs. Also, the school must seek experts and professionals who will talk to parents and teachers about their concerns. Furthermore, the need of teaching social skills to LSENs must be emphasized to teachers and parents since it results in development gains. And lastly, a parallel study should be conducted to private schools or other districts to further explore the topic.*

**Keywords: Parenting Style, Intellectual Development, Elementary Learners, Special Educational Needs**

## INTRODUCTION

With the implementation of the 12-year basic education program in the Philippines, the Department of Education (DepEd) has a goal in mind – to equalize learning opportunities to all learners, and produce *“holistically developed Filipinos”* in the long run. Anchored on the mandate of this reform, DepEd developed an assessment framework for student learning that aligned the enhanced curriculum with the needs, capacities and diverse circumstances of learners with special educational needs (LSENs) which are carefully studied and given special attention. DepEd Order 55, series 2016, known as the National Assessment of Student Learning (NASL) covers policy on the different aspects of education and highlights the importance of providing quality educational service to LSENs. In the NASL policy, LSENs are described as *“those who require special education services and modification of school practices to access educational opportunities and the general education curriculum. They include those who have difficulty seeing, hearing, walking or climbing steps, remembering or concentrating, and communicating.”*

As the country prepares for the “new normal” in education due to the changes brought about by the COVID-19 crisis, DepEd underscores the important role of parents and guardians in making sure that the learning of their children will continue amid expected disruptions. While the Learning Continuity Plan (LCP) will provide a framework for the learning continuity of students, Sevilla said that the cooperation and support coming from parents will be very important as the entire basic education system braces for the so-called “new normal modalities.” (Manila Bulletin 2020). Primarily, parents establish authority to their children through responsible parenting that underscores proper guidance, which in the end, defines what kind of parents they are as reflected by their children’s behaviors. Subsequently, teachers patiently mold every learner in the formal educational setup where they innovate every single appropriate strategy to satisfy the different needs of the learners as well as to accommodate their various learning styles and interests; complex strengths and weaknesses; and multiple intelligences. With the points specified above, the researcher wants to find out the effects of parenting styles in the intellectual development of LSEN pupils in the selected elementary schools in the Schools Division of Zambales amidst the COVID 19 pandemic.

## **RESEARCH PROBLEM**

The study determined the effect of parenting styles in the intellectual development milestones of LSEN pupils amidst the COVID19 pandemic in the selected schools in Zambales for the SY 2020-2021.

## **OBJECTIVE OF THE STUDY**

The study determined the effect of parenting styles in the intellectual development milestones of LSEN pupils amidst the COVID19 pandemic in the selected schools in Zambales for the SY 2020-2021.

This study concentrated on the 1. profile of the parent-respondents in terms of: a. Age; b. Sex; c. Educational Attainment; d. Civil status; e. Occupation; and f. Family Income, 2. parenting styles do the parents apply, 3. intellectual development milestones of LSEN pupils to achieve, 4. the significant difference in the parenting styles of the respondents when grouped according to profile variables and 5. the significant relationship between the parenting styles and achieved intellectual development milestones of the LSEN pupils.

## **RESEARCH METHODOLOGY**

This study used a survey questionnaire as the main instrument in gathering data. Part I of the survey questionnaire dealt with the profile of the parent-respondents which included age, sex, educational attainment, civil status, occupation, and monthly income of the family. Part II is focused on the parenting styles of the respondents that contains 16 statements to be answered using a 4-point rating scale, namely: 1- Strongly disagree; 2-Disagree; 3- Agree; and 4- Strongly agree. And lastly, the researcher used a 4 point rating scale to determine the Intellectual Development Milestones of the LSEN pupils. These characteristics were derived from the review of related literature about intellectual development milestones. To generate additional data and validate gathered data, personal and structured interviews, and personal observation was executed on randomly-selected respondents. The idea of using triangulation was not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon that may not reflect the outcome or results. Kulkarni (2013) stressed that triangulation is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic which involve different types of samples as well as methods of data collection. The statistical treatment of this study was descriptive statistical tools such as frequency, percentage, and mean distribution. For inferential statistics, Pearson r and chi-square

were used. All the data gathered through the instruments would be encoded, tallied, tabulated, analyzed, and interpreted accordingly. Cronbach's Alpha Test of Reliability was used for this study. The researcher personally administered the survey checklist to the respondents. The objective of the research study was explained, and the anonymity of their responses was assured to them. The data collected from the survey checklist were analyzed, interpreted, and summarized accordingly. Descriptive statistics was applied in data computation, analysis, and interpretation.

