

## Parenting Styles of Teen Mothers in a Selected City in Mindanao, Philippines

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### ABSTRACT

*The study explored the parenting styles of teen mothers in a particular city in Mindanao, Philippines. It used a descriptive cross-sectional quantitative approach specifically a survey to gather the needed data among 377 teen mothers who were chosen based on stratified random sampling. Findings revealed that parenting styles are authoritative followed by permissive, and lastly, authoritarian. Variables involved were age, civil status, family structure, ethnicity, educational attainment, and age of menarche. Moreover, using multiple regression, findings revealed that age, civil status, family structure, ethnicity, educational attainment, and age of menarche are not predictors for the parenting styles of the teen mother participants of the study.*

### KEYWORDS

*parenting styles; authoritative; authoritarian; Age of Menarche; predictor*

### INTRODUCTION

Brain has repeatedly stated the most important cognitive, emotional, social, and moral values develop during the early childhood years. Parental involvement is critical to children's development, and it is classified into two types. The first is home-based involvement, in which parents, as the first teachers, have the opportunity to nurture their children's growth and development while advocating for their children's lifelong learning. The second category is school-based involvement, which builds on the first by incorporating parent-teacher conferences and voluntary participation in school activities (Joyce, M. 2020).

Motherhood is an important part of many women's lives all across the world. Being a mother is seen as vital to a woman's uniqueness by individuals in various cultures. Adverse social and health implications have been linked to teen motherhood, which occurs at an important developmental moment in the lives of adolescents.

Teen pregnancy and parenthood are major societal issues for teenagers and are significant social problems in the nation and across many nations. It is a global predicament and remains a significant problem throughout the world because of the age of contraception and sexual literacy.

Teen years or adolescence is the transitional phase from childhood to adulthood (Steinberg, L. 2015). According to the World Health Organization (WHO), the teen period is between 10 to 19 years of age (World Health Organization, 2018). Teen pregnancy is now a societal issue with harmful consequences. The shift in emphasis might be toward supporting the individual's abilities. Teen moms must no longer be seen as a problem.

The manner in which society perceives and reacts to adolescent pregnancy does not promote positive results. Supporting adolescent mothers is the first step in fostering positive results for the individuals. With this assistance, the lives of these young mothers and their self-perceptions maybe changed for the better.

There are still many people who belittle young mothers and still believe that they can never be successful in their lives. However, many studies have shown that getting pregnant

at a young age can have lesser detrimental effects on their education and future. Many women were able to find success even after becoming teen mothers. Yet, others still continued with their negative stereotyping and shame that society define teen pregnancy and parenthood.

Meanwhile, the nurse has a very crucial role in the care of mother and child, specifically relating to teen pregnancy as well as teen motherhood. Teen pregnancy and motherhood have implications in terms of health services and governance. The nurse can improve the life of these teens by making them realize that getting pregnant at a young age bears consequences. An increase in health inequalities may lead to poor long-term outcomes for young parents and their children.

Nurses situated in any form of service can intervene to diminish the problem. Discussion with concerned teen boys and girls about sex and relationships can help empower them to make decisions for themselves.

**Objective of the study**

Children's growth from infancy to maturity is supported and encouraged by their parents in the process of parenting. It is possible to refer to a parent as a good parent when they have exceptional parenting abilities. This study explored the parenting styles of teen mothers from a particular city in Mindanao, Philippines, and what influences their parenting skills.

**RESEARCH METHODS**

The study utilized a descriptive cross-sectional quantitative approach specifically a survey to gather the needed data among 377 teen mothers who were chosen based on stratified random sampling. The parenting style tool was translated to Filipino since most people could understand and read using this language. The Parenting Styles and Dimensions Questionnaire (PSDQ) was developed in 1995 (Robinson et al, 1995). Originally, there were 62 items and three subscales but modifications were made in 2002, and items were reduced from 62 to 21. There are now nine (9) items for authoritative, six (6) for authoritarian, and another six (6) for permissive parenting styles. The latest version has a total of 21 items. Ethics review committee clearance was granted from St. Paul University Philippines, Tuguegarao City, Cagayan.

