

Development of Community Counseling Activities for Effective Parenting

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ABSTRACT

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This study aimed to develop a proposed community counseling activities for the parents for effective parenting. Parents would be taught to discipline their own children in a more effective way so that they would be contributing to the community, people who are competent, affectionate, respectful, responsible and productive individuals. Using a qualitative design, the researcher employed a semi-structured interviews in gathering data on the perceptions and beliefs of eighteen parents of Evangelical Christian churches with children ages 5-17. The data gathered from the interviews and observations were presented in a detailed interpretive findings with quoted narrative sections provided as supporting evidences. The result of this study found that regardless of SES, Filipino parents are mostly loving, appreciative, responsive, attentive, resilient and open to good communication. Apparently, the participants still use the traditional parenting using corporal punishment, particularly spanking and shouting, combined with open, firm and consistent communication.

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Chapter 1

The Problem and Literature Review

Background of the Study

In recent years, researchers have become increasingly interested in parenting. The study of parenting has become an important aspect on the development of children. Parenting is an integral social role with great influence on the lives of the children and of the parents in most culture (Alampay, 2013).

Numerous studies had gained an important perceptions on effective parenting. The general feature of parenting is the quality of parenting children acquire has a major effect on the development of their children, where in many community problems take shape as well.

Based on the observation of Smith (2010) to become a parent, we are required to become ever more efficient and effective increasingly monitored by the agencies of the state, often with good reason given the many recorded instances of child abuse and cruelty. Nevertheless, Smith (2010) continued to argue that this starts to assign the role of being a parent as a matter of “parenting” a technological deployment skills and strategies with the loss of older, more spontaneous and intuitive associations between parents and children.

A long standing problem on parenting which involves parenting discipline strategies has been to obtain more information on what is the appropriate discipline techniques and how to apply these tools effectively to their children. The course of taking care of children until they are mature enough to take care of themselves are all part of parenting process. Thus, parenting plays a critical role on the development of a child emotionally, physically and cognitively.

Studies including legal opinions regarding the use of corporal punishment in the care of children has been reviewed. A careful inspection of the guidelines is how to administer corporal punishment, the importance of the relationships between the adult and child, the kind of punishment they need to apply early during the misbehavior, and the negative effects of punishment related against the use of corporal punishment, citing the risk and questionable issue of effectiveness of its use has also been reviewed. The fine line between corporal punishment as discipline and abuse is rampant. Legal issues have focused on corporal punishment, as well as the content analysis of state legislation regarding corporal punishment, and also a review of alternative strategies of child discipline, and how to manage the behavior of a child (Anderson, 1979).

Various studies about parenting from different cultures came out but still the problem continues together with questions regarding the appropriate and acceptable tool that may be used. World wide issues regarding child conduct problems are a major public health issues which are glaringly observed. Reports from the World Health Organization (2009) problems such as aggressive, non-compliant and disruptive behaviours were associated with a range of negative psychological, social and economic consequences, including an increased risk of future antisocial and criminal behaviour; early school leaving; substance abuse; and psychiatric disorders (Farrington & Welsh, 2007).

A report shows physical aggression on boys ages 6,10,11 and 12, of 948 boys, from low socio-economic environments based from the rate of the teachers. This report classified boys according to the stability of fighting over time. The result is that the developmental pathways of

physically aggressive behavior for boys in low socioeconomic environments were associated to familial adversity and poor parenting which predicted delinquency (Haapasalo & Tremblay, 1994).

Based on the reviews of parenting in the Philippines from 2004 to 2014, corporal punishment has been a largely used discipline practice in Southeast Asia and the Pacific including the Philippines. As to what appropriate method of discipline was best for children, regardless of most experts' advice against corporal punishment, still many parents claimed that spanking is an effective discipline strategy and considered physical punishment normative. However, Filipino families in the community settings changed as fast as to how parents and children think and relate with each other in the past years. Even in most American countries, corporal punishment remains a commonly used discipline system, and has been reaping arguments within the child development and psychological communities. Studies related to child-rearing and discipline among Filipino families which include parenting styles, parenting cognitions, parent-child relationships, parental socialization, parental discipline practices with parenting risks and resources, believed that corporal punishment particularly spanking children continues to be one of the most popular and common discipline strategies that Filipino parents used. The practice of corporal punishment or physical punishment related with children's anxiety and aggression has shown that Filipino parents' practice of corporal punishment was related with circumstances, including stressful atmosphere or settings like poverty and dangerous neighborhood (Ochoa & Torre, 2014).

Parenting beliefs and behaviors are now moving from authoritarian to permissive or autonomous attitudes toward parenting. Because of the rapid changes from the past decade on how parents and children relate to each other, mothers' and fathers' parenting attitudes, goals, knowledge and attributions change on how they interact with their children. Using experimental

method, parent's cognitions such as attitudes, beliefs and attributions can contribute to their specific parenting behaviors (Jocson, 2011; Pena-Alampay, 2014).

Parents play a vital role in shaping the character and the behavior of a child. The home is where the emotional stability of the child grows, and acquire the solid foundation that will make him responsible, respectful, affectionate, competent, healthy and productive member of the community in which he lives. For Filipinos, children were seen to be precious gifts from God and were to bring happiness to the family, and also companionship, love and comfort in their parents' old age. Filipinos have been described as family-centered and families to be closely-knit. Children are expected to be obedient, dependent and have an utmost regard to parental authority. Studies on Filipino children varied in terms of emphasis on the structure of the family, composition function, parenting styles, parent personality and different child-related variables, such as achievement, socialization, adjustment and perception of the parents. Moreover, there are various studies that tried to compare children of different types of families (Tarroja, 2010). Alampay (2011) found the pertinent theme that describes the Filipino family includes parental authority, control and the expectation of obedience from the children, family cohesion and interdependence, and the value of familial obligations.

Despite the importance of parenting, few researchers have studied a comprehensive theory regarding effective parenting. Hence, additional studies on effective parenting are needed. In the light of the foregoing, the researcher was enticed to develop a study entitled "The Development of Community Counseling Activities for Effective Parenting" that may help parents of children ages 5-17 years old, using effective parenting discipline strategies in managing the behavioral problem of their children.

Literature Review

This section puts together materials that focus on literature and studies related to parenting style, parenting practices and parenting discipline strategies.

The effects of various types of parental control on children's behavior confirmed that a child is more likely to develop a sense of competence, responsibility, and independence if he or she is given brief and reasonable guidelines. A brief survey of the two studies by Baumrind (1978) explains that preschool children and their parents indicate that in affiliation with other factors, firm parental discipline is formed for competent children. Another project was a longitudinal study of 150 children enrolled in a nursery school, as well as their well-educated, middle class families were also examined in greater detail. The phase of research reported here was on the effects of different kinds of parental discipline upon children's instrumental competence (social responsibility, independence, orientation to succeed and vigor). Three major types of parenting were identified in this study each having different effects on preschool children: (1) authoritarian (values obedience and the preservation of order restricts the child's autonomy, no give or take); (2) authoritative (directs child's activities firmly, consistently and rationally; sets standards but does not regard self as infallible); (3) permissive (gives a child as much freedom which is consistent with child's physical survival). Children of authoritative parents were found to be most competent in a nursery school. Follow-up studies of 96 children between 8 and 9 years old and their parents indicated that before, children of authoritative parents were competent (Baumrind, 1967).

Considering various proofs and pieces of evidence existed to indicate how effective these group-based parenting programmes in diminishing clinically disruptive child behavior to non-clinical levels, at least in the short term. These group-based parenting programmes are popular in addressing such problems, although evidence for their longer-term effectiveness is “still not enough.” Controlled trials had demonstrated that parenting programs work, but less is known regarding the processes of change, contextual factors or intervention characteristics that affect trial outcomes. This qualitative study determined the experiences of parents in Ireland involved in a randomized controlled trial of the Incredible years, essential parenting programs with a view to understanding how and why the program worked or did not work, within the advantaged settings. Semi-structured interviews were collected and analysed using constructivist grounded theory from the 33 parents of children with conduct problems ages 3-7 years old. Emerging themes indicated that parents experienced positive changes through learning key parenting skills (positive attention, empathy and problem-solving skills) and through enhanced parental mood/confidence, deduce primarily from gaining non-judgemental support from the group. Parents also experienced cultural, personal, and environmental challenges in learning the new skills involving discomfort with praise and positive attention, conflict with their partners, and the kind of parenting within the antisocial setting. Parents dropped the course because of largely circumstantial reasons (Furlong & McGilloway, 2011).

However, Farrington and Welsh (2007) found that process evaluations were rare and little was understood about the key facilitative and inhibitive factors closely related with the maintaining results in the longer term (5% to 10% of children aged 5 to 15 years presented with clinically significant conduct problems, although the prevalence rate may be as high as 25% in

socially deprived areas). The study used qualitative method through series of one to one in-depth interviews as part of a larger process of assesment on exploration of the longer-term experiences of parents. These parents were those who joined in the program in a Randomized Controlled Trial (RCT) of the Incredible Years Parenting Programme (IYPP) in disadvantaged settings in Ireland. Most parents reported positive child behaviour despite several challenges, a substantial subset reported periods of relapse in positive outcomes. The recurrence in child behaviour was linked to withdrawal of skills in stressful times, the negative influence of an unsupportive environment, and the perceived ineffectiveness of parenting skills. Notwithstanding, resilience in implementing skills of the adversity and the use of available social supports were associated with the maintenance of positive outcomes. The researchers concluded that strengthening resilience and social support capacities may be important factors in maintaining positive longer-term results. The chance of including a relapse-prevention module, and or the provision of post-intervention supports for families who were more susceptible may be considered to those who designed research and delivered the parenting programmes (Farrington & Welsh, 2007) .

The popularity of positive parenting is now spreading out across countries and has gained high significance in parenting prevention and intervention in children's behavioral problems. Programs like Evidence-Based Parenting Programs (EBPPs) are recommended as a first-choice intervention in addressing child behavior problems, but positive outcomes finished in controlled research environments were not always replicated within mainstream services, specifically when delivered in disadvantaged settings. This qualitative study nested in a randomized controlled trial and investigated the barriers and facilitators associated with the implementation of the Incredible Years Parenting Program (IYPP) in five health care services based in disadvantaged areas in

Ireland. This program has been managed with semi-structured interviews with service managers (N = 5) and group facilitators (N = 11) who saved the parenting groups. Interview data were analysed using grounded theory. Results show that the key drivers of successful applications and implementations include: (1) compatibility between intervention and agency goals; (2) intra- and inter-agency supports to enhance fidelity, retention of parents, and leverage of funding; and (3) careful attention paid to group composition and screening for parental readiness to attend the program. There were some variations and changes in the extent to which the IYPP was integrated into services and key challenges related to the preservation of multiply-disadvantaged parents and sustainability issues. Restoring the confidence in this study, the analysis also revealed measures by which such challenges may be addressed. This study is one of the first to examine the agency processes and facets involved in implementing an EBPP with disadvantaged families in mainstream healthcare settings. In addition, there were number of important generalizable lessons for the implementation and upsealing of EBPP's elsewhere (Furlong & McGilloway, 2015).

In addition, Bornstein, Putnick and Lansford (2011) found that although there were no differences between mothers and fathers in attribution, mothers were reported to have more progressive parenting attitude and modernity of child rearing than the fathers who were reported to have more authoritarian attitudes than the mothers. Mothers' and fathers' attributions and their attitudes were moderately and closely connected but the parents attitudes were highly correlated than attributions. It was concluded that there were connections among the findings across the 9 countries and outline implications for understanding similarities and differences in mothers' and fathers' parenting attributions and attitudes.

Another study explored the mean level and within-family similarities and differences among Filipino mothers' and fathers' attributions about success and failure in caregiving situations, their progressive and authoritarian parenting attitudes. In National Capital Region, mothers and fathers in 95 families were interviewed. Outcome showed that after controlling for parents' age, education and possible social desirability bias were significant between the gender difference and modernity of attitudes, with mothers displaying higher levels of modernity than fathers. The study showed a positive relationship between mothers' and fathers' authoritarian attitudes and a moderate correlations in modernity of attitudes. There were neither parent gender effects nor an agreement in the attributions of mothers and fathers. It was concluded that cultural explanations were introduced to account for the findings, specifically the sociocultural usefulness that foster traditional attitudes approving parental authority and child obedience, and the differences in gender and family roles of Filipino mothers and fathers (Alampay & Jocson, 2011).