## RESULTS AND DISCUSSION

### Profile of the Parent-Respondents

The study examined the profile of the parents of LSEN pupils enrolled in selected schools in the Schools Division of Zambales in terms of age, sex, educational attainment, civil status occupation, and family income.

**Age.** The distribution of the respondents in terms of age was grouped into early adulthood (22 – 34 years old), Early middle age (35 – 44), Late middle age (45 – 64), and Late adulthood (65 years and older). There are 44.5 percent or 49 out of 110 respondents were in the early middle age. 29.1 percent or 32 were in early adulthood, 24.5 percent were in the late middle age and only two parents were in late adulthood. Lastly, the average age of the parent respondents was 41.45. This suggests that most of the parents are in middle age.

Based on statistics, there has been a decrease in family size and delay in childbearing age, where the average maternal age of first birth was 21.4 in 1970, it has increased to 26.9 in 2018. And while it seems like a relatively small number, some research has suggested that this delay in having kids might have an impact on development and health outcomes (Chery, 2020). Thus, the potential impact that parents' age might connect to, is on the consequence on the well-being of their children.

**Table 1**  
**Distribution of the Profile of the Respondents**

Variables		Frequency	Percentage
Age	Early Adulthood	32	29.1
	Early Middle Age	49	44.5
	Late Middle Age	27	24.5
	Late Adulthood	2	1.8

<b>Sex</b>	Male	16	14.5
	Female	94	85.5
<b>Educational Attainment</b>	College Graduate	30	27.3
	College Undergraduate	6	5.5
	Vocational Graduate	18	16.4
	High School Graduate	53	48.2
	High School Undergraduate	1	.9
	Elementary Graduate	2	1.8
<b>Civil Status</b>	Single	13	11.8
	Married	97	88.2
<b>Occupation</b>	Employed	10	9.1
	Underemployed	9	8.2
	Unemployed	28	25.5
	Persons not in the labor force	63	57.3
<b>Family Income</b>	Above 25,000	2	1.8
	15,001 to 20,000	3	2.7
	10,001 to 15,000	5	4.5
	5,001 to 10,000	50	45.5
	Below 5,000	50	45.5

**Sex.** In terms of the distribution of the parent-respondents, female parents overwhelmed their male counterparts where 85.5 percent of the total respondents or 94 were females and only 14.5 percent or 16 were males. Being the mother or being in charge of child-care and the one who typically transacts school-related concerns explains the result. However, the result also gave a clear picture of the importance of the role of mothers in the education of children with special needs. Inclusivity of education has opened doors to learners with special needs to their rights of education. And giving them access to quality education also needs the assistance of parents, especially their mothers to assist them. Based on the interviews conducted by Ceylan & Aral (2016), most of the mothers experienced various difficulties in inclusive education concerning lessons, enrolling the child to school and class, and transportation of the child to and from the school. Thus, parental involvement in the education of LSENs is indispensable because of the vital role they perform.

**Educational Attainment.** When it comes to the distribution of respondents as to their

educational attainment, 48.2 percent or 53 of the total respondents are high school graduates. 27.3 percent or 30 parent-respondents were able to finish college while 16.4 percent or 18 parents are vocational course graduates. 6 parents are college undergraduates, 2 elementary graduates, and only 1 high school graduate. It can be observed that most of the parents are capable of securing jobs and income. As research suggests, their education can influence the holistic development of their children. Parent educational attainment provides a foundation that supports children's academic success indirectly through parents' beliefs about and expectations for their children, as well as through the cognitive stimulation that parents provide in and outside of the home environment (Davis-Kean, Davis-Kean, & Waters, 2021).

**Civil Status.** As expected on the civil status of the respondents, most of the respondents were married composing 88.2 percent or 97 respondents while 11.8 percent or 13 respondents were single parents. In connection with child development, parents' marital status appears to have slight or no impact on children's cognitive development. Even in the case of children's social and behavioral outcomes, where relationship quality is important, the question is whether marriage causes or results from better quality relationships (Goodman, 2012).

