Parenting Styles as Predictors of Behavioral Issues in Learners: Informing Intervention Strategies

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Abstract — This study investigated the impact of various parenting styles on the behavioral issues exhibited by Senior High School (SHS) learners. The research reveals that impulsive behaviors, lack of motivation, and disruptive actions are among the most serious behavioral concerns observed in students, with a grand mean score of 3.88 reflecting the overall seriousness of these issues. Other significant problems include withdrawal, emotional outbursts, and physical aggression, which further emphasize the need for effective intervention strategies.

The study explored parenting styles and found a diverse range of approaches among parents when addressing their children's behavioral issues. High parental involvement and strictness are prevalent, while permissiveness and disengagement also occur. Communication styles and discipline methods show varying degrees of preference, indicating that personal experiences and cultural norms often influence parenting approaches. The grand mean score of 3.49 suggests that while most parents prefer involved and disciplined approaches, there is considerable variation in how they address behavioral problems.

The analysis highlights a significant positive relationship between parenting styles and the severity of behavioral issues in learners (Pearson r = 0.687, p = 0.000). This finding underscores the crucial role of parenting practices in shaping student behavior and suggests that targeted interventions can be effective. Recommendations include implementing workshops to improve parenting strategies, promoting authoritative parenting styles, increasing parental engagement, and strengthening school-based support systems to effectively address and mitigate behavioral issues.

Keywords — Parenting Styles, Predictors, Behavioral Issues, Intervention Strategies

I. Introduction

Understanding the intricate interplay between parenting styles and child behavior is paramount in addressing behavioral issues among learners. Parenting styles, characterized by the combination of parental responsiveness and demandingness, have significantly impacted children's emotional and behavioral development [2](Baumrind, 2015). Behavioral problems in children not only affect their academic performance but also have long-term implications for their social, emotional, and cognitive well-being [9](Graziano & Hamblin, 2020). Hence, this study aimed to delve into the relationship between parenting styles and children's behavioral issues to inform the development of intervention programs.

Research indicates that parenting styles can be categorized into four main types: authoritarian, authoritative, permissive, and uninvolved [3](Baumrind, 2017). Authoritarian parents are characterized by high demands and low responsiveness, often employing strict discipline

without much explanation. Authoritative parents, on the other hand, are both demanding and responsive, setting clear boundaries while also being supportive and nurturing. Permissive parents tend to be indulgent and lenient with few demands, while uninvolved parents are undemanding and unresponsive, showing little interest or involvement in their children's lives.

Several studies have demonstrated the significant influence of parenting styles on child behavior. For example, children raised by authoritative parents typically exhibit fewer behavioral problems, higher academic achievement, and better social skills than those raised by authoritarian or permissive parents [17](Steinberg et al., 2015). Conversely, children of authoritarian parents may display higher levels of aggression and anxiety [10](Grolnick & Pomerantz, 2019), while those raised by permissive or uninvolved parents may struggle with self-regulation and defiance [13](Maccoby & Martin, 2015).

According to [8]Garcia and Gracia (2019), in Spain, authoritative parenting was significantly associated with fewer behavioral problems in children, while authoritarian and permissive parenting styles were linked to higher child behavior problems.

Understanding the relationship between parenting styles and child behavior is crucial for developing targeted intervention strategies. Research suggests that parenting styles influence child behavior through various mechanisms, including parental warmth, consistency, discipline strategies, and communication patterns [5](Darling & Steinberg, 2015). Authoritative parenting, characterized by warmth, support, and clear communication, fosters positive child outcomes by promoting autonomy, self-esteem, and emotional regulation [3](Baumrind, 2015).