**RESULTS AND DISCUSSION**

It used a 5 point Likert Scale 5-5.00-4.20 Very Great Extent (VGE) (Indicated that the teen mothers experience the situation at all times); 4-4.19-3.40 Great Extent (GE) (Indicated that the teen mothers experience the situation repeatedly in a short interval); 3-3.39-2.60 Moderate Extent (ME) (Indicated that the teen mothers experience the situation occasionally); 2-2.59-1.80 Low Extent (LE) (Indicated that the teen mothers experience the situation infrequently on some occasion); and 1-1.79-1.00 Very Low Extent (VLE) (Indicated that the teen mothers did not experience the situation on any occasion). There are nine items for authoritative parenting style, six items for authoritarian, and another six items for permissive style.

**Table 1.** Parenting Styles in Terms of Authoritative

Authoritative Parenting Style	Mean	Descriptive Interpretation
1) I am responsible to my child’s feelings and needs	3.83	Great Extent
2) I give comfort and understanding when my child is upset	3.94	Great Extent
3) I give praise when my child id good	3.88	Great extent
4) I give my child reasons why rules should be followed	3.87	Great Extent

5) I help my child understand the impact of his/her behavior.	3.90	Great Extent
6) I take into account my child's desires before asking him/he to do something	3.73	Great Extent
7) I encourage my child to freely express him/herself when disagreeing with his/her parents.	3.70	Great Extent
8) I show respect for my child's opinions by encouraging him/her to express them.	3.72	Great Extent
9) I explain the consequences of bad behavior to my child	3.52	Great Extent
10) before he/she misbehaves.		
<b>Average Mean</b>	<b>3.79</b>	<b>Great Extent</b>

All the nine statements under authoritative parenting styles obtained "great extent" descriptive interpretations with means ranging from 3.94 to 3.52. However, the average mean score of 3.79 signified that the participants oftentimes utilized authoritative parenting styles particularly: (2) I give comfort and understanding when my child is upset (3.94); (5) I help my child understand the impact of his/her behavior (3.90); and (3) I give praise when my child is good (3.88).

**Table 2. Parenting Styles in Terms of Authoritarian**

Authoritarian Parenting Style	Mean	Descriptive Interpretation
1) I use physical consequences as a way of disciplining my child	3.05	Moderate Extent
2) I yell or shout when my child misbehaves.	2.88	Moderate Extent
3) I scold my child to improve his behavior.	3.11	Moderate Extent
4) I give consequences by taking away privileges with little or no explanation.	3.59	Great Extent
5) I use threats as consequences with little or no justification.	3.68	Great Extent
6) I give consequences by putting my child off somewhere with little or no explanation.	3.54	Great Extent
<b>Average Mean</b>	<b>3.31</b>	<b>Great Extent</b>

It shows the parenting styles of the teen mother participants in terms of authoritarian where statement 5 "I use threats as consequences with little or no justification" obtained the highest mean of 3.68 followed by statement 4 "I give consequences by taking away privileges with little or no explanation" with 3.59 and then, statement 6 "I give consequences by putting my child off somewhere with little or no explanation" with 3.54. Moreover, three indicators got "moderate extent" descriptions with means from 2.88 to 3.11.

**Table 3. Parenting Styles in Terms of Permissive**

Permissive Parenting Style	Mean	Descriptive Interpretation
1) I give into my child when he/she causes a commotion about something.	3.78	Great Extent
2) I threaten my child with consequences more often than actually giving them.	3.56	Great Extent
3) I state consequences to my child and do not do them.	3.60	Great Extent
4) I am confident about my parenting abilities.	3.65	Great Extent
5) I find it difficult to discipline my child.	3.45	Great Extent
6) I am unsure of how to solve my child's misbehavior.	3.50	Great Extent
<b>Average Mean</b>	<b>3.59</b>	<b>Great Extent</b>

The table shows the parenting skills of the participants in terms of permissive style. All of the six statements got "great extent" with means ranging from 3.45 to 3.78. Statement 1

“I give into my child when he/she causes a commotion about something” got the highest mean with 3.78 followed by statement 4 “I am confident about my parenting abilities” with 3.65 and then statement 3 “I state consequences to my child and do not do them” with 3.60.