Temperament was investigated as a moderator of maternal parenting behaviors including warmth, negativity, autonomy granting and guidance. In view of the parenting and the questionnaire, the measurement of adjustment was collected from the community sample of N=214 between ages 8-12. Trajectories of depression and anxiety were determined across 3 years. The pattern of parenting as a predictor of internalizing symptoms was determined on the temperament. Maternal negativity was mentioned in increasing depression in children and low in fear. Effortful control reported more evident reactions and indications in the area of negative or poor-fitting parenting. Results mentioned that temperament of children were capable of developing problems regardless of the kind of parenting (Kiff, Lengua & Bush, 2011).

Another study claimed that concerning the childhood temperament and family environment has been expected to prognosticate internalizing and externalizing behavior. Notwithstanding, the constraint of this study has not known how temperament and family environment interact to predict changes in behavioral problem. This research administered a latent growth curve modelling on a sample of N=337, assessed at ages 5, 7, 10, 14 and 17. The study found that externalizing behavior decreased over time for both sexes, boys and girls, but internalizing behavior increased over time for girls only. Differences in sex were positive in the prediction of externalizing slopes, with maternal depression prognosticating increases in boys externalizing behavior only when impulsivity was low and harsh discipline prognosticating increases in girls externalizing behavior only when impulsivity was high or when fear and shyness were low (Leve, Kim & Pears, 2018).

Most parents want to raise good children. However, the development of some children may not meet the expectations of their parents. A child who doesn't sit still doesn't mean that the child has an Attention Deficit Hyperactivity Disorder (ADHD). ADHD is a psychiatric disorder that is most often diagnosed in school-aged children. Children with ADHD problem find it difficult to focus on what to do and difficulty to follow instructions, expectedly leads to problems in home as well as in school. Milich and Roberts (2019) developed a module that may help the people get familiarize with the ADHD. The module may help people distinguish between ADHD and normal behavior problems in childhood. This also describes what is known about the causes of ADHD. And lastly, the module would be describing the treatment that may be used to help children with ADHD and their families and conclude with a short discussion of how the diagnosis and treatment of ADHD would change to the next decades.

A study investigated longitudinal changes in and bidirectional effects between parenting practices and the behavior of a child in the context of a psychosocial treatment and a 3-year follow-up period. Using samples of 139 parent-child dyads (with children ages 6-11), who joined in the modular treatment protocol for early onset of aggressive and disruptive behaviors like (ODD) Oppositional Defiant Disorder or (CD) Conduct Disorder. Researchers assessed parenting practices and child behavior problems at six time-points using multiple measures and multiple reporters. Findings suggested that bidirectional effects were relatively smaller than the temporal stability of each construct for school-age children with ODD-CD and their parents following a multi-modal clinical intervention that was directed at both parents (Shaffer, Lindhiem, Kolko & Trentakosta, 2018).

The study of the co-occurrence of risk factors discriminate their trajectories beginning in early childhood by investigating separate trajectories of overt conduct problem (CP) and hyperactivity attention problem (HAP) symptomatology among 284 boys from urban low-income families followed from ages 1.5 to 10. Four similar trajectory groups were pinpointed for both CP and HAP symptoms. Chronic conduct problems varied from persistent low conduct problems in child parenting and family domains, while chronic trajectories of hyperactive attention problems were identified by exhilarated maternal depressive symptoms equate to children with persistent low hyperactive attention problems. The researcher concluded that the results were a continuation of the previous research with older children of HAP and/or CP emphasizing the effects of proximal family and child risk factors manifested in the first two years in children's lives and were closely connected with trajectories of disruptive behaviors (Shaw, Lacourse & Nagin, 2018).

A study experimented on the influence of different parenting methods on children's behavior distinguish which style led the children to be juvenile delinquent and eventually developed low academic achievers among children. Using in-depth interviews with two mothers of children with delinquent behavior, showed authoritarian parenting style led the children to become rebellious and embraced problematic behavior due to more power exercised by parents to their children. In comparison, authoritative parenting style has proven to be more effective to children, because authoritative parenting style encourages moderate parenting style. A report in the literature found that parents who spend maximum time together with the children reduced the chance of developing delinquent behavior among children. This study also observed two mothers who spent more time with their children proved to reduce the problematic behaviors of their children (Samullah, 2017).

One meta-analysis explored a research from 1,435 studies in associations of parenting dimensions and styles with externalizing symptoms and children. In contrast, harsh control, psychological control, authoritarian, permissive and neglectful parenting were associated with higher levels of externalizing problems. The strongest associations were observed for harsh control and psychological control. Parental warmth, behavioral control, harsh control, psychological control, autonomy granting, authoritative, and permissive parenting were predicted change in externalizing problems overtime, related to externalizing problems with warmth, behavioral control, harsh control, psychological control and authoritative parenting being bidirectional. Reasonable effects of sampling, child's age, form of externalizing problems, rater of parenting and externalizing problems, quality of measures and publication status were identified (Pinquart & Martin, 2017).

A study investigated on three dimensions of parent style such as autonomy support, involvement, and stipulation of structure in 64 mothers and 50 fathers of elementary-school children in Grades 3- 6 by using a structured interview. Facets of children's self-regulation and competence were measured through children's self-reports, teacher ratings, and objective indices. The study found that parental autonomy support was positively related to children's self-reports of autonomous self-regulation, teacher-rated competence and adjustment, and school grades and achievement. Maternal involvement was related to achievement, teacher-rated competence, and some facets of behavioral adjustment, but no suggestive interactions were obtained for father involvement. The structure dimension was primarily related to children's control and children's understanding. The results were discussed in terms of the motivational impact of the parent on school competence and adjustment in terms of transactional models of influence (Grolnick & Ryan, 1989).

Parents' responses to their children were emotional which were exceedingly important, because these were keyed to the children's emotions of those who were in their age of adolescence (Stosny, 2001). Based on the reviews done regarding behavioral genetics, the control facets of parenting render low estimation of heritability while affective aspects (parental feeling) delivered moderate estimates (Oliver, Trzaskowski & Plomin, 2018). Previous reports have indicated that children's genetically driven characteristics were a part in parenting the pattern of the results mentioned were critical to the "dark side" as the authors called it, for evoking negative feelings from parents, whether feelings toward the child or control strategies have been studied. Research to date has not specifically studied whether positive and negative aspects of parenting-- for both feelings and control—may make these etiological distinctions understandable.

Using parent's report on parenting in a large twin sample in the United Kingdom with children ages 9, 12 and 14 years, findings of this study have endorsed previous work indicating that parental feelings have shown greater heritability than control across all ages. Of specific interest was the novel finding that for control as well as for feelings, the heritability for negative aspects of parenting was greater than for positive facets of parenting.

Another remarkable exploration examined judgements and reasoning about four parental discipline practices like induction or reasoning, and three practices involving psychological control. Children from all settings were critically assessed in a critical way of the love withdrawal and preferred induction. Despite the control of having preserved as more common in China than in Canada, parental discipline based on shaming and love withdrawal were increasingly negatively evaluated and believed to have detrimental influence on children's feelings of self-worth and psychological well-being. Some cultural changes and interpretations were found in evaluations of practices, perceptions of psychological harm and attribution of parental goal (Helwig, Wang Quian, Liu & Yang, 2018).

Indeed, raising and caring for young children is a challenging job. Parents often exert violent effort to battle against children display of challenging behaviors. Based on the description of Skinner (1953), positive reinforcer as a new stimulus (consequences) produced a response that strengthens the response, while the negative reinforcement is the strengthening of a response that produced the withdrawal or removal of a discriminative stimulus. Skinner (1953) did not use the term punishment because punishment generates negative emotional reactions, the introduction of the term positive as one type of punishment is problematic (Shields & Gredler, 2003).

The society still brings to continue what is left of the autocratic cultural mores of reward and punishment. Training the staff (N=4) at one group home to parent in conformity to a democratic model would likely remove the discrepancy and prepare the children (N=16) to live in a democratic society. The staff parent training sessions and weekly meetings with the children were devised incorporated the values and mutual respect. The materials such as staff questionnaires, weekly staff evaluation form and children's attitude survey stem sentences were appended and attached a 46-item bibliography. There were six sessions formed and these were on human development, children of parents who were alcoholics, effects of sexual abuse, motivations of behavior, communicating effectively to children and developing an understanding of self and child not based from superfluous details. The result of the training combined with greater empathy substantiated through the weekly meetings had displayed better attitudes for both the staff and children and a subsequent decline in children's negative behavior (Sta Lucia,1990).

A study investigated on the use of negative consequences including reasoning, as well as, the modest levels of power assertion to discourage unacceptable behavior. A brief history of different views in discipline was introduced and recent positions were outlined. Successful discipline imposed the assesment of clear and consistent rules, autonomy, support, perspective-taking and acceptance rather than rejection of the child. There were different kinds of negative consequences that were evaluated differently by children as well as having different effects on their behavior. Moreover, there were individual differences on how children act on the special or particular form of discipline where parents need to know more about what those differences were. Cultural research gave a special attention on the fact that the meaning where children were assigned to specific parenting actions were extremely important in determining discipline success.

When discipline has been found as normative, fair, and a sign of caring the form, without limits is less important (Grusec, Danyliuk, & O'Neill, 2018).

Another study displayed a high evidence of a positive relationships between corporal punishment and negative child outcomes from previous studies suggested that observable limits the way in which parents applied the use of corporal punishment moderates the effects of the use of corporal punishment. This study examined the use of corporal punishment, of the severity and justness of the use of corporal punishment and child externalizing and internalizing behaviors. Using a multicultural sample from eight countries and two waves of data gathered in one year apart, the question on the frequency, severity, and justness of their use of corporal punishment were examined and reported on the externalizing and internalizing behavior of their children. Interviews were conducted with children aged 7-10 years, along with their mothers and fathers. Participants were from various countries like China, Columbia, Italy, Jordan, Kenya, Philippines, Thailand and the United States. The mothers and the fathers responded to the questions on the frequency, severity and justness of the practice of corporal punishment which they reported on the externalizing and the internalizing behavior of their children. Children were reported to have aggression. Multigroup path models have shown that cultural groups, as reported by mothers and fathers, have a positive relationship between the frequency of the corporal punishment and externalizing child behaviors. Mother-reported severity and father-reported justness were related with child-reported aggression. Neither severity nor justness moderated the relation between frequency of corporal punishment and child behavioral problems. Corporal punishment has been the main target of considerable study over the past decades (Alampay-Pena, Goodwin, Lansford,

Bombi, Bornstein, Chang, Deater-Deckard, Di Giunta, Dodge, Malone, Oburu, Pastorelli, Skinner, Sorbring, Tapanya, Uribe Tirado, Zelli, Al-Hassan & Bacchini, 2017).

There is an increasing interest in research on the use of corporal punishment. A recent research suggests that the use of corporal punishment may have significant long-term negative effects on children. This study used “tobit regression analysis” and data from the National Longitudinal Survey of Youth which investigated both in the habitual and the prevalence of spanking in a nationality representative sample of parents. Mothers’ characteristics (e.g., age, education) and neighborhood context did not manifest a relationship with the parental use of corporal punishment. Among parents who used corporal punishment, being “Protestant” had a moderately large relationship with its use, although children’s externalizing behaviors had some relationships with the strong tendency of parents to spank. Findings further suggested that the use of corporal punishment may be better understood as part of a group of behaviors related to parenting style (Grogan-Kaylor & Otis, 2007).