Conversely, authoritarian parenting, marked by harsh discipline and lack of warmth, may lead to feelings of resentment and rebellion in children, contributing to behavioral problems such as aggression and defiance

[1](Barber, 2016). Permissive parenting, while initially appearing lenient, can result in children lacking self-discipline and struggling with authority figures, leading to behavioral issues at home and in academic settings [12](Lamborn et al., 2015). Uninvolved parenting, characterized by neglect and lack of emotional support, often results in children feeling abandoned and unsupported, which can manifest in various behavioral problems such as withdrawal, delinquency, and academic underachievement [16](Smetana et al., 2015).

In a study by [6]Dumlao and Guanzon-Lapena (2018) conducted in Metro Manila, authoritative parenting was associated with fewer behavioral problems among Filipino adolescents, while authoritarian and permissive parenting styles were linked to higher behavioral problems.

Given the significant impact of parenting styles on child behavior, intervention programs should aim to promote authoritative parenting practices while addressing maladaptive patterns. Intervention strategies should educate parents about the importance of warmth, consistency, and

clear communication in fostering positive child outcomes [14](Sanders et al., 2015). Parenting programs, such as the Triple P-Positive Parenting Program, effectively improve parenting practices and reduce child behavior problems [15](Sanders, 2019).

Additionally, interventions should aim to provide parents with the necessary skills and resources to manage challenging behaviors effectively, including positive reinforcement, setting appropriate boundaries, and implementing consistent discipline strategies [7] (Forehand & McMahon, 2015). Family-based interventions involving parents and children in the intervention process are particularly effective in addressing behavioral issues and improving family functioning (Kazdin & Whitley, 2015)[11].

In conclusion, investigating the relationship between parenting styles and child behavior is crucial for developing intervention strategies to address behavioral problems among learners. Educators, clinicians, and policymakers can develop targeted interventions that promote positive parenting practices and support children's social, emotional, and academic development by understanding how different parenting styles influence child outcomes. Ultimately, empowering parents with the necessary skills and resources can create a supportive environment that fosters healthy child development and enhances overall well-being.

This study's conduct among parents and Senior High School (SHS) learners in the Schools Division of Tarlac Province was significant for several reasons.

Firstly, Tarlac Province has distinct socio-cultural characteristics, which may uniquely influence parenting styles and adolescent behavior. Investigating these dynamics within the local context could provide valuable insights into the specific challenges and opportunities faced by families and schools in the region.

Secondly, as part of the Schools Division, the study's findings could directly inform educational policies and interventions tailored to address the needs of parents and SHS learners in Tarlac Province. Understanding the prevailing parenting styles and their impact on adolescent behavior could help education authorities develop targeted programs to enhance parental involvement and promote positive parenting practices.

OBJECTIVES OF THE STUDY

The researcher investigated the relationship between parenting styles and behavioral problems among SHS learners. Your study could contribute to the promotion of positive parenting practices within the local community. Identifying effective parenting strategies that foster academic success and socio-emotional well-being among adolescents can empower parents and educators to better support students' developmental needs.

Lastly, engaging parents, educators, and policymakers within the Schools Division of Tarlac Province in the research could foster collaboration and partnership in addressing common

parenting and adolescent behavior challenges. Involving local stakeholders in the research process could ensure that the findings are contextually relevant and actionable within the community.

Conceptual Framework

Conceptual Understanding the intricate dynamics between parenting styles and child behavior requires a comprehensive conceptual framework that integrates various theoretical perspectives. Attachment theory, proposed by [4]John Bowlby, serves as a foundational concept in this framework, emphasizing the crucial role of early caregiver-child interactions in shaping attachment patterns and emotional development. Secure attachment, fostered by sensitive and responsive caregiving, aligns closely with authoritative parenting styles, characterized by warmth, support, and clear communication. Conversely, insecure attachment resulting from inconsistent or neglectful caregiving may be associated with authoritarian or permissive parenting styles, potentially contributing to behavioral problems in children.
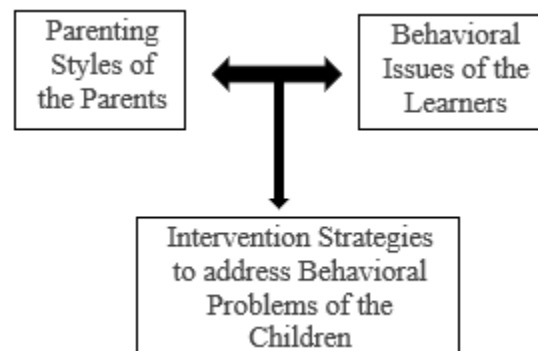