**Occupation.** In terms of Occupation, 57.3 percent or 63 parent-respondents were considered persons not in the labor force. 25.5 percent or 28 of the total respondents were unemployed at present. Surprisingly, only 9.1 percent or 10 parents were employed and 8.2 percent or 9 respondents are underemployed. Based on the highlights of the labor force survey Unemployment rate fell to 7.1 percent in March 2021. This is the lowest reported rate covering the period of the Coronavirus disease 2019 (COVID-19) pandemic since April 2020. The number of unemployed Filipinos 15 years and over in March 2021 was estimated at 3.44 million, a reduction of about 747 thousand unemployed persons from February 2021. Additionally, the Employment rate rose to 92.9 percent in March 2021, from 91.2 percent in February 2021, while the underemployment rate in the country recorded a decline at 16.2 percent in March 2021, a change of -2.0 percentage points from 18.2 percent in February 2021. In terms of magnitude, about 7.34 million of the employed persons expressed the desire to have additional hours of work in their present job or to have additional job, or to have a new job with long hours of work in March 2021 (Philippine Statistics Authority, 2021).

**Family Income.** The family income of the respondents was also described, where 100 respondents or 91 percent who have claimed that their family income was between ₱5,001 to



₱10,000 and below ₱5,000, respectively. 5 parents or 4.5 percent has a family income of ₱10,001 to ₱15,000, 3 parents considered their income is in the range of ₱15,001 to ₱20,000, and only 2 or 1.8 percent has above ₱25,000 monthly income. Income, as evidence suggests, children in lower-income households do less well than their peers on many outcomes, including in health and education. Likewise, the income also affects cognitive development and school achievement outcomes indirectly impacting children, including maternal mental health, parenting and home environment (Cooper & Stewart, 2013).

### Parenting Styles of Parents

Investigated in the study were the parenting styles applied by parents of learners with Special Education needs, namely: authoritarian, authoritative, permissive, and uninvolved.

**Table 2**  
**Parenting Styles of the Respondents**

	Weighted Mean	Descriptive Rating
1. Authoritative Parenting Style of the Respondents	3.42	Strongly Agree
2. Authoritarian Parenting Style of the Respondents	2.97	Agree
3. Permissive Parenting Style of the Respondents	2.74	Agree
4. Uninvolved Parenting Style of the Respondents	2.36	Disagree

**Authoritative Parenting Style.** Authoritative parenting style of the respondents as presented in the data matrix, statement 1 yielded the highest weighted mean of 3.54 which means parents strongly agree that they provide directions but also listen and discuss their child's concerns. They also agreed strongly to statement number 2 in which the weighted mean was 3.46. The overall weighted mean of the authoritative parenting style of the respondents was 3.42 signifying that they practice the authoritative style of parenting.

In the paper, Parenting in the Philippines: A review of research literature from 2004 to 2014, the researchers discovered that the most practiced parenting style in the Philippines is the authoritative parenting style. Given that authoritative parents show their love through communication and standards, their parenting practices blend with setting limits and high



expectations allowing a level of independence and offering strong emotional support (Bunag, 2020).

**Authoritarian Parenting Style.** The descriptions of the authoritarian parenting style of the respondents were shown in the data matrix. Item number 1 has the highest weighted mean of 3.43 and is interpreted as parents strongly agreeing that they tell their child exactly what to do and how to do it. It was followed by item 2 with a weighted mean of 3.21 and be described that these parents agree to when they're asked why they are told to do something the only reason is they want them to do it. On the other hand, item number posted the lowest weighted mean of 2.37 since parents disagree with yelling or shouting whenever their child misbehaves. The overall weighted mean for authoritarian parenting style was 2.97 and described as agree. It can be deduced that parents impose strict rules on their children when the situation permits.

The authoritarian parenting style is about being strict and serious. It insists on unquestioning obedience and enforces good behavior through threats, shaming, and other punishments. As defined by psychologists, it is also a style associated with less parental warmth and responsiveness (Baumrind, 1981, as cited in Dewar, 2021). As to emotional problems brought authoritarian parenting to children, it may occur. In a behavioral genetics study of Chinese twins, researchers found that kids with authoritarian fathers were more likely to suffer from a psychiatric disorder -- even after accounting for the influence of genes (Yin, et al., 2016). However, authoritarian parenting may have different meanings in different cultures. In the investigations conducted by Alampay & Jocson, (2011) about parenting attitudes, they concluded that socio-cultural values foster traditional attitudes favoring parental authority and child obedience.