Another study claimed that corporal punishment still continues to be the popular form of discipline even in the United States despite the implications and indications of the long term harm to children, including strong risk of child physical abuse. Parents that were susceptible to corporal punishment or physical abuse in childhood were intensified for using corporal punishment with their own children in investigating parenting practices significant to preventing child physical abuse. This study promotes “Positive Deviance” which relates to those parents who chose effective positive parenting strategies to discipline their children, despite being exposed to corporal punishment and physical abuse in childhood. Thus, this study investigated the motives for the use of positive parenting practices, including non-use of corporal punishment for mothers

who were exposed to corporal punishment and physical abuse in childhood (Positive Deviance). Qualitative interviews were concluded with seventeen mothers with history of childhood corporal punishment and physical abuse. This study emphasized that participating mothers believed that corporal punishment is not an effective discipline strategy and is harmful for children. Mothers opted to use positive parenting practices, rather than corporal punishment with their own children based on empathy, knowledge of harm, as well as rejection of intergenerational transmission of corporal punishment and community norms that aimed at reducing child physical abuse. The main focus of this study is for parents to protect their children from negative effects of this corporal punishment. Direct benefits of positive parenting strategies were identified where mothers would like to reject the intergenerational transmission of corporal punishment. Mothers rejected community norms supportive of the use of corporal punishment (Fleckman, Taylor, Stoer, Andrinopoulos, Well, Rubin & Theall, 2018).

Numerous literature from practitioners and researchers investigated the effect of parenting style on child behavior and the strong effect of it particularly on children' behavior that needs specific attention. Findings revealed the concept that the behavior of the child depends upon the parenting style and many factors had given help greatly in shaping parenting style such as, external environment, support, love, affection and opportunities. The result of the study showed that effective communication proved to be an effective method among the majority of the selected parents which can be used by parents assessing the behavior of the child, and thus adjusting their strategies (Zaman, Ardan, Malik & Mehmood, 2014).

A study regarding 51 African American mothers from a 1992 Memphis sample described their disciplinary strategies to their 12-19 months old children. Using high levels of the non

abusive physical discipline with their children than European American families. Outcome showed that seventy seven percent of mothers described using verbal teaching along with non-abusive physical discipline, like topping the hands of their children. The mothers also displayed concern on being too strict described awareness of their children at a certain point in the development and disciplinary methods that used the non physical discipline which were in agreement with positive accepting parent-child relationships. Findings of this study found significant on low-income girls who experienced this kind of parenting in the 1990s are now young mothers themselves. The predominating practice of this guidelines encourage new mothers to think about how they themselves were parented. The knowledge from this study may oppose practitioners to provide to the present day of African-American mothers in discussion that serves as the foundation about physical and non physical discipline methods with young children (LeCuyer, Christensen, Kearney & Kitzman, 2011) .

Another study explored the experiences and views on effective parenting and how parents may be helped to have more effective roles as parents, as well as, the experiences and perceptions and views of health visitors and family support centre workers who worked with parents on the challenges and difficulties of parenting children under the age of 6 years. Using focus group discussion, which were exploratory and interactive in form, were administered across three primary care trusts in Hertfordshire, UK. Three samples were purposively selected in order to investigate the variety of experiences and views about parenting which included the parents of children up to the age of 6 years, health visitors and family support centre workers. Themes were established surrounding the diverse challenges and difficulties of parenting, the concept of effective parenting, which included expectations of others, establishing routine, play, behavioral

issues, discipline, empathy, and communication. Key statements from the parent focus groups have been developed into self-efficacy statements which were used as information to the development of a tool in measuring the effectiveness of parenting programmes (Bloomfield, Kendall, Applin, Attarzadeh, Dearnley, Edwards, Hinshelwood, Lloyd & Newcomb, 2004).

In Ireland, the Irish direct provision system for asylum seekers were recognized in supplying a very challenging and exclusionary living environment for adults and children. There has been little research that focus particularly on the ways in which the direct provision of environment influences parenting role. This remarkable study explored the experiences of parenting in direct provision from the perspective and views of 16 people living in direct provision centers in the West of Ireland regarding stresses and supports. Themes that were administered involved challenges related to moral guidance and protection of children, basic care and nurturing, education and social development, financial stress and psychological wellbeing. Participants identified a range of formal, semi-formal and informal supports critical to their capability to cope. Parenting role is a crucial influence on the well-being of children. The results raised more concerns that the Irish system of direct provision was not certainly damaging beyond doubt to the well-being of the children under its care (Ogbu, Brady & Kinlen, 2014).

Parental discipline is a set of rules, behaviors and strategies parents use to socialize children about appropriate behaviors and social norms. Parental practices of discipline help children develop self-regulation and learn to function successfully with peers, other adults, and in school settings. The cultural norms create what values parents teach their children, what child behaviors are considered socially acceptable, and what methods are used to teach these values and behaviors (Kim, 2007). A study used a sample racially composed of college students investigated

their own perspective of child discipline strategies to resolve whether the context and administration of these strategies varies by ethnicity/race. A total of 124 undergraduate students who finished an open-ended semi-structured interviews responded to questions about their own definitions of various terms used for child discipline. Inductive content analysis and coding of themes were given out using appropriate qualitative software and quantitative data analysis procedures. Similar themes defining “spanking” across ethnic/racial groups were established. Notwithstanding, ethnic/racial differences were found regarding the meaning and administration of the physical discipline strategy of “whipping”. Understanding the underlying goal and purpose of discipline strategies across ethnicity/racial groups was guaranteed (Hawkins, Rabenhorst-Bell & Hetzel-Riggin, 2014).

A qualitative inquiry in four Early Head Start Research sites gave a remarkable exploration using the question of how low-income mothers and fathers view the role of fathers in their families. “Role Perceptions” were accumulated from a total of 56 parents of infants and toddlers across the four sites, using multiple data collection methods that included focus groups, open-ended interviews, and one case study. The data were analyzed to identify common themes across sites. The participants identified roles that included: providing financial support, “being there,” care giving, outings and play, teaching and discipline, providing love and protection. Implications of these qualitative findings were discussed with respect to their relationship to current theoretical frameworks about father roles. Moreover, these findings shed light on the question of whether low-income families view parenting roles as being relatively prudent like separate or “traditional” functions of mothers and fathers, or whether they view their roles in a

more blended, co-parenting perspective families (Summers, Raikes, Butler, Spicer, Shaw Mark Langager and Johnson, 1999).

Another study investigated the parenting practices, developmental expectations, and stress levels of 136 fathers and the challenging and prosocial behaviors of their 1- to 5-year-old children. Authors of this study orderly addressed fathers' qualitative concerns about their parenting. Participants were divided into 4 groups, controlled groups for family socioeconomic status (SES) and the focus child's gender. The findings of this study displayed a significantly higher "use of corporal and verbal punishment" and "parenting stress among lower income fathers." Secondary analyses revealed a significant effect of paternal disciplinary practices that stressed the frequent use of corporal and verbal punishment on child behavior problems, regardless of Socio Economic Status (SES) level. Fathers on both lower and higher Socio Economic Status (SES) groups with reasonable developmental expectations for boys and girls were reported with similar frequencies of their children's prosocial behavior. Discussions of the need for early parent education programs included fathers that taught specific strategies to address child behavior problems (Fox & Nicholson, 2004).

Another study investigated how stressful environment conditions influenced the relationship between mother's support and parenting strategies. This study utilized interviews from 262 samples from the poor African-American single mothers and their seventh and eighth-grade children, as well as objective data about respondents neighborhoods. Generally, the results indicated that neighborhood conditions were temperately marked by the relationships between social support and parenting behaviors. Specifically, as neighborhood conditions worsened, the positive relationship between emotional support and mothers nurturant parenting were weakened.

In the same way, the negative relationship between instrumental social support and punishment was found to be stronger in better neighborhoods. Surrounding environments became greater instrumental supports, and the reliance on punishment was also weakened. Therefore, on the whole, hierarchical regression, explanations indicated that the positive effects of social support on parenting behavior were artificial and attenuated in poorer, high crime environments (Ceballo & McLoyd, 2003).

Another study examined the perceptions on corporal punishment among creole and maroon professionals and community members in Suriname. It is a common notion in all cultures that child discipline is a vital part of child-rearing. The need to discipline a child was generally recognised but significant debate continued to exist regarding the best methods. Corporal punishment (CP) is a powerful practice in Caribbean cultures up to now. This qualitative study investigated community perceptions of the function, legality and boundaries of corporal punishment in child-rearing practices in Suriname, in which CP was identified as hitting a child on their buttocks or extremities using an open hand. Twelve focus group discussions were conducted with adolescent and adult community members from Creole and Maroon backgrounds, as well as with professionals working with children. This study displayed how violent forms of disciplining children were widely accepted and practiced in Suriname. Corporal punishment is considered as necessary and respected form of disciplining children, particularly by parents. Participants knew about the existence of the United Nations Convention on the Rights of the Child, that has been ratified in Suriname, but a lack of knowledge about its content was seen. The growing appropriate policy responses to violence towards children, requires understanding of the perception and use of (CP) wherein such knowledge was needed to act on the incapable

and social acceptance of violence in child discipline. Despite the harmful consequences and the effects of this kind of parenting discipline, under certain circumstances, corporal punishment (CP) still is accepted and applied in Suriname. Participants considered the lawfulness of behaviour and were primarily interested in the intentions of the caretakers when using (CP) when this parenting discipline technique was interpreted ‘in the best interest of the child.’ Therefore, corporal punishment (CP) is not considered maltreatment and abuse. Learning what motivated the caregivers’ use of this corporal punishment (CP) help in developing appropriate policy responses in order to prevent and respond to “violence” toward children (Koolj, Nieuwendam, Moerman, Lindauer, Roopnarine & Graafsma, 2017).

Research investigated parental cognitions (authoritarian attitudes and suggestion of corporal punishment) and parental education as possible predictors of Filipino parents’ use of corporal punishment. This study, which is a part of the much bigger number of “Parenting Across Cultures” project, used structured interviews with 117 mothers and 98 fathers, gathered in two waves a year apart. Parents’ educational attainment was related with parental insights, particularly authoritarian attitudes toward their children which revealed that parents with higher educational attainment held less authoritarian attitudes toward their children. Parental education may indirectly be connected to actual corporal punishment with authoritarian attitudes for mothers and the use of physical punishment of the fathers. The results of this study revealed the importance of intellectual facets between education and parenting behavior on corporal punishment (Jocson, 2011).

On the other hand, a study aimed to test the effects of the parents’ parenting patterns, education, jobs and assistance on children’s aggressive behavior using quantitative approach with

an ex-post factor design were conducted. The data collected from 175 parents showed an aggressive behavior. Children participants were studying formal and non-formal education, Early Age Education in Magelang City using questionnaires: 1. the parent's parenting patterns, education, jobs, assistance to their children in watching television; 2. Interviews: teachers to understand children with aggressive behavior, and 3. Observation: children with aggressive behavior. This study used statistical techniques descriptive, regression, chi square and t-test. The outcome of the analysis displayed a significant effect of parent's parenting patterns, education, jobs and assistance of the parents to the watching of the television on the children's aggressive behavior. There has been a significant difference in the aggressive behavior between boys and girls where boys were to have more aggressive behaviors than girls (Purwali, & Japar, 2018).

An examination of the adolescents for 8 years, concerning the corporal punishment elucidated processes regarding the intergenerational transmission of corporal punishment was made. The sample came from the community of ethnically and socioeconomically diverse. Results showed that those adolescents who had been spanked by their own mothers were approving of this kind of discipline regardless of the overall frequency, timing, and in spite of the persistent and continuing occurrence of the punishment (Deater-Deckard, Lansford, Dodge, Petit & Bates, 2003).

A study that examined family processes and parenting practices showed logical developmental differences between children in low-versus higher-income households. However, few studies dealt with the question on what the key family processes and parenting practices were promoting low-income children's growth. Question in this present study followed a conceptual work framing family processes and parenting practices as investments in children. Using

secondary analysis of longitudinal data on low-income children from birth to age 15 ($n=528$), estimated several potential family investments in achievement and socioemotional outcomes during early childhood, middle childhood and adolescence. Family investments in learning stimulation were consistently the strongest predictors for achievement outcome. For socioemotional outcomes, family investments in an orderly household and close parental supervision were the most consistent predictors, even more so than sensitive parenting (Longo, Francesca, McPherran, Lombardi, Caitlin, Dearing & Eric, 2017).