Figure 1. Paradigm of the Study

Statement of the Problems

1. What are the most prevalent behavioral issues displayed by SHS learners?

2. What are the predominant parenting styles exhibited by parents in addressing their children's behavioral issues?

3. Is there a significant relationship between the parenting styles adopted by parents and the occurrence and severity of behavioral issues in their children?

4. What intervention strategies can be devised and implemented to address behavioral problems in children based on an understanding of the relationship between parenting styles and child behavior?

Hypothesis

There is no significant relationship between the parenting styles adopted by parents and the occurrence and severity of behavioral issues in their children.

II. Methodology

The study used the descriptive-correlation design in assessing the parenting styles as predictors of behavioral issues of Senior High School learners as the basis for the development of intervention strategies to improve behavior among SHS learners.

The descriptive part described the most prevalent behavioral issues displayed by SHS learners, and the predominant parenting styles exhibited by parents in addressing their children's behavioral issues.

The correlational part tested the significant relationship between parenting styles adopted by parents and the occurrence and severity of behavioral issues in their children.

The sources of data for this study were the 110 parents and 110 SHS learners of SHS learners of the Schools Division of Tarlac Province during the school year 2023-2024. A total of 110 parents and 110 SHS learners of SHS learners was taken to answer the questionnaire prepared by the researcher. Simple random sampling was utilized to gather the needed data for this study.

The study was conducted among the 110 parents and 110 SHS learners of SHS learners of the Schools Division of Tarlac Province during the school year 2023-2024.

Simple random sampling was used in selecting the 110 parents and 110 SHS learners of SHS learners within the area of the study.

Instrument of the Study

The instrument used in this study is a researcher-made questionnaire. Part I focused on describing the most prevalent behavioral issues displayed by SHS learners; and Part II focused on the predominant parenting styles exhibited by parents in addressing their children's behavioral issues

The questionnaire was prepared based on the researcher's readings, previous studies, professional literature, published and unpublished thesis relevant to the study. In the preparation of the instrument, the requirements in designing good data collection instrument were considered. For instance, statement describing the situations or issues pertaining was toned down to accommodate the knowledge preparedness of the respondents.

III. Results and Discussion

The research determines the description of the Parenting Style of the parent together with Behavioral Issues displayed by the senior high school learners.

Parenting Styles of the Parents Exhibited by Parents in Addressing Behavioral Issues.

Parenting Styles	Mean	Verbal Description
Parental involvement in addressing behavioral issues varies widely.	4.9	Very Much Preferred
Some parents are largely disengaged, showing little interest in addressing behavioral issues.	4.75	Very Much Preferred
Some parents are strict and punitive when addressing behavioral issues.	4.46	Very Much Preferred
Some parents are permissive, setting few rules and rarely disciplining.	3.67	Preferred
Some parents seek external support like therapy for behavioral issues.	3.55	Preferred
Upbringing shapes parents' approaches to addressing behavioral issues.	3.47	Preferred
Communication styles range from open and supportive to critical or aggressive.	2.71	Moderately Preferred
Others balance firmness with warmth and reasoning.	2.63	Moderately Preferred
Discipline methods vary, including consistent consequences or positive reinforcement.	2.45	Slightly Preferred
Cultural norms influence how parents address behavioral issues.	2.3	Slightly Preferred
Grand Mean	3.49	Preferred

The table shows a range of parenting styles, with the highest mean scores associated with "Parental involvement in addressing behavioral issues" and "Some parents are largely disengaged, showing little interest in addressing behavioral issues," both rated as "Very Much Preferred." This suggests significant variability in how actively parents engage with their children's behavioral issues. A high level of parental involvement is crucial for effectively managing and mitigating behavioral problems, as it typically leads to more consistent and supportive interventions. On the other hand, disengaged parents, who show little interest, may contribute to ongoing or worsening behavioral issues due to their lack of involvement in corrective measures.