**Table 4.** Predictors on the Influence of Parenting Styles among Teen Mothers

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	.595	.289		12.780	.000
Age	.154	.092	.087	1.672	.095
Civil Status	-.052	.054	-.050	-.959	.338
Family Structure	-.007	.043	-.009	-.156	.876
Ethnicity	.058	.070	.043	.825	.410
Highest Educational Attainment	-.011	.042	-.015	-.273	.785
Age of Menarche	-.151	.094	-.084	-1.615	.107
Dependent Variable: PARENTING STYLES					

*Significant at  $p < 0.05$*

Based on the results of the regression, it is revealed that age ( $t=1.672$ ,  $p=.095$ ), civil status ( $t=-.959$ ,  $p=.338$ ), family structure ( $t=-.156$ ,  $p=.876$ ), ethnicity ( $t=.825$ ,  $p=.410$ ), highest educational attainment ( $t=-.273$ ,  $p=.785$ ), and age of menarche ( $t=-1.615$ ,  $p=.107$ ) significantly do not influence the parenting styles of the teen mother participants of the study with p-values greater than the assumed alpha level of significance.

The data imply that age, civil status, family structure, ethnicity, highest educational attainment, and age of menarche have no direct influence on the teachers' practices; hence, the variables are independent of one another. It implies that these are not predictors that could influence the parenting styles of teen mothers.

## Discussions

Teenage moms like the authoritative style of parenting to demonstrate high levels of warmth and love and set realistic expectations for their children. Young mothers give their children assurance through their love and appropriate demands.

Listening to their children and adjusting their parenting methods depending on the children's needs were the hallmarks of authoritative parents (Grant, K. B., and Ray, J. A., 2010). It is supported by another study (Rego, T, 2015) which pointed out that a child's view on the world and their own development are profoundly influenced by their parents' parenting techniques.

When it comes to parenting styles, authoritarian parents may be deemed to be the most appealing. The authoritative parenting style is typically considered the best form of parenting by child development experts.

## CONCLUSIONS

The participants of the study practiced authoritative parenting styles which topped the list followed by permissive and then authoritarian. However, the findings revealed that there are no significant relationships between the parenting styles of the participants and their variables such as age, civil status, family structure, ethnicity, highest educational attainment, and age of menarche. There is a need to focus on the participants who used an authoritarian parenting style.

### **Recommendations**

From the findings of the study, the researcher would like to recommend the following: (1) Teen mothers could effectively address the behavioral problems of their children by improving their parenting styles and mother-child relationships; (2) Local maternal health program implementers need to make provisions for support and interventions to build collaborative relationships and networks needed for teen mothers' self-efficacy in terms of labor and delivery as well as post-partum and childcare; (3) Nursing educators should integrate mental health issues in classroom discussion and invite experts to talk about topics on this area for appropriate awareness of nursing students before community and hospital exposures; (4) The local community should create intensive intervention programs for pregnant teenagers or teenage mothers in their locality by providing regular support group meetings, on site or nearby childcare, and educational program alternatives to best serve the unique needs of the teen mothers; (5) Local government units with other government and non-government agencies should create a program for teen mothers in their locality that will increase rates of graduation from high school with a diploma; increase successful transition to adulthood, including enrolling in secondary education, vocational training, or employment at a minimum wage; and living in safe and stable housing after graduation from the program; and (6) future researchers may explore areas that include a more extensive quantitative or qualitative study, with recent adolescent mothers to determine the level of supports available to them within home, school, and other environments. Another study change would include interviews with members of the home environment and school environment as well as interviews with adolescent mothers, to create either a collaborative or conflicting sense of experiences.

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