Reciprocal relationships among measures of family resources, parenting quality, and child cognitive performance were examined in an ethnically diverse, low-income sample of 2,089 children and families. Logo-Gil and Tamis LeMonda (2008) found that family resources and parenting quality uniquely played a significant part to children's cognitive performance at 14, 24, and 36 months and parenting quality restored the effects of family resources at all ages related to the performance of the children. Parenting quality continues to closely connect to children's cognitive performance at 24 and 36 months after controlling for earlier measures of parenting quality, family resources and the performance of the child. Findings showed that merged economic and developmental theories were near focussing reciprocal effects among children's performance, parenting quality and the family resources over time.

Moreover, another study examined poverty as a well-established risk factor for behavior problems, for 1.5-5 years of age. "Poverty" was defined by Statistics Canada, as living 2-4 years below the low-income thresholds. Data from the first five rounds of the Quebec Longitudinal Study of Child Development were utilized where logistics regression models showed that poverty was associated with a higher subsistence of being assigned to the high trajectory of physical

aggression and hyperactivity. Slight indications on overprotection and maternal depression acted like an intervening observed associations. Interventions targetting maternal depression, parenting, and poverty may help reduce children's risk of early problems on behavior (Mazza, Pingault, Booi, Boivi, Tremblay, Lambert, Zunzunegui, & Cote, 2018).

Positive parenting has been examined as a protective resource against the unpleasant effects of negative life events on parentally bereaved children's mental health problems. The sample consisted of 313 recently bereaved children ages 8-18 and their current caregiver. Both the counterbalance (direct effect independent of negative life events) and protective barrier (interactive effect with negative life events) protective resource models were examined and child gender was explored as a moderator of both models. Results revealed pieces of evidence for the compensatory protective resource model for birth and caregiver reports of mental health problems. No proofs of the stress buffer model or child gender as moderator were found. Implications for the understanding of children's responses to the death of a parent and the development and implementation of preventive interventions were discussed (Heine, Wolchik, Sandler, Milsap & Ayers, 2018).

Moreover, the Council of Europe conducted a study promoting positive discipline and developed an educational science for family and social policy and society in general. The launching described how European developmental psychology and their representatives may contribute to this initiative in promoting research on the role of the socialization of the parents in the modern societies, and its effectiveness in supporting parents, to conserve families under at-risk circumstances, and the best parental support using evidenced-based parenting programmes. The evidenced-based programming included how the program be properly integrated and applied

in the community. The transfer of the knowledge to get the best practices was also emphasized based on empowerment and partnership to confirm the validity of the parent support work. The paper has finished with the contributions of ESDP to initiate parenting and future directions to face the challenge (Rodrigo, 2010).

Previous qualitative research confirmed that hard work needs to be done in replacing old parenting behaviours with new skills, even in settings that were not socially deprived. The prevalence of behavior problems and the level of interest in parenting programmes in a population sample of parents with children ages 2-8 years old, associated with socioeconomic factors showed that one fifth of parents from the sample were experiencing difficulties with the behavior of their children. While the behavior problems were more prevalent in the manual classes, “need” was high drawing through all social groups. Only one fifth of the reported attendance of parents in parenting programme, 58% showed interest in attending the programme in the future. Interest in attending the program was not class related but based only on the eldest child and the existence of the behavior problems among children (Patterson, Mockford, Barlow, Pyper & Stewart Brown, 2002).

Indicating that raising children requires patience, energy and knowledge, and the everyday experience of parenting is full of joys and concerns, this literature offers guidance to help parents sort through the wealth of parenting information to make positive choices for their families (Butler, Shelley and Kratz, 1999). The introduction included information on locating professional help in the community. The first part of this literature presented a summary of child development information, arranged by year, for children 1-5 years old. Within each year, information was presented on typical skills in the areas of feelings and relationships, hand and

body movement, self-help skills, talking and thinking, common concerns and suggestions delivered by parents as to when to obtain professional advice. Information on developmental milestones and speech reliable assesion also displayed graphically. Activities were presented in 29 areas to enable the parents to promote their children's development. Then the second of this literature contains a compilation of ideas and pieces of advice in 59 alphabetically arranged areas of child rearing, including anger, bad habits, gender identity, child care, child proofing, crying, cooperation, dwadling, eating habits, fears, independence, interrupting, moving, responsibility, separation, anxiety and attachment, sharing, spirituality, tattling, toilet learning, violence and whining. Each area contains the following sections: (1) description of topic in relation to children 1-5 years old; (2) realistic expectations, providing information affecting parenting decisions; (3) approaches, including a variety of information, pieces of advice, and practical ideas; (4) when to get more help, offering guidelines to help parents decide when to obtain professional advice; and (5) more help and information.

The society continues to be a part of the autocratic cultural mores of reward and punishment. Training the staff (N=4) at one group home to parent in accordance to a democratic model would likely eliminate the discrepancy and prepare the children (N=16) to live in a democratic society. The staff parent training sessions and weekly meetings with the children were implemented, incorporated the values, worth and mutual respect. The materials included the staff questionnaires, weekly staff evaluation forms, and children's attitude survey stem sentences which were appended with an attached 46-item bibliography. There were six members of the staff and sessions were based on human development, children of parents who were alcoholics, effects of sexual abuse, motivations of behavior, communicating effectively to children and

developing a more concise understanding of self and child. The result of the training with a combination of greater empathy established through the weekly meetings, showed an improved attitudes for both the staff and children and a subsequent decline in children's negative behavior (Sta Lucia,1990).

Some parenting programs were inconsistent and lacked the availability of funds for the needs of the parents. Despite the resources, the need for the parents to be educated continued to increase as parents' existing networks were not accessible. Programs and resources were available for parents to inform and improve their parenting skills. This study identified the informational needs of parents of typical children, ages 6-10, who were not identified as gifted or requiring special education services. Thirty-seven participants completed a demographic questionnaire and an open-ended parent needs survey in English or Spanish. Survey topics consisted of academic achievement, risky behaviors, social development, communication, emotional development, family dynamics, moral development, discipline, and culture. Data were collected from the urban community of the Los Angeles Unified School District. Parents ranked academic progress, parent-child communication and discipline as the most important parenting class topics. Additional findings pinpointed the parent's needs differed among demographic groups and its alignment between existing programs and parent needs varied differently depending on the subject matter. Future implication has suggested that parenting programs need to consider several key factors prior to the development of new parenting programs, such as, to determine the needs of parents and providing diverse program models that reflect the population served, so parents can support their children more effectively (Cho, 2012).

Looking at the diversity of parenting in every home, a very different way of rearing children by a Chinese mother earned a lot of criticism, and most importantly the unshakeable belief that her children can succeed at anything they put into their minds. Chua (2011) wrote the pros and cons of the authoritarian Chinese style rearing children and how being a Tiger Mom, worked out for her. Chinese parents often seen as extremely hard on their children, using strict discipline style compared to Western families who think of it as unacceptable. This Chinese parents' behavior stems from their deep and genuine desire to prepare their children's future and prove to them what they are capable of if they "work hard". Five different parenting styles were practiced comparing the different views of what "best" means between the Western parenting style and Chinese parenting style. First, Chinese and Western parental mind sets differ greatly. Western parents want their children to have high self-esteem, while Chinese parents believed that their children owe their parents in everything. This belief likely stems up from a combination of the Chinese tradition of respect for elders with hard work and goal to ensure their children of their good education. Second, Chinese parents don't let their children give up so easily. Third, Chinese parents don't believe in fun and don't address happiness while bringing up their children. Tiger mother force their children to persevere until they like it. Fourth, Chinese child-rearing methods often sound harsh. Chinese mothers don't show favoritism. And the fifth, strict behavior is standard across generations of Chinese immigrants, but this has changed with the youngest generation. The first Chinese immigrant generation endured the most challenging of their family story and are therefore the most strict and hardworking. Chua's generation reaped the benefits of their parents hard work and adopted their parenting style, no finances but hard work until they

become successful in their profession. But the most recent generation of Chinese immigrants may have a different behavior emerging. In addition, they are headed for decline (Chua, 2011).

Research on spanking has by now produced wide pieces of evidence and proofs in three positions. First, spanking is highly correlated with negative results. The negative results of spanking occur at the beginning of the spanking and the effects of spanking remain significant and sizeable even after controlling for the effect of other variables like parental age, age of the child, sex, race, family structure, poverty, emotional support, cognitive stimulation, and etc. Second, within the spanking literature, two alternatives have been proposed. The first one is the “child effects” hypothesis in the 60’s which argued that difficult children cause parents to spank. If spanking is found to have a relationship with child’s aggression, maybe it is the other way around that the child’s aggression is the factor that caused the spanking. Third, difficult children for their parents to manage are the ones who are more likely to get the spanking. But, looking back, history showed that spanking results not for better but for worse to those difficult children. The “child effects” hypothesis failed to prove the link between spanking and other factors like anxiety. Research suggested that parents most often spank children for aggressive and dangerous behavior and not because of anxiety, or for being quiet or for being timid (Shpancer, 2018).

Parenting with love and limits is a program designed to target children and adolescents ages 10 -18 who have severe emotional and behavioral problems (conduct disorder, oppositional defiant disorder and attention deficit/hyperactivity disorder) and frequently co-occurring problems such as depression, alcohol or drug use, chronic truancy, destruction of property, domestic violence, or suicidal tendency, and also a program to teenagers with minor problem behaviors. This program serves as a succeeding turn to a residential placement for youth both in the

community and returning home from an out of home placement. This program teaches how to recover the lost adult authority through consistent limits and at the same time reclaiming loving relationships. This is conducted by one clinician and one co-facilitator, with six multifamily sessions, six to eight individual family intensive, 1-2 hour therapy sessions in an outpatient or home-based setting to practice skills learned in the group setting. Session can be increased to 20 depending on the severity of the problems like involvement in the juvenile or criminal justice system. Parenting With Love and Limits (PLL), integration of group sessions and family therapy had been designed to help families implement the skills concepts to real-life situations and prevent relapses (Scott, 2018).

Often the greatest damage is unintentionally inflicted home which should be the child's sanctuary and fortress. Children escape from their homes because of maltreatment and abuse done by their real biological parents. Discipline and love are not antithetical, one is a function of the other (Dobson, 1979). In addition, Glasser (1999) introduced the approach called "reality therapy" saying that the responsible parent teaches his child responsibility through the proper combination of discipline and love.

From the observation of the researcher, many children in lower Socio Economic Status (SES) class, look fearful, timid, and hurt. Some were brags and bullies. Many of them spoke profanity and attacked their opponents physically and verbally. They had difficulties in making decisions, could not express themselves well and had lots of expectations of failures. Compared to some children in the middle and upper Socio Economic Status (SES) classes, some children were overly confident and outspoken. Some children were also bratty. Based from these observations, the researcher recognized the importance of effective parenting and firmly believed

that effective parenting should be the foundation of every parent's philosophy where good discipline is a vital tool in rearing children.

In agreement and disagreement with various studies related to this topic, these readings and literature provided a clear guide for conceptualizing and conducting this current study on the "Development of Community Counseling Activities for Effective Parenting" and was able to come up with the framework of this study. This study focussed only on the development of community counseling activities that may help parents improve their relationship with their children, and prevent and treat a range of problem including behavioral and emotional adjustments, problems and issues that may affect the health of the community. Using the proposed community counseling activities for effective parenting may help in managing the behavioral problems of their children.

Statement of the Problem

The current study aimed to propose community counseling activities for children with maladaptive behavior. The following are the specific research problems:

1. What strategies were used by parents to discipline their children?
2. What community counseling activities were developed?
3. How were the children with maladaptive behavior managed using the developed community counseling activities ?

Conceptual Framework of the Study

Varied theories from different psychologists, clinicians and educators were taken into considerations. The concepts presented in the framework are discussed in the following sections:

Parenting discipline strategies. Parents play a vital role in molding the behavior of their children. Corporal punishment continues to be one of the most popular and common discipline that Filipino parents use. The practice of corporal punishment is related with children's anxiety and aggression. Studies have shown that Filipino parents' practice of corporal punishment is related with circumstances, including stressful atmosphere or setting like poverty and dangerous neighborhood (Ochoa and Torre, 2014).