In contrast, the mean score for "Some parents are strict and punitive when addressing behavioral issues" is also rated as "Very Much Preferred," reflecting that a significant number of parents adopt this approach. While such methods can provide immediate compliance, they may not address the underlying causes of behavioral problems and can sometimes exacerbate issues by creating a negative parent-child dynamic.

The scores for "Some parents are permissive, setting few rules and rarely disciplining" and "Some parents seek external support like therapy for behavioral issues" are rated as "Preferred." Permissive parenting, with its lack of rules and infrequent discipline, may contribute to behavioral issues by failing to set necessary boundaries while seeking external support, though valuable, is less prevalent among parents. The need for external support highlights that while some parents actively seek help, others may rely more on self-directed strategies.

"Upbringing shapes parents' approaches to addressing behavioral issues" and "Communication styles range from open and supportive to critical or aggressive" are rated as "Preferred," indicating that personal backgrounds and communication styles significantly influence how parents handle behavioral issues. This variation in communication styles can affect the effectiveness of interventions, as open and supportive communication is generally more conducive to positive behavioral outcomes than critical or aggressive approaches.

The mean scores for "Others balance firmness with warmth and reasoning" and "Discipline methods vary, including consistent consequences or positive reinforcement" are rated as "Moderately Preferred" and "Slightly Preferred," respectively. These lower ratings suggest that while balancing firmness with warmth and using varied discipline methods are beneficial, they are less commonly practiced. This variability may impact the consistency and effectiveness of behavioral management strategies.

Finally, "Cultural norms influence how parents address behavioral issues" has the lowest rating, categorized as "Slightly Preferred," indicating that while cultural norms play a role, their influence is less pronounced than other factors.

The grand mean of 3.49, categorized as "Preferred," reflects that while there is a general preference for various parenting styles, there is considerable variability in how parents address behavioral issues. This highlights the need for targeted interventions that consider the diverse parenting approaches and aim to enhance parental involvement, communication, and consistent discipline methods to better manage and reduce behavioral issues among learners.

According to Kuppens and Cueleman (2018), Studies consistently demonstrate that authoritative parenting leads to the most favorable outcomes regarding social competence, emotional regulation, and academic success. In contrast, authoritarian, permissive, and neglectful parenting styles are associated with adverse developmental outcomes such as behavioral problems and lower self-esteem.

Behavioral Issues Displayed by the Learners

Behavioral Issues	Mean	Verbal Description
Students may exhibit impulsive behaviors, such as blurting out answers or acting without considering the consequences.	4.89	Very Much Serious
Students may demonstrate a lack of motivation or engagement in their academic work, leading to incomplete assignments or poor performance.	4.86	Very Much Serious
Students often display disruptive behavior such as talking out of turn or interrupting the teacher during instruction.	4.66	Very Much Serious
Some students exhibit withdrawal or avoidance behaviors, such as avoiding participation in class activities or isolating themselves from peers.	4.63	Very Much Serious
Emotional outbursts, including crying, yelling, or temper tantrums, are displayed by some students in response to frustration or stress.	4.58	Very Much Serious
There are instances of physical aggression among students, including pushing, hitting, or fighting with peers.	3.74	Serious
Disrespectful behavior towards teachers or classmates, including talking back or making derogatory comments, is evident in some students.	3.44	Serious
Some students exhibit defiance towards authority figures, including refusing to follow directions or complete assigned tasks.	2.83	Moderately Serious
Academic dishonesty, such as cheating or plagiarism, is occasionally observed among students.	2.73	Moderately Serious
Attention-seeking behaviors, such as frequent disruptions or acting out for negative attention, are observed among some students.	2.46	Slightly Serious
Grand Mean	3.88	Serious