**Permissive Parenting Style.** In terms of permissive parenting style of parent-respondents, statement number 2 produced the highest weighted mean of 2.94 therefore, parents agree to which they put the wants of their child before their own. It was followed by statement 4 in terms of the highest weighted mean which is 2.88 and described that parents agree to ask their child to do tasks at their convenience. Despite having the lowest weighted mean, statement number 1 whose weighted mean was 2.55, parents still agree to its statement that they do not want to upset their child by saying no. All in all, the weighted mean for the permissive style of parenting of LSENs parents was 2.74 and described as agree. Findings suggest that parents apply this style of parenting to give freedom to their children from time to time to prevent unnecessary situations.

In the study Child Rearing Practices Among Families in Countryside Philippines, the data gathered shows that parents in the countryside are of the permissive type where personal variables are considered to influence child-rearing practices followed by beliefs and values. It is the nature of permissive parents not to be demanding that rewards are what parents apply for their children rather than boundaries.

**Uninvolved Parenting Style.** When it comes to the uninvolved parenting style of the parent-respondents statement 3 yields the highest weighted mean of 2.80 and the only described as an agreed statement where parents let their child do what they want. Statement number 2 followed, having the weighted mean of 2.43, however, parents disagree to not implementing rules in terms of their child’s behavior. Also, statement number 1, with a weighted mean of 2.26 was described to disagree as to parents not helping on modular learning. Lastly, statement 4 with a weighted mean of 1.96 has the lowest weighted mean since parents disagree with not monitoring their child or supervising activities. All in all, parents disagreed with being uninvolved in parenting with a weighted mean of 2.36. It can be inferred in the findings implies childcaring is the main concern in Filipino culture. Parental support and involvement are what children with special education need to be going in learning and living.

### Intellectual Development Milestones of LSEN pupils

Milestones guide parents as well as teachers to understand how the learners grow. Identified milestones in the study were Five- and six-years-old Milestones, Seven to eleven years old Milestones, and Twelve to 18 years old Milestones.

**Table 3**  
**Milestones of LSEN pupils**

	Weighted Mean	Descriptive Rating
1. Five- and six-years-old Milestones	2.72	Good
2. Seven to eleven years old Milestones	2.68	Good
3. Twelve to 18 years old Milestones	2.48	Fair

**Five and six years old.** At this age, children are expected to understand simple concepts of time, perceive weather, and recognize simple words and read a little. As perceived by the parents, five- and six-year-old milestones of LSENS item numbers 1 and 2 posted the highest weighted mean of 3.09 and 3.00, respectively. And in terms of intellectual milestones, LSENS are good at telling and writing their complete name based on the observation of parents. It was

followed by item number 2 with a weighted mean of 3.00. Moreover, item number 3 yielded the lowest weighted mean of 2.24 and can be described those pupils are fairly performed on increasing words and sentences. Overall, LSENs' five to six years old milestones have a weighted mean of 2.72 and are described as good. The result suggests that LSEN learners have achieved and satisfactorily performed 5- and 6-year cognitive skills.

Normally at this age children are becoming social, can express feelings, understands simple concepts, can understand words, motor skills are improving, becoming independent and take small decisions. However, providing help would enhance the development at this age and the needs of LSENs are of different consideration. A study conducted by Dandashi, et al., (2015) resulted in a positive effect on children with a cognitive disability, where it introduces multimedia technology-based games designed to enhance and make learning more enjoyable. The experiment resulted in a high motivational level and a more physically active learner. This study only establishes the fact that LSENs physical and intellectual attribute may hold back their development, but any form of support will improve their situation.

**Seven to eleven years old.** Under this milestone, learners are expected to understand thoughts, have a sense of responsibility, and can have multiple interests. Describing the seven to eleven years old milestones of LSENs item number 1 has the highest weighted mean of 2.95 that means pupils are good at understanding concepts of yesterday, today, and tomorrow. It was followed by item 2 and number 3 that have a weighted mean of 2.76 and 2.85 respectively and as observed pupils are good in terms of following teachers' instructions, doing tasks independently, and taking responsibility. Item number 5, however, yielded the lowest weighted mean of 2.32 where pupils are described to perform fair in terms of telling time measurements. Lastly, the overall weighted mean was 2.68 and reveals that LSENs are good with regards to seven to eleven years old milestones. Likewise, this finding suggests that LSENs learners according to their parents, can reasonably do milestones of what 7- to 11-year-old are expected to perform.

When it comes to thinking and learning normal children of this age might become more independent, perceive the point of view of others, and increase attention span. It is, however, that during this stage of development the role of parents is still considered crucial. Their time spent with their children, making rules and using discipline, making praise, and helping them develop a sense of responsibility are instances or suggestions that can eventually help them to prepare for another level (Centers for Disease Control and Prevention, n.d.).