Parental discipline strategy is identified as the tools or techniques used by parents to correct their children. Various techniques in parenting discipline like open communication, modelling, positive and negative reinforcements, punishments, lecturing are some of parenting practices which have been proven to be effective parenting tools that will make their children listen well and take their parents' command seriously to help their children perform better in school, get along well with family members and other people in the community. Socioeconomic disadvantage has been associated with higher levels of emotional and behavioral problems in children (Dodge, Pettit, & Bates, 1994). Due to an increase in behavior problems in children from lower socioeconomic backgrounds, those parents preferred a punitive, coercive and controlling parenting style (Fox, Hoff-Ginsberg & Tardif, 1995). Investigators put an emphasis on the importance of the advancement of effective parenting discipline in Filipino families in ways recognizing the situation in which they live. Considering various studies examined, the researcher

would like to develop community counseling activities appropriate to be used by parents in disciplining their children in managing the behavioral problems of children.

According to Greenspan (2006), Baumrind created the typology of parenting, based on two-factor model such as control and warmth, in which three ideal parenting styles were produced such as authoritative, authoritarian and permissive parenting. Later a fourth ideal type of rejecting-neglecting parenting was also created. Authoritative parents were high in warmth and high in control, authoritarian parents are high in control and low in warmth, while permissive parents were low in control and high in warmth. And the fourth type, the rejecting-neglecting parents were low on both control and warmth. The work of Baumrind (1967) was based on the idea that empirical literature provides a strong approval of two-factor model such as high-low control and high-low warmth.

Grolnick (2003) who was highly critical of the theory of Baumrind (1967) regarding the control emphasis ultimately agreed to the conclusion regarding the two-factor model and introduced the third factor as anxious involvement versus calm detachment which Greenspan (2006) termed it “tolerance”. According to Greenspan (2006), there was a problem found with authoritative parenting, because this type of parenting does not allow flexibility and differentiated responses in the disciplining situations. The resulting idea of authoritative was inadequate because it developed the mistaken impression that good parents set limit all the time. The study used a three-factor discipline model which says that parents of the most socially competent children were well- trained in knowing when they have problems or when they do not have. According to Greenspan (2006), it was contrary to the term of “harmonious parenting” by Baumrind (1967) which was described as high warmth, moderate control and high tolerance and it was unexpected

if substituted with authoritative parenting as the preferred discipline patterns. On the other hand, according to Grolnick (2003), harmonious parenting is preferable to authoritative parenting as a basis for a normative theory used to advise parents on how to implement the discipline functions, because it acquired the three domains and not just the two domains according to Baumrind (1967).

Leaving tolerance and autonomy-promotion excluded in the technique is a risk because it may result that parental control may have the possibility to become parental oppressiveness. The work of Baumrind (1967) proved to be valuable because it encouraged great and important research, making clinicians and researchers aware that good parenting involved more than just being warm and loving parents who need to set firm limits to be able to develop socially competent individuals. However, the research was still inadequate and incomplete to be competent for the parents to develop a socially competent individuals. Considering the theory of Baumrind (1967), the authoritative parenting style, this style of parenting expressed limits regarding the use of physical punishment to prevent child maltreatment or abuse.

Grolnick (2003) used the traditional definition of control as “pressure “ for children to think, feel or behave in specific ways. Research on parental control showed evidence that parental control can hide on many positive parenting approaches. It undermines the very behaviors parents desire to inculcate to their own children. Providing autonomy which supports the opposite of control is challenging even when the parents are obligated of doing so.

A highly readable and yet research-based treatment topic of parental control investigated the controversial topic of parental control, in which its positive and negative effects unraveled various parenting concepts such as involvement, structure and control. It clarified how control can be overt in the use of corporal punishment or covert as in the use of controlling praise, provides

evidence that control may produce submission but not children taking their own responsibility on their own behavior. It discussed why parents were controlling over their children including the environmental and economic stresses and strains, characteristics of children that “pull” for control and factors for parents’ own psychologies that lead them to be interested on children’s performance. Areas of control in academic and sports, the hierarchical and competitive nature of these domains are seen as a contributing factor, adding to the tendencies of parents to control in these areas.

On the real effects of physical punishment, a fine line between punishment and abuse no matter how frequent and how severe the punishment is, can create a big problem in parenting. As advised by Gershoff (2002), parents whose emotional make up may cause them to cross the line between abuse and corporal punishment as a technique to discipline their children should be given focus to avoid bigger problems between parents and child. A large scale meta- analysis of 88 studies on the positive and negative behaviors of children revealed association of children’s behavior with corporal punishment (Gershoff, 2002). Gershoff (2002), while conducting the meta-analysis including 62 years of collective data looked into associations between parental use of corporal punishment and 11 child behaviors and experiences and found that corporal punishment may cause negative results. Of the eleven associations, ten were negative such as with increased child aggression and antisocial behavior. Gershoff (2002) concluded that corporal punishment varies depending on how parents frequently use it, how forcefully they administer it, how emotionally stirred up when they do it or whether they combine it with other techniques. Research on the real effects of corporal punishment has drawn a line between punishment and abuse. The meta- analysis also demonstrated the frequency and severity of the corporal punishment. The

more often a child was harshly hit, the more likely they were to be aggressive or to have mental problems.

Corporal punishment does not teach the children the concept of right from wrong, although it makes children afraid to disobey when parents are present, but when parents are not present to administer the punishment those same children will more likely misbehave. Effective parenting discipline practices to prevent harsh discipline practices between parent and child is by concentrating on the parenting beliefs and attitudes around their children

One mistake that people often make is confusing negative reinforcement with punishment. Negative reinforcement involves the removal of a negative condition to strengthen a behavior, while punishment involves either presenting or taking away a stimulus to weaken a behavior. Negative reinforcement is when something is being removed in order to avoid or relieve an unwanted outcome or result. One example of negative reinforcement is when you are suffering from head ache (aversive stimulus), you take a paracetamol to remove the headache (the behavior). For the punishment to effectively stop undesirable behavior permanently, is to immediately and deeply dispensed after every violation. Punishment is when something is being added or applied as a consequence of a behavior. For example, you ask your daughter to clean her room every Saturday, then she went out with her friends instead of cleaning her room. You punished your daughter by letting her do additional chores in the house as a consequence of not cleaning her room that Saturday.

Based on the description of Skinner (1953), positive reinforcer is a new stimulus or consequence produced by strengthening the response, while the negative reinforcement is the strengthening of a response that produced the withdrawal or removal of a discriminative stimulus.

Skinner (1953) did not use the term punishment because punishment generated negative emotional reactions. While the introduction of the term positive as one type of punishment was problematic according to Shields and Gredler (2003). Reinforcers work according to the change in response strength or response rate rather than to more subject criteria on what was pleasurable or valuable to someone. Consequently, activities, foods or items considered pleasant or enjoyable may not necessarily be reinforcing because they developed an increase in the response preceeding them. Stimuli, settings and activities fit the definition of reinforcers if the behavior that immediately follows the potential reinforcer increases in similar situations in the future. For example a child who receives a cookie when he or she asks for one, if the frequency of “cookie-requesting behavior” increases, the cookie can be considered reinforcing “cookie requesting behavior.” However if “cookie-requesting behavior” does not increase the cookie cannot be considered reinforcing. Other theories may focus on additional factors whether the person expected a behavior to produce a given outcome, but in the behavioral theory, reinforcement is defined by an increased probability of a response. Skinner (1953) argued that positive reinforcement was better than punishment in shaping behavior. Though punishment may seem just the opposite of reinforcement, Skinner claimed that they have many detrimental side effects.

Community counseling activities for parents. The researcher would like to develop community counseling activities that would help parents of children ages 5-17 years old to practice effective parenting discipline strategies in managing the behavioral problems of their children. To begin with, parents must keep their cool with their kids which has been a great issue not only in our country, but in the whole world. There are various programs that promotes positive discipline but what program is the best and effective in parenting? Positive Discipline is based

on the understanding that discipline teaches. Positive Discipline which focuses on the positive behavior and on the concept that there are no bad children, only good and bad behavior. Children may be taught and may be encouraged to do good behavior while at the same time getting disengaged from their bad behaviors without verbally, physically and emotionally hurting the child. Positive Discipline is planted in a secure, trusting, connected relationship between parent and child. Basic Positive Parenting Tools according to Nelsen (1996), which encourage parents to use primarily, the family meetings wherein the main benefits are all the life skills children learn, communication skills, cooperation, mutual respect, creativity, brain-storming skills, responsibility, expression of feelings and have fun as a family, has already gained popularity as a powerful tool in solving problems in various areas.

According to Nelsen (1996), the unique characteristics of the Positive Discipline Model is teaching adults and students through activities that are experiential, through programs on classroom discipline and parent education programs that are coherent and inexpensive and with on going support and officially approved and certified trainers accross the country who can work with schools and community. In addition, Nelsen (1996) advised that the key to positive discipline is not punishment but mutual respect. Nelsen (1996) emphasized firmness and kindness to children from three years old to a rebellious teenager to teach the children creativity of cooperation and self-discipline without loosing the dignity of the children. Studies done by Nelsen (1996) claimed that children are hardwired from birth to connect innately with others, which means that children should have a strong connection with their community.

A program called “Compassionate Parenting” is an approach that teaches the children how to secure emotional base from which children explore and interact with the environment,

while the parents cultivate the protective, nurturing and compassionate skill that will enable them to perform the skill in all areas of life. Part of the program discussed how compassionate parenting contributed to children's emotional intelligence, outlined the elements of "compassionate parenting, discussed the emotions related to attachment, identified compassion as the self-building emotion, and described how emotions convey one's ability to cope and how compassionate parenting promoted how compassionate identifies. It promotes home play therapy as a structure to maximize parental interest in rearing children. It also discusses rules for effective discipline, how children learn to anticipate consequences, describes specific skills for compassionate parenting children from infancy to adolescence (Stosny,1998).

The general observation among communities is that adverse parenting is a risk factor in the development of a range of health and behavioral problems. Numerous studies done by behavioral psychologists have begun to address the traditional principles of parenting discipline strategies and includes the old-fashioned style of parenting others termed as "old school" as a part of effective process of discipline which has been overlooked because of following the progressive and modern method of correcting children. Sansone (2018) shared a tried and true child-rearing wisdom that never goes out of style. Children walked to school alone, rode their bikes across town, and knew that talking back to their parents was really a bad idea. Thinking that old school parenting is obsolete, and a lot may have changed for kids today, we still hold on what remains the same which is the fact that many old-fashioned parenting advice is as pertinent as ever in the over-indulgent and self-centered world.

Managing the behavior of children. In the span of 50 years or so, majority of American parents used spanking as an effective and good disciplinary actions in correcting their children

(Shpancer, 2018). Child rearing and caring for young children is a demanding job especially when children display a challenging behavior (Lerner, 2017). It is important for parents to learn the guiding principles and strategies that they can use for changing challenging behavior to a positive one in dealing with them for daily interactions. Participants would be using the proposed community counseling activities for effective parenting in managing behavior of the children. Parents should be knowledgeable of the good discipline techniques intended to solve behavioral problems and build positive relationship with their own children, so that their children will be competent, responsible, respectful, loving, healthy and productive individuals in the community. Parents should always engage in respectful conversation and communication so that their children will have a good exposure to the good discipline techniques designed to solve behavioral problems and enable children to build positive and respectful relationships with loving adults.

Parents can manage child's behavior without spanking and shouting because they consider shouting and spanking as counterproductive and damaging to a child's body, mind and actions. The author demonstrates that a responsive, respectful, and nurturing relationship between a caring adult and a young child is the most powerful predictor of a lifetime of good health, appropriate behavior and success in school. Practicing discipline with love and limits without shouting and spanking fosters a positive relationship which promotes the "dream come true" results. when parents discipline a child, you share love, the powerful emotion balanced with behavioral limits, parents set in and anticipate the threatening violent forms of discipline before it starts (Wycoff & Unell, 2018).

Conceptual Framework

The conceptual framework of this study shows that the discipline strategies of the parents should be investigated. A proposed community counseling activities for effective parenting should be utilized to be able to manage the behavior problem of the children.