The table presents a range of SHS learners' behavioral issues, categorized by severity. The highest severity ratings are attributed to impulsive behaviors and lack of motivation, with mean scores of 4.89 and 4.86, respectively. These behaviors are described as "Very Much Serious," indicating critical issues requiring immediate attention. Impulsive behaviors, such as blurting out answers or acting without considering consequences, suggest a need for interventions focusing on self-control and impulse management. Similarly, the lack of motivation or engagement, which leads to incomplete assignments or poor performance, underscores the necessity for strategies that enhance student engagement and foster a sense of responsibility toward academic work.

Other significant issues include disruptive behavior, withdrawal or avoidance, and emotional outbursts. These behaviors are also rated as "Very Much Serious," with mean scores ranging from 4.66 to 4.58. Disruptive behavior during class, such as talking out of turn or interrupting the teacher, suggests a disruption in the learning environment that affects both students and teachers. Withdrawal behaviors and emotional outbursts reflect underlying issues related to student well-being and stress, which may require emotional support and counseling. Physical aggression and disrespectful behavior, while slightly less severe with mean scores of 3.74 and 3.44, are still serious issues that point to problems in peer relationships and respect for authority.

Defiance toward authority figures and academic dishonesty are rated as "Moderately Serious," with mean scores of 2.83 and 2.73, respectively. These issues indicate that while they are not as prevalent or severe as other behaviors, they still impact the learning environment and necessitate interventions to improve compliance and academic integrity. Attention-seeking behaviors are rated as "Slightly Serious," suggesting that while they are less problematic, they still contribute to classroom disruptions and require attention.

The grand mean score of 3.88, categorized as "Serious," reflects an overall concern with behavioral issues among SHS learners. This comprehensive analysis highlights the critical need for targeted intervention strategies that address individual and group behaviors. Addressing these issues involves implementing effective classroom management techniques, providing emotional and psychological support, enhancing student motivation, and fostering positive behavior through consistent reinforcement and supportive relationships.

Significant Relationship Between the Parenting Styles Adopted by Parents and the Occurrence and Severity of Behavioral Issues in their Children

Parenting Styles		Behavioral Issues
Parenting Styles	Pearson r	0.687
	Value	0.000
	Interpretation	Significant

The table presents a Pearson correlation coefficient (r) of 0.687 with a value of 0.000, indicating a strong and statistically significant relationship. The Pearson correlation coefficient of 0.687 suggests a robust positive relationship between parenting styles and behavioral issues. This means that parenting styles are closely associated with the occurrence and severity of behavioral problems in children. A higher correlation coefficient implies that as certain parenting styles become more prevalent or pronounced, there is a corresponding increase in the severity and frequency of behavioral issues observed in learners.

The statistical significance of the correlation (with a p-value of 0.000) underscores the reliability of this relationship. It indicates that the observed correlation is unlikely to have occurred by chance, and there is a strong evidence base supporting the link between parenting styles and children's behavioral issues. This significance level reinforces the importance of understanding how different parenting approaches impact children's behavior.

The implication of these findings is multifaceted. Parenting styles, which encompass a range of approaches from authoritative and supportive to authoritarian and permissive, play a crucial role in shaping children's behavior. For instance, authoritative parenting, characterized by warmth, responsiveness, and consistent discipline, tends to be associated with better behavioral outcomes. In contrast, authoritarian styles, which are rigid and controlling, and permissive styles, which are lenient and lack boundaries, may contribute to the development of various behavioral problems.

The significant relationship identified by this study suggests that interventions aimed at improving parenting practices could effectively mitigate behavioral issues in children. Educational programs and resources that equip parents with strategies to adopt more effective parenting styles—such as balanced approaches that combine firm expectations with emotional support—could help reduce the severity of behavioral problems. Additionally, enhancing parental engagement, communication, and consistency in discipline could address the root causes of behavioral issues and lead to more positive outcomes for learners.