**Twelve to eighteen years old.** During this stage, learners develop concepts on a basic discipline like math, interest in their rights, and develop ideas or decisions of their own. Further, when it comes to the twelve to 18 years old milestones of LSEs, item numbers 2 and 4 produced the highest weighted mean of 2.57 apiece as parents observed pupils be good in thinking possibilities and having a point of view, can compare and debate ideas. Whereas the lowest weighted mean came from items number 1 and 3, where parents described pupils to be doing fair in independent reading and forming questions and ideas. The overall weighted mean for the twelve to 18 years old milestone was 2.48 and described as fair. The result of the findings only shows that LSEs are not always capable to think compared to normal 12- to 18-year-olds, but it was acceptable since the milestones are perceived to be more complex coverage in terms of observable skills.

According to the health encyclopedia section of URM, cognitive growth during teen years uses more complex thinking focused on personal decision-making at home and school, questions authority or society's standards, begins to form or speak own thoughts, and questions more. And to encourage healthy cognitive growth during this stage, parents can encourage them to share ideas, compliment well-thought decisions, and help them set goals (University of Rochester Medical Center, 2021). It is now well understood that concerning the cognitive development of children, and for growth to happen, parents' role, encouragement and understanding must be emphasized not only in school but also at home where learning and support start.

### **Analysis of Variance on the Parenting Styles of the Respondents when Grouped according to their Profile Variables**

To further examine the parenting styles of the respondents, analysis of variance was used to determine the significant difference of the parenting styles as grouped according to their profiles.

Table 6 presents the analysis of variance on the Parenting Styles of the Respondents as grouped according to their profiles. The computed significant values of 0.248 for sex, 0.199 for educational attainment, 0.768 for civil status, 0.059 for occupation, and 0.261 for family income were all found to be greater than the chosen p-value which 0.05. Thus, the difference in parenting styles among the said variables was not significant. The findings also suggest that the parenting styles of the respondents do not vary regardless of sex, educational attainment, civil status, occupation, and family income. However, the computed significant value for age which was 0.001 and less the 0.05 which is the p-value, thus deemed significant. It also suggests that

there is a significant difference in the parenting styles of the respondents when grouped according to age. And based on the findings, the age of parents impacts their parenting styles. According to Kashahu, Dibra, Osmanaga, & Bushati (2014), the manner of parenting is associated with age. Based on the result of their study, parents who practice authoritarian style are under 34 years and over 45 years old. And more than half of the respondents younger than 34 years old practice the authoritative style. This finding can be useful to teachers because it can help them to be more attentive to parents' tendencies.

**Table 4**  
**Analysis of Variance on the Parenting Styles of the Respondents**

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Decision</b>
Age	Between Groups	9.556	3	3.185	5.879	.001	<b>Significant</b>
	Within Groups	57.435	106	.542			
	Total	66.991	109				
Sex	Between Groups	.181	1	.309	1.351	.248	Not Significant
	Within Groups	13.492	108	.229			
	Total	13.673	109				
Educational Attainment	Between Groups	6.868	5	.334	1.490	.199	Not Significant
	Within Groups	193.905	104	.224			
	Total	200.773	109				
Civil Status	Between Groups	.029	1	.020	.088	.768	Not Significant
	Within Groups	11.435	108	.231			
	Total	11.464	109				
Occupation	Between Groups	6.847	3	2.282	2.556	.059	Not Significant
	Within Groups	94.644	106	.893			
	Total	101.491	109				
Family Income	Between Groups	.307	4	.303	1.337	.261	Not Significant
	Within Groups	89.957	105	.226			
	Total	90.264	109				

**Relationship between the Parenting styles and intellectual development milestones of the LSENs.**

Table 7 shows the computed significant of the Pearson Product-Moment Correlation or Pearson r which was used to test the relationship of the parenting styles and intellectual development milestones of LSEN pupils. Since the computed significant value of 0.000 was less than the p-value of 0.05, therefore null hypothesis was rejected. Based on the result, there was an association found and it is therefore concluded that there is significant relationship between parenting styles and intellectual development milestones of the LSENs. Further, parenting styles was established to be a factor on the intellectual milestones of learners.