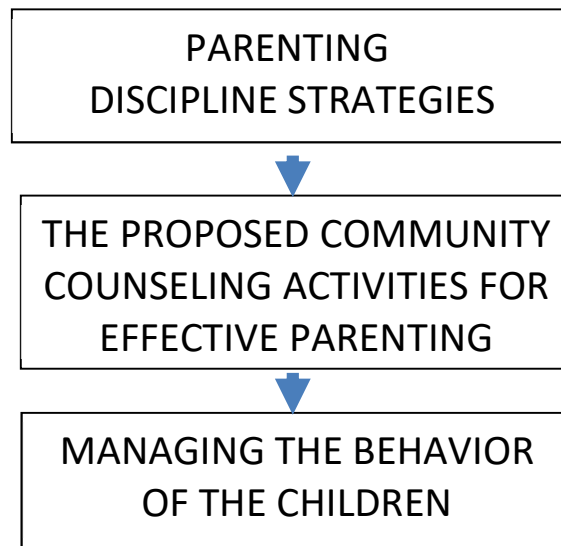


Figure 1. Conceptual framework of the Study

Significance of the Study

This study would be of great significance to the following:

Parents. This study may be an initial effort in the awareness of parents to learn and develop good parenting that may support their children for healthy development. Parents may realize that they play a vital role in the life of their children. Parents may also learn positive approach to discipline by utilizing the proposed community counseling activities in managing their children with behavioral problem.

Children. This study may develop children to be better individuals, to have a healthy human development, to be encouraged to improve their attitudes and behavior, and to be successful in life.

Community. The outcome of this study may provide insights to the leaders of the community on maintaining the peace and order among the youth in the community. The problem identified could help the baranggay and their officials bring awareness of their responsibilities in their respective areas.

Definition of Terms

To make this research comprehensible to the readers, the following terms are operationally defined:

Community. A group of people who live in a same area such as a city, a town, or a neighborhood. It is also defined as a group of people who have the same interests, religion, race, and others. (Merriam Webster Dictionary, n.d.).

Community counseling. A form of counselling that is used to help the communities suffering from psychological and social disagreements. It deals with families, individuals, couples, group and communities is generally conducted to prevent a problem and assist in setting prevention programs in different settings like hospitals, family services and mental health agencies, department of the veteran affairs, private industry and businesses, behavioral health agencies, including the evaluation, training and abuse programs, insurance companies and private practitioners. The desire of the community counselor is to teach and help people the right way of living their life to improve the condition of the community (Careers in Psychology, n.d.).

Corporal punishment. This refers to a kind of verbal and physical punishment of parents towards their children.

Discipline. The word discipline came from the word disciple which means pupil or follower wherein a child or a young person is taught and given instruction and training that corrects and molds the behavior of a child which does not necessarily involve teaching and learning. A control that is gained by requiring that orders be obeyed (Merriam Webster, n.d.).

Effective parenting. This refers to the ability to interact and engage with children in such a way that they learn and grow into remarkable adults (Center for Parenting Education, n.d.).

Parenting practices. These refer to specific things that parents do in raising their children (Alleydog, n.d.).

Positive discipline. There are no bad children but only good or bad behavior. Based on the understanding that discipline teaches, children can be taught and be encouraged to do good behavior while at the same time getting disengaged from their bad behaviors without verbally, physically and emotionally hurting the child (Nelsen, 1966).

Reinforcement. Positive reinforcement is the strengthening of behavior by the manifestation of some event like praise after a behavior is performed, while negative reinforcement is the strengthening of behavior by the removal or avoidance of an aversive behavior (Skinner, 1953). Based on the description of Skinner (1953), positive reinforcer as a new stimulus (consequences) is produced by a response that strengthens the response, while the negative reinforcement is the strengthening of a response that produces the withdrawal or removal of a discriminative stimulus.

Chapter 2

Procedures

This chapter presents the research design and the methodology. It discusses how the participants were selected discusses, how the interview guide was developed, and the data gathering procedures.

Table 1.

Table of the Participants

Classes	Description of the Class	N	Male	Female
A	Upper	6	2	4
B	Middle	6	2	4
C	Lower	6	1	5
Total		18	5	13

The participants selected were members and attendees of Christian and Evangelical Churches. These members were parents of the children ages five to seventeen years old. The Socio Economic Status (SES) came from upper, middle, and lower class ranges. The ages of the participants ranged from late 20's to early 50's. All participants were married. The number of children ranged from one to four.

The researcher conducted this qualitative study by employing semi-structured interviews which explored the perceptions and beliefs of parents of Evangelical Christian churches with children ages five to seventeen regarding the parenting discipline strategies toward their children so as to develop community counseling activities that may help parents manage the behavior of

their children. The Socio Economic Status (SES) of the parents were upper, middle, and lower class ranges. High income segments are people or families earning 200k a month, while the middle income segments are people or families earning 36,934 php per month, and the lower income segments are people or families earning an average of 9,061 php per month. At the beginning of the interview, an informed consent (Appendix A, p.116) was given to the participants with the content of the interview along with the explanation of the nature of the study.

Research Design and Methodology

This study utilized a qualitative research design. Qualitative design uses natural setting as the source of data. Employing the qualitative design, the researcher tried to observe, describe and interpret setting which is called empathic neutrality (Patton, 2014). Trustworthiness is very important in qualitative design where information will have the most credibility. Trustworthiness is determined by credibility, transferability, dependability and confirmability. Qualitative design depends on the purpose of the interviewer, what information is most helpful and most dependable (Patton, 2014). Qualitative approaches are narrative approaches that focus on studying one or two individuals, gathering data by collecting stories, reporting individual experiences and chronologically ordering the meaning of these experiences like a life history.

The researcher is the most important instrument in the data collection as the human instrument. It is important to stress the emergent nature of qualitative research design cause. The researcher seeks to observe and interpret meanings in setting. It is neither possible nor appropriate to confirm research strategies before data collection has begun (Patton, 2014).

Research Site

The researcher arranged interviews in a natural setting as recommended by Creswell (2009). Church garden or work place of the participants or in a fine dining restaurant was considered suitable for the interview as long as the participants were comfortable.

In order to understand the participant's perceptions, it is essential to accumulate all the meanings and the details of their experiences employing semi-structured interviews. The researcher gave the participants some options for the location of the interview that they found comfortable. Most of the participants were interviewed in their churches, while others in a fine dining restaurant and in a park. Since the researcher has been a senior member of this church, it was easy for the researcher to get the trust and the confidence of getting the reliable and valid information from the participants.

Selection Criteria and Participants

A purposive sampling technique was used to identify the specific perceptions of the participants in this Christian community. The participants were the selected members of Evangelical Churches in Metro Manila. The participants were the parents (father and mother or father or mother) of children ages five to seventeen. The ages of the participants ranged from late 20's to early 50's. All participants were married. The number of children ranged from one to four. The researcher aimed to have an equal number of mothers and fathers to participate in this study to achieve a gender balance among the participants, however, there was a higher ratio of female than of male.

Data Collection

Qualitative design uses natural setting as the source of data. Qualitative research is not an approach that is necessarily reliant on large numbers of interviews. However, Potter and Weatherell (1987) suggested that a few interviews in general, can be adequate for investigating a range of phenomena. Particularly, they suggest that success does not rely on the sample size but on the specific research questions.

According to Seidman (1998), understanding the participants point of view and allowing their voices to be heard require qualitative research methods, specifically interview to answer the research questions. Seidman (1998) noted that the semi-structured interviews guide the participant to provide information that is important to them, but is not necessarily reflected in the interview questions.

The interviews were personally conducted by the researcher. A semi-structured interview method which included a series of guide questions served as a fundamental data collection instrument for this qualitative study. The interviews were conducted face to face with audio recorder. Interviews could be burdensome for the participants, so the interviews were collected from one to two hours when the participants were still willing to continue the interview.

During the semi-structured in- depth interviews, a set of questions (Appendix B, p.118) was used as a guide in asking the participants to recall their personal characteristics towards their children and what parenting discipline techniques they used to correct their children. In the analysis process, each recording was transcribed into written text as a transcript. All the participants were asked the same questions in the same order.

The interviews were conducted in two primary languages in the Philippines, English or Tagalog. At the beginning of the interview, the researcher asked ice breaking questions such as about their children, their favorite eatery and favorite shows on the television to make the participants feel comfortable. Then the researcher took notes and started asking personal questions like the kind of neighborhood that they live in, if they own their house or if they were only renting, the age of the participants, their educational attainment, their jobs, the number of children they have, the ages of their children and the school that their children go to. Then the researcher started asking the actual interview questions to the participants. Eighteen participants were interviewed. All the participants were asked the same questions in the same order. All interviews of the participants were recorded and were transcribed into a written text with the approval of the participants discussed in the informed consent form (Appendix A, p.116).

Eighteen participants were interviewed. Data were tape recorded, transcribed in verbatim, coded and notes were taken based on the observations and the interpretations of the researcher. After the interviews, the researcher was presented the transcribed data to make certain of the reliability and the validity of the information gathered in the interview. All transcriptions were reviewed carefully looking at every detail for refinement and whatever discrepancies the researcher found.

The researcher identified the two major themes based on the responses of the participants. The two major themes are : first, the personal characteristics of the parents and second, the parenting strategies. Under the first major theme are seven subthemes and under the second major theme are five subthemes. (See table 2, p. 58 and table 3, p. 77). Three samples of the questions are: How do you define parenting?; What is your perception on effective parenting?;

Do you think spanking is effective in disciplining children? If not, is there any alternative technique to discipline children other than spanking?

Role of the Researcher

According to Patton (2014), the researcher as the human instrument is the most important instrument in the data collection. The researcher is the interviewer in this study, and it depends on what the researcher thinks is the most dependable and most helpful information.

According to Merriam (2009), qualitative researchers involve an understanding of how people clarify the experiences of their lives and the world around them. Qualitative researchers predominantly use inductive data analysis. Important themes emerged from the data based on the interpretation the researcher is trying to discover. Therefore, qualitative research has an interpretative character aimed at determining the events by the researcher. The researcher developed creativity when she placed the raw data into logical meaningful categories found in table 2 (p. 58) and table 3 (p. 77) to be able to interpret the major concepts that emerged into themes. The researchers concentrated on the characteristics of the participants as well as the information that was stated, seeking the uniqueness of each case and information.

The researcher is a Christian missionary, a wife of a pastor, a mother of four wonderful children and has a loving grandson who are all members of Cosmopolitan Church, United Church of Christ in the Philippines (UCCP). The eldest son is a lawyer, the second child is a medical doctor, the third and the fourth children are both teachers who earned their Master's degree from the University of the Philippines. With her experience as a parent, the researcher gained her

trustworthiness which enabled her to seek valid information needed to make this study credible, creative, and interesting.

Methods of Validation

Questions for the participants were validated by three experts in the field regarding the parenting disciplinary strategies and the effects of the discipline strategies that the parents apply to their children. The first validator earned her Doctoral Degree at the University of the Philippines and the current director of the Educational Policy Research Development Center of Philippine Normal University. The second validator earned his Doctoral Degree at the Philippine Normal University, a faculty member of the Behavioral Science Department of Philippine Normal University and a former Director for the Admissions office of the Philippine Normal University. And the third validator is a theologian who graduated from Siliman University, Dumaguete City, a Bible translator of Philippine Bible Society and the Head Pastor of United Church of Christ in the Philippines (UCCP) Cosmopolitan Church Manila. After the interviews, the researcher went back to the participants and presented the transcribed data for verification and clarification or an additional information to make certain of the reliability and the validity of the information gathered from the participants.

Ethical Considerations

According to Orb, Eisenhauer, and Wynaden (2000), ethical principles can be used to guide the research in addressing the initial and ongoing issues arising from qualitative research in order to meet the goals of the research as well as to maintain the rights of the research participants.

The researcher stuck to the rules of all the necessary elements of the ethical issues of human instrument. These ethical considerations included issues of informed consent, anonymity, confidentiality and nature of data found in Appendix A (p. 116).

To protect the privacy and confidentiality of the participants, the names of the participants were not identified in the reporting of the findings. Instead, each participant was given an initial identifying code in lieu of their names to maintain their anonymity.