Proposed Intervention Strategies to address Behavioral Problems in children based on an Understanding of the Relationship between Parenting Syles and Child Behavior

Parenting Style	Behavioral Issues	Proposed Intervention Strategies	Objectives	Target Audience	Implementation Timeline	Evaluation Metrics
Authoritative	Low incidence of severe behavioral issues	1. Positive Reinforcement: Encourage and support the continued use of balanced discipline and supportive communication. 2. Parenting Workshops: Provide training on maintaining high responsiveness while enforcing consistent rules. 3. Peer Support Groups: Facilitate group discussions for sharing successful strategies and challenges.	1. Enhance positive behavior reinforcement 2. Strengthen existing effective practices 3. Foster community support among parents	Parents using authoritative styles	3-6 months	1. Parent and teacher feedback 2. Observation of behavioral improvements
Authoritarian	High incidence of strict adherence to rules and possible behavioral outbursts	1. Flexible Discipline Training: Educate parents on adopting a more flexible approach to discipline while maintaining consistency. 2. Emotional Support Workshops: Offer training to improve emotional support and communication with children. 3. Conflict Resolution Sessions: Implement sessions to help parents manage conflicts constructively.	1. Improve flexibility in discipline 2. Enhance emotional support 3. Develop conflict management skills	Parents using authoritarian styles	6-9 months	1. Reduction in behavioral outbursts 2. Improved parent-child communication
Permissive	High incidence of impulsivity and lack of motivation	1. Structure and Routine Workshops: Guide parents in creating and maintaining consistent routines and boundaries. 2. Behavioral	1. Establish consistent routines 2. Enhance behavior management skills 3. Increase accountability	Parents using permissive styles	6-9 months	1. Improved adherence to routines 2. Reduction in impulsivity

		Management Training: Provide strategies for setting and enforcing appropriate limits. 3. Accountability Systems: Develop tools for tracking and managing children's behavior effectively.				
Neglectful	High incidence of severe behavioral issues, such as aggression and withdrawal	1. Engagement Programs: Create initiatives to increase parental involvement in children's education and activities. 2. Parenting Skills Training: Offer training on basic parenting skills, including communication and discipline. 3. Support Services: Connect parents with social services and community resources for additional support.	1. Increase parental involvement 2. Improve basic parenting skills 3. Connect families with additional resources	Parents using neglectful styles	9-12 months	1. Increased parental engagement 2. Decrease in severe behavioral issues
Mixed Styles	Varies widely depending on the dominant style used	1. Personalized Parenting Plans: Assess individual parenting styles and create customized plans to address specific behavioral issues. 2. Integrated Support Services: Provide access to counseling and psychological services for both parents and children. 3. Continuous Evaluation: Implement ongoing	1. Tailor interventions to specific needs 2. Integrate comprehensive support services 3. Continuously improve interventions	Parents with mixed styles	12-18 months	1. Individual progress assessments 2. Ongoing feedback from participants
		evaluation and adjustment of strategies based on effectiveness and feedback.				

To effectively address behavioral issues in learners by understanding the relationship between parenting styles and child behavior, a comprehensive intervention strategy is proposed, targeting various parenting styles and their associated challenges. For parents exhibiting authoritative parenting styles, with a generally positive environment with balanced discipline, interventions focus on enhancing their already effective practices. Strategies include positive reinforcement of current practices, workshops to maintain high responsiveness while enforcing consistent rules, and peer support groups for shared learning and community support. These interventions aim to bolster the existing strengths of authoritative parenting by further improving positive reinforcement, reinforcing effective practices, and fostering community support. Success will be measured through parent and teacher feedback and observable improvements in student behavior.