**Table 5**  
**Relationship between the Parenting styles and intellectual development milestones of the LSENs.**

<b>Variables</b>	<b>Pearson Correlation</b>	<b>Interpretation</b>	<b>Sig. (2-tailed)</b>	<b>Decision</b>
Authoritative and five- and six-years-old milestones	.467**	Moderate Correlation	.000	<i>Reject H<sub>0</sub> Significant</i>
Authoritarian and five- and six-years-old milestones	.199*	Negligible Correlation	.037	<i>Reject H<sub>0</sub> Significant</i>
Permissive and five- and six-years-old milestones	.375**	Low Correlation	.000	<i>Reject H<sub>0</sub> Significant</i>
Uninvolved and five- and six-years-old milestones	.411**	Moderate Correlation	.000	<i>Reject H<sub>0</sub> Significant</i>
Authoritative and seven to eleven years old milestones	.423**	Moderate Correlation	.000	<i>Reject H<sub>0</sub> Significant</i>
Authoritarian and seven to eleven years old milestones	.193	Negligible Correlation	.044	<i>Reject H<sub>0</sub> Significant</i>
Permissive and seven to eleven years old milestones	.272**	Low Correlation	.004	<i>Reject H<sub>0</sub> Significant</i>
Uninvolved and seven to eleven years old milestones	.298**	Low Correlation	.002	<i>Reject H<sub>0</sub> Significant</i>



Authoritative and twelve to 18 years old Milestones	.422**	Moderate Correlation	.000	<i>Reject H<sub>0</sub> Significant</i>
Authoritarian and twelve to 18 years old Milestones	.298**	Low Correlation	.002	<i>Reject H<sub>0</sub> Significant</i>
Permissive and twelve to 18 years old Milestones	.370**	Low Correlation	.000	<i>Reject H<sub>0</sub> Significant</i>
Uninvolved and twelve to 18 years old Milestones	.321**	Low Correlation	.001	<i>Reject H<sub>0</sub> Significant</i>

\*\*Correlation is significant at the 0.01 level (2-tailed).

The result of this study affirms the conclusion Joseph & John (2008) that parenting style is an important factor in child development, where parents and teachers must give importance to it as well as the need to raise awareness of its importance. In addition, in the findings study conducted by Akaneme, Okezie, Mbaegbu, Adachukwu, & Ibenekwu it was revealed that parenting styles significantly influenced the cognitive competence of students where authoritative parenting style had the highest positive influence. They also recommended that parents should adopt a style which strikes a balance between parental warmth and parental control which are contributory to the result. While predicting the intellectual development of LSENs based on the parenting styles was established, there are also some aspects to consider. Teaching social skills to children with disabilities is found to be a significant predictor of development gains (Ergin, Bakkaloğlu, Sucuoğlu, & Demir, 2018). In addition, according to Lai, et al., (2014), early intervention can improve the IQ of children with intellectual disabilities, and the earlier the intervention the better. Although several research outputs emphasized the link between parenting styles and child development and other researchers have the opposite inferences children with special education needs also require support not coming from their parents. They still need support from their environment and from their teacher whose skills and experience in handling and teaching LSENs enable them to reach considerable milestones in terms of intellectual development.

## CONCLUSION

**First.** Most of the respondents are in the middle age, married and mostly female. Majority are high school graduates. Furthermore, a large percentage of the respondents are not in the labor force and unemployed resulting in a low family income.

**Second.** Parents are authoritative in terms of parenting style. However, they still impose strict



rules when the situation permits and give freedom to their child from time to time to prevent unnecessary situations. Furthermore, parent-respondents do not commit to an uninvolved parenting style.

**Third.** LSEN learners have been satisfactorily performing 5- and 6-year cognitive skills and can reasonably do milestones of what 7- to 11-year-old is expected to perform. However, they are not always capable to think compared to normal 12- to 18-year-olds.

**Fourth.** The parenting style of the respondents does not vary regardless of sex, educational attainment, civil status, occupation, and family income. However, evidence suggests that there is a significant difference in the parenting styles of the respondents when grouped according to age.

**Fifth and last.** There is no significant relationship between parenting styles and intellectual development milestones of the LSEs.

## RECOMMENDATIONS

1. Implement an individual Learning Plan that will outline the learning needs of LSEs as well as their safety, access, behavioral, medical and personal care needs.
2. Schools must also seek experts and professionals who will talk to parents and teachers about their concerns.
3. The need of teaching social skills to LSEs must be emphasized to teachers and parents since it results in development gains.
4. A parallel study should be conducted in private schools or other districts to further explore the topic.

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