At the beginning of the interview, an informed consent (Appendix A, p.116) was given to each participant along with the content of the interview and the nature of the study which was explained to each participant. The participants were informed that the study would not put them in a situation that they may be harmed. The participants were assured that their participation was voluntary and that they could stop the interview or withdraw from the interview anytime during the interview without any bearing on their part. Each participant was told that his/her name would not be used for identification and that instead, initials would be used in lieu of his/her name.

Chapter 3

Results and Discussion

The researcher presents the results supplemented by the data gathered from the semi-structured interviews of the participants. The purpose of this study is to examine the parenting practices of the selected parents, the discipline strategies of selected parents and the effect of their own parenting technique of discipline in managing the behavior of their children. The core concepts within the data were established. The interview included two sets of questions; the first part of the interview included basic questions about demographic information and the second part of the interview included questions found in Appendix B (p. 118).

The data generated from the interviews were analyzed using thematic analysis with careful attention on details and consistency. The concept of good parenting practices and exposure of parents to another way of parental disciplinary measures, using the developed community counseling activities in managing the behavioral problem of their children which were the core concepts within the data, were analyzed to be able to develop community counseling activities for parents. The expectation involving them in profitable activities, problems in parent-child relationships would be reduced. Parents would be shared with the importance of discipline to their own children, for the reason that if they use the positive way of rearing their children that may help them to be able to develop children who are competent, affectionate, responsible, respectful, healthy, and productive individual in the community.

The current study aimed to propose community counseling activities for children with maladaptive behavior. The result and analysis of the interview material were presented and illustrated with excerpts from the semi-structured interviews in “verbatim” of the selected parents.

The participants were parents of the children ages five to seventeen years old. The participants belong to different Socio Economic Status (SES) to have a variety in views and perceptions that may contribute some important components in developing effective parenting activities. High income segments are people or families earning 200k a month, while the middle income segments are people or families earning Php 36,934 per month and the lower income segments are people or families earning an average of Php 9,061 per month.

An informed consent found in Appendix A, p.116, was obtained and the content of the interview, along with the explanation of the nature of the study was explained to each participant before the interview started.

Participant were asked questions regarding parenting skills that may contribute in developing community counseling activities for effective parenting. Two major themes were identified based on the responses of the participants in the semi-structured interview such as the personal characteristics of the parents and the parenting strategies of discipline.

Every child is unique. Every parent needs an effective tool for the specific needs of every child. Nelsen (1996) emphasized that making the message of love gets through is the greatest gift you can give your children. The opinions of themselves are formed through their perception of how you feel about them. When they feel loved and that they belong and are important, they have a strong foundation to develop their full potential. The parents' positive influence gets through when the message of love gets through.

Table two shows the personal characteristics of parents of the selected parents.

Table 2.

Theme 1 and subthemes

Theme	Subthemes
Personal characteristics of the selected parents	Parents were affectionate and appreciative of their children.
	Parents were resilient and patient.
	Parents were responsive but impractical.
	Milleneal parents adapt the parenting style of their traditional parents.
	Parents were attentive but impatient.
	Parents were creative in building up the character of their children.
	Parents were religious.
	Parents were firm, consistent and open for communication.

Theme 1. Personal Characteristics of the Parents

The definition of parenting is as diversified as the home in which they live. According to Baumrind (1996), an efficacious model of child rearing today compared to the parenting 30 years ago, when authoritative parenting was developed as an effective alternative to conservative (authoritarian) style and liberal (permissive) style. Within these styles arguments between a responsive and supportive parent-child relationship, prudent use of punishment is a necessary disciplinary tool.

Subtheme 1. Parents were affectionate and appreciative of their children. In one way or another, all parents treasure their children. For most participants, similar perceptions were observed. Parents recognised the value of parenting. For instance, in a lively separate interview and discussion with husband and wife, concerning their relationship with their children the researcher asked, *“Can you describe your children?”* Participant (G, F), the wife, a theology graduate and a teacher by profession replied,

“My children are home-oriented, happy, when there’s something new in the house, when they’re able to acquire something they really like when there’s good food that appeal to their tastes, when at play with friends, when watching movies, when listening to music or playing musical instruments, and when everything is okay with all of us in the home, (pause), family. “

Participant G replied that *“I know that they need something because they would always tell me. Other obvious needs like clothes, shoes, and many more. As a mother, I would always know. (* Researcher felt it was really a very relaxing interview with participant G., based on the researcher’s observation that she was very honest in her responses concerning her children)*”*.

Most of the parents were very loving and demonstrative of their love towards their children. Participant (G,F), continued, *“I give a hug and kiss with so much joy and enthusiasm. Say thank you to them. We give something anytime when opportunity allows and pockets permit. We always tell them that we give them something because we are happy. We always find ways to make them happy too”*.

Participant (E, M), *“mahilig silang magkiss at maghug, everytime they leave at pagpunta nila sa school, paguwi talagang maghug at magkiss yan, praktis namin, we believe, yung hugging*

affection talaga maramdaman yung pagmamahal.” (they’re fond of kissing and hugging us, everytime they leave and come home from school, because we believe that hugging can make us feel the love and affection within us).”

Another participant (E,F), commented, *“pagiging sweet, pagiging malambing.”* (They are sweet and demonstrative of their feelings).

Subtheme 2. Parents are resilient and patient. It was very suprising that parents are resilient and patient. Despite the hardship in life they are capable to be successful again after a failure, and to support the growing needs of the family. Jocson (2012) investigated on the protective factors on the negative effects of poverty on low-income urban Filipino parents and examined the factors that make parents resilient to the effects of poverty in Urban Manila. The participants made it a point that their children were well taken cared of the basic needs of their children such as food clothing and shelter, also other aspects like emotional, educational, and spiritual needs despite the scarcity on the financial aspect.

There are more than half of the household population in the Philippines who belong to low-income families, and 1.8 million households are low-income. For instance, participant (B,F), who had just lost her husband a month ago by the time that she was interviewed, and she herself was very sick.

Participant (B,F) stated,

“Tulong tulong kami sa gawaing bahay. At pag kami ay nagsisimba, kapag may pera, lumalabas kami at kumakain sa fastfoods, pero minsan, pag tama lang ang aming pera, sa bahay lang kami at ako ay nagluluto. At pag kakain na kami, nagdadasal, nagpapasalamat sa mga blessings na pinagkakaloob ni Lord sa amin.

Pagkatapos, ay magkwentuhan na kami at nagtatawanan, ganoon kami araw-araw.”

(We help one another in household chores. Everytime we go to church, if we have money, we eat at fastfoods, but sometimes if our money is enough we just eat in the our house, and I cook. And after we eat, we pray thanking God for the blessings that the Lord has given us. After that, we talk about things and laugh. We are like that everyday).

Participants were patient and contented living a simple life, even by just being together as a family, having dinner in a nearby restaurant which they considered it as full of fun. Participant (J, F) answered,

“Meron kaming madalas puntahan dito sa malapit sa bahay.punta kami doon sabay sabay after that we have dinner. Wala naman silang ibang sinasamahan, kami lang naman talaga after church kami lang, naman so we go home together , yon either nanood kami ng movie.”(We always go to a nearby restaurant, together we go there and after that we have dinner”. They don’t go along with other people, really together after church, before we go home together, either we watched a movie).

Subtheme 3. Parents were responsive but impractical. According to Baumrind (1966), parenting is a combination of two factors such as responsiveness (how well parents respond to the children’s needs) and demandingness (the level of maturity or responsibility of parents expect to their children at different points of development). Many descriptive studies talk about the importance of responsive parenting in supporting young children’s learning (Landry, 2008) which

is a phase of supportive parenting that provides positive affection and high level of warmth which is contingently associated with the young child signals (contingent responsiveness). Landry (2008) contextualized that young children's acquisition of cognitive skill is facilitated by the interactions with their parents. Based on some evidences, the mechanism by which responsiveness supports cognitive development may be dependent on consistency across development in this parenting style. Personal factors that may compromise a parent's responsiveness include depression, perception of the parent's own child-rearing history as negative beliefs and attitudes may detract from a parent's sense of importance in his or her child's life. The negative social-personal factors may be vacated by higher levels of social support from friends and relatives.

The participants were not only responsive to the basic needs of their children like food and clothing but were also responsive to the educational and emotional needs of their children.

Participant (K,M) stated,

“Kung meron silang kailangan ako na mismo ang magtatanong pag nakita kong halimbawa magkwento may ganito ganyan oops ano gusto mo, ako na mismo ang magtatanong agiinitiate ng kwento vocally. Daddy, may nakita ako sa internet kailangan mo hindi lang gusto kailangan. oo daddy, pero mahal hindi pinaguusapan kung mahal we don't talk about price basta kailangan, so kahit na mahal kung kailangan, pagsisikapan natin.”

(If they need something, I would be the first one to ask, for example if I heard that they need something oops I would ask, what do you want?, Daddy, I saw in the internet. (K,M), Do you need it? It's not just that you like it, but do you need it?

Yes daddy, but it is expensive. Price is not an issue, we don't talk about price, what's important is if you need it, if it's expensive, we'll try to do something to be able to buy it).

The result of the interviews showed that the Filipino parents were responsive but impractical. Participants were responsive to the needs of their children but there were some parents who seemed to be impractical and were not wise and prudent in making decisions on practical matters particularly their financial situations regardless of their Socio Economic Status (SES). Based on the interview, one participant (B,F) uttered, *“Sa private school na sya mag senior high school kasi may nakuha kaming disability support from the SSS, yun na lang ang gagamitin namin sa pagaaral nung panganay ko, hindi sya sa public school.”* (Referring to the eldest son, he'll study in the private school, because we got disability support from the SSS, we'll use that fund so that my eldest son will not go to the public school).

According to Goodnow and Collins (1990), parents are full of bright ideas about parenting and the development of their children. Moreover, parents hold and shape their actions with their children. Differences in parental values and needs, variations in child-rearing, affect parenting responses. These parenting practices have a major influence on children's development based on research from behavior genetics, experimental, epidemiological and correlational studies.

The participants were responsive to the needs of their children even if their children were not vocal about it. Participants (G,F) replied that, *“I know that they need something because they would always tell me. Other obvious needs like clothes, shoes, and many more. As a mother, I would always know.”*

Another participant (C,M) stated that,

“I know, there is a link that we establish with them, since they are our children, we spent time, lots of time with them, in the sense I can feel whenever they are sad, perhaps, because of that link that we established.” It is one of the reasons that I really insisted that we come here in Manila while I’m assigned here, because one of the options we considered was for them to stay in Dumaguete while I serve my pastoral here in Manila.. We felt, especially for the two young boys, we need more time for family bonding because in the way we can immediately know what they are feeling,, we will be able to immediately help them, especially they are in their growing years, because, I believe that our presence is very important in the developmental stages of their life. I believe that it would also build up their confidence when they grow up seeing their parents with them. So, because of that, I also discovered then I know how they feel even by just looking at them, I know what they are thinking, I could sense, the parental sense I would say, because of the time we spent together. I know pag may problema sila even when not saying it.” (I know if they have problem even when not saying it).

Subtheme 4. Millennial parents adapt the parenting style of their traditional parents. Majority of the participants whether millennial or traditional parents believed that parenting is a life-long process which means that parents don’t stop bringing the best for their child. Based on the participants’ interviews, millennial (people born between early 1980’s and 1990’s) parents are very liberal than the traditional parents. Liberal in the sense that they allow their children to confront their parents. Confront means that children

may approach their parents anytime they want and anytime they like. Children treat their parents like their friends.

On the other hand, traditional parents were more strict than milleneal parents. In regards to discipline, children cannot approach their parents in a liberal way when they need something. They regard their parents with high respect (for example, the traditional parents expect their children to answer their parents with po or opo, nagmamano, meaning, the younger ones put the hand of the elderly people to their forehead, and the children cannot interrupt in the conversation of the adults).