For authoritarian parents, who tend to enforce strict rules and show limited flexibility, the intervention focuses on introducing more adaptable discipline approaches and improving emotional support. Training programs will help parents adopt flexible discipline methods while maintaining consistency, and emotional support workshops will enhance their communication with children. Conflict resolution sessions will also aid in managing conflicts more constructively. These strategies are designed to improve flexibility in discipline, enhance emotional support, and develop conflict management skills. Effectiveness evaluation will be based on reduced behavioral outbursts and improved parent-child communication.

Permissive parents, characterized by their lenient approach and lack of motivation enforcement, will benefit from interventions designed to instill structure and routine. Workshops will guide parents in creating consistent routines and setting boundaries, while behavioral management training will provide strategies for effective limit-setting. Accountability systems will be implemented to help parents track and manage their children's behavior more effectively. These efforts aim to establish consistent routines, improve behavior management skills, and increase accountability. Success will be monitored through improved adherence to routines and reduced impulsivity among children.

Interventions will focus on increasing engagement and basic parenting skills for neglectful parents, who may show minimal involvement and support. Programs will boost parental involvement in children's education and activities, offer parenting skills training, and connect families with support services and community resources. These strategies aim to enhance parental involvement, improve basic parenting skills, and connect families with additional resources. Effectiveness will be measured by increased parental engagement and a decrease in severe behavioral issues.

Finally, the intervention involves creating personalized parenting plans to address specific issues for parents with mixed styles, where multiple parenting approaches are used inconsistently. Integrated support services will offer counseling and psychological support for both parents and children, while continuous evaluation will allow for ongoing adjustment of strategies based on

feedback and effectiveness. This approach is designed to tailor interventions to individual needs, integrate comprehensive support services, and ensure continuous improvement. Success will be assessed through individual progress evaluations and ongoing feedback from participants.

IV. Conclusion and Recommendation

Parenting styles describe the methods parents employ to raise their kids, which greatly influence their social skills, behavior, and academic achievement. Children's home environment and parenting practices impact their behavior at school. After identifying the awareness and practice of the Senior High School Students, the researcher gives conclusions and recommendations.

Based on the findings, the following conclusions are: 1. Behavioral issues among SHS learners are predominantly serious, with impulsivity, lack of motivation, and disruptive behaviors being the most critical concerns. These issues significantly impact the learning environment and academic performance. 2. Parenting styles are crucial in shaping and addressing these behavioral issues. While high levels of parental involvement and strictness are common, the effectiveness of these approaches varies. Disengagement and permissiveness among some parents suggest a need for targeted interventions. 3. The significant correlation between parenting styles and behavioral issues underscores the importance of understanding and adapting parenting practices to mitigate behavioral problems in learners. Parenting approaches that balance involvement, discipline, and support are likely more effective.

The following was recommended: 1. Implement Targeted Parenting Workshops: Develop and deliver workshops focused on effective parenting strategies, emphasizing balanced approaches to discipline, emotional support, and involvement. Tailor these workshops to address the needs of highly involved and disengaged parents. 2. Promote Positive Parenting Practices: Encourage the adoption of authoritative parenting styles that combine warmth with firm discipline. Provide resources and training for parents on setting consistent rules, effective communication, and positive reinforcement techniques. 3. Increase Parental Engagement: Initiate programs to increase parental engagement in school activities and support for learners. Foster partnerships between schools and parents to create a collaborative approach to addressing behavioral issues. 4. Offer Support for Disengaged Parents: Provide targeted support and resources for parents with minimal involvement in addressing behavioral issues. This may include counseling services, parenting classes, and community support programs. 5. Monitor and Evaluate Interventions: Establish a system for monitoring and evaluating the effectiveness of parenting interventions. Collect feedback from parents and teachers and adjust programs as needed to ensure they meet the needs of families and improve student behavior. 6. Strengthen School-Based Support Systems: Develop school-based support systems that include behavioral counseling, peer support groups, and teacher training on effectively managing and addressing behavioral issues. Ensure these

systems are integrated with parental involvement strategies to create a cohesive support network for learners.om

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