Partipant (B,F) stated,

“They are thoughtful, sweet, at saka ano ano nga ba yon what’s the term ano sila eh, confrontational, yung ganoon yung they say what they want, they say what they mean to me. Jazzer, when he wants something from me he would call me, very frequently as soon as makuha nya ang gusto sa akin he would call me ganoon. I’m a great supporter of education. Like everything I would, parang yung ginagawa ng parents namin na reward system like, you did something in school, you get monetary reward. My, they are confrontational kids.

(They are thoughtful, sweet and what’s the term? They are confrontational, like they say what they want, they what they mean to me. Jazzer, when he wants something from me, very frequently as soon as he gets what he wants from me then would call me, like that. I’m a great supporter of education. Like everything I would, like what our parents are doing to us, like reward system like you did

something in school, you get monetary reward. My, they are what do you call it? confrontational kids?).

Parental discipline plays a vital role in parenting. The kind of discipline that their parents applied to their own children will create a big impact on the character of the child “you reap what you sow.” A previous qualitative research confirms the hard work needs to be done in replacing old parenting behaviours with new skills even in settings that are not socially deprived (Mockford & Barlow, 2004). The kind of parenting the selected parents have was heavily influenced by how these parents were raised by their own parents. Three participants claimed that they had been spanked by their own parents as a form of discipline when they were still small. When they became parents, they continued to use spanking as their form of discipline to their own children.

For instance, participant (A,M) uttered,

“Earlier minsan no matter how much we try ang lumalabas talaga parang (it seems that it turns out that) a sense of parenting is the way also our parents raised us. No matter kahit na kristiano na tayo, yung subconscious natin lumalabas. Without, you nacacapture mo na lang yung moment,eh,” (Earlier, sometimes no matter how much we try in turns out really, it could be the sense of parenting is the way also our parents raised us. No matter even if we are Christians, our subconscious show, even without you notice, you capture the moment).

Participant (J,F) remembered,

“I had been spanked by my own parents when I was still small and this practice continued,when I become a parent, you catch yourself doing what your parents are doing, yon ang inaaavoid ko” (that is what I avoid). “You know, I’m

hypertensive. Like my dad hypertensive rarely papagalitan ka rarely na namamalo siya.” (rarely, he scold you, he rarely spank). “*Pero pag nagalit siya outburst talaga.*” (but when he spansks, it is really, an outburst).

Millennial parents have the tendency to be over indulgent than traditional ones. With the coming of computers and all kinds of gadgets, millennial parents divert their motivational factors by giving gadgets to their children with the latest technology available in the market. The traditional parents were also beginning to show manifestation of this tendency as stated by one participant. Participant (B,F) stated, “*They can get away with it, mga spoiled mga anak ko sa mga grandparents nila* (they can get away with it, my children are spoiled with their grandparents). *Reward, is going to be lot bigger reward and much more frequent. Ok I’ll buy you a new computer. Eh, that’s the only way he’ll be motivated.*”

Subtheme 5. Parents were attentive but impatient. On the other hand, some participants considered themselves similarly attentive but impatient. Parents would give in to the requests of their children so that their children would stop prodding them.

Participant (B,F) narrated,

“Jazzer, pag happy, pag he gets what he wants. Either toys or approval of something and if there are no classes, he’s very very happy. Pag happy yon hindi mapakali always playing, like that, If he wants something from me, he would call me frequently, as soon as makuha niya ang gusto niya sa akin. ‘I’ll give you a new family computer today but you promise everyday magtututor ka, after class ha.’
(Jazzer is happy, when he gets what he wants, either toys or approval of something

like if there are no classes, he's very happy. When he's happy (referring to Jazzer), he keeps on moving around, always playing, like that, if he wants something from me he would call me frequently as soon as he gets what he wants from me. 'I'll give you a family computer but you promise, everyday you will have your tutor after class'.

Sometimes parents were impatient in listening to the needs of their children. To avoid conflict, parents would just stop reprimanding their children about their wrong doings. Participant (A,F) unawarely mentioned that children now a days are disrespectful of their parents. She replied, "*Minsan hindi ko sila pinagagalitan, sabihin ko lang mali ang kanilang ginawa at huwag mong ulitin.*" (Sometimes, I am not scolding them, I just tell them what you did was wrong, don't do it again).

Subtheme 6. Parents were creative in shaping up and building up the character of their children. According to Kandel (2008), The Hebraic "Train up a child in the way he should go and when he is old he will not depart from it" has been stated and restated in different forms, but the central idea is still the same. It is in the young which is the time that the character starts forming and taking into shape.

Participants were creative in shaping up and building up the character of their children. Our character is molded by how we are raised by our parents whether for the better or for the worse. Character is engraved in us. According to Mertz (2016), the dirty chores in their farm were considered a character building. In addition, the bright idea is that good and bad character knows no boundaries and charge all his experiences to the saying "it builds character".

For instance, participant (J,F) commented that in building up the character of her children is asking them to help her in some chores in the house. She stated, “*Pag good girl ,good boy like yung panganay ko po, tumutulong pag wawalis, kahit yung pangalawa ko po, nakakatulong na sila sa bahay, nagbababantay sa bunso kay Chaba.*” (If you are a good girl or good boy, like our eldest, he’s helping us in sweeping the floor , even my secnd child, he can help all of them can already help in the household chores, watching over the youngest child, Chaba).

Participants emphasized that good experiences enhance the character of the child as they grow up to be healthy adults. It is important to build happy memories of fun times together.

For instance, participant (E, F) narrated,

“Kasi sa kanila lalo pag ang growing years nila, importante na mabuild ang masayang memories. Pag tinanong namin sila, anong masayang memories mo kahit two or three years old sila,naaalala pa nila yon, so iyon nakakatulong din mabuild ng character sa bata yung masayang childhood memories nila, so kami make sure na may bonding kami talaga, para malagay sa isip nila na masayang family kami, hindi kami nagaaway.”

(You know, for their growing years, it is important to build happy memories. When we asked them, what are their happy memories even if they are still two to three years old, they still remmember. It helps the children build their character with happy childhood memories, we make sure that we have to have bonding to put in their minds that we happy family, and we don’t quarrel).

According to Spagnoletti and Arnold (2007), respect is a word like empathy, love, and compassion that everyone connotes positive attribute. Nevertheless, there are various ideas of

what respect means depending on various factors like cultural background and the context in which it is being discussed.

For instance, participant (E, M) commented, *“Una muna ang mga anak namin magagalang, talagang ano masunurin, nabuild namin sila na pantay pantay sa mga tao. Minsan nga nagusap nga kami hindi nila alam ang mayaman at mahirap. Anything na meron sila na nakikita nila, pinapahiram nila.* (First, our children are respectful, they are really obedient, we build their character to be equal with other people. Sometimes we talk about it, they don’t know what it means to be rich and what it means to be poor).

According to Lerner (2018), many parents expect their children to respond to more self-regulation than they are capable of. The part of the brain that enables us to think about and manage our feelings and impulses is 5 to 6 years of age. Unrealistic expectations from children results in frustration on both the parents and the children.

For instance participant (N,F), a young mother, 35 years of age, shared how she trained her children to be independent while her husband is working abroad, addressing herself as nanay-tatay because her husband is working abroad and she is the only one taking care of their children, *“For me, my kids are independent, kaya nilang gumawa nang hanggang sa kailangang gawin, pagkain, paligo,(they can do anything they need to do, to eat, to take a bath) doing their own assignments ganoon (like that). I know that my kids are happy because they feel contented and, that, they don’t need anything more than what they had. When they’re sad like they want something to be brought for them. They buy what is only needed.”*

Similar belief in building up the character of their children especially in their growing years was echoed by participant (C,M), *“Especially they are in growing years, because, I believe*

that our presence is very important in the developmental stages of their life, because, I believe that it would also build up their confidence when they grow up seeing their parents with them."

Subtheme 7. Parents were religious. Considering that the selected parents belong to a Christian group, sixteen (16) participants emphasized going to church strictly every Sunday and considered it to be a part of their life. These selected parents believed that Sunday would never be complete without going to church. Sunday is a big day for them that after going to church they will eat their lunch together and spend and enjoy their time together as family. Participant (G, F) replied, *"Kids at times help me in the household chores. She continued, Ah, we go out especially, when there is a special occasion. We go to church on Sundays and go out and eat out only on special occasions."* Another participant (CA,F) uttered, *"after church service, sabay sabay kami kumain. Sa malls ang paborito naming pasyalan ay MOA at Alabang Town Center."* (After church service, we eat together. Our favorite place to stroll is MOA and Alabang Town Center).

Some participant emphasized that there may always be problems, but they were lessen because of the teachings nurtured based on the biblical foundation. Participant (A,M), *"mas importante sa amin ang biblical foundation, at saka iyong nurturing, kung may problema kayo, talk to us."* (biblical foundation is more important to us, and also nurturing if you have problem, talk to us).

Subtheme 8. Parents were firm, consistent and open to communication. Based from the interview, parenting quality is always associated to many areas including positive changes in the children's everyday living and interactions. Participants claimed that it is important to develop good communication between parent and child, which means communication must be open, firm, and consistent. Participants stated that parents must establish clear and firm guidelines on how

children should behave. Parents were consistent in teaching their children to distinguish good behavior from bad behavior. Parents must encourage the child to open up and speak up to know their needs especially in times of difficulties.

A joint interview with husband and wife in a fine dining restaurant, as suggested by Creswell (2009), made the interviews more relaxing for both the researcher and the participants. Participant (E,M), narrated, *open naman po sila sa ngayon, kasi yung pinakakuya, yung medyo nagbibinata na, Tulad last week bumulong siya sa akin, para siyang nahihiya, Dad, sira na ang sapatos ko. Sinasabi naman nila ang needs nila. Sa labas naman, example sa school, o sa kaibigan, wala naman silang ganoon na personal na napaaway, wala pang case na napaaway sila o inaway sila, very ano sila palakaibigan. Naraise namin sila sa christian school since kinder. Malaking tulong talaga ang christian school sa kanila.* (As of now, we have an open communication, like last week the eldest brother who is now a teenager whispered to me, (he seems to be shy), Dad my shoes is already worn out. They tell us their needs. For example in school, or with their friends they do not have personal problems like quarrelling with their friends, they are very friendly. We raised them in a christian school since kinder. Christian school is really a big help).

The wife, participant (V,F) stated, *“Normally, hindi sila nagiinitiate na magopen up unless kami ang magtanong. Kamusta? Anong nangyari? Bakit malunglot ka? Tapos, pag kunyari, after the exam nila, kamusta ang exam, mahirap ba, ganyan, dun po sila tinatanong namin pero yung concept na hindi sila agad nagsasalita, kami talaga ang nagtatanong. Iyon ang importante, habang kumakain kami, kamusta? how’s school? May nangbubully ba sa inyo sa school? Sabihin mo sa akin o sa teacher mo? Ganoon lang.”* (We know our children, when they

are sad or when they are happy we know it. Normally, they don't initiate to open up unless we ask them. How are you? What happened? Why are you sad? Then, if for example after their exam, how is the exam, is it difficult, like that, so we ask them on the concept that when they donot talk about it, we are the ones to ask question. That's important while we are eating we ask them, how are you? How's school? Are there some bullies in school? You tell me or tell your teacher, like that).

Shaming a child in order to motivate her only makes the child thinks that the love of the parent is conditional which means that parents love the child only when the child follows the rules (Wyncoff & Unell, 2016). Participants stated that they discipline their children with privacy. All participants talk to their children privately and not in front of other children. Parents were consistent in their discipline strategy of talking about his problem alone inside a private room , away from the hearing of other children. Participants were consistent in their approach to their children. According to them, parents should not be contradicting to one another in their approach to the problem and the decision that they made. They should practice how to rebuke with love and not with harshness.

For instance, participant (G,F) commented that,

“ Usually kaming magasawa we usually call them privately doon sa private room namin na walang makakarinig. We ask questions. Bakit ka umiiyak? Bakit malungkot ka? What happened? Basically, papaano namin sila, (pause), we let them express themselves. We just affirm kung totoo yon. It's normal to be angry. Kung may kasalanan ka, we allow them to express themselves until darating sa point na sila pa din ang gagawa ng resolution. If it's bad, what is supposed to be

good? What are you supposed to do to make it good? Iyon lang ang concept naming magasawa. Iyon lang talaga ang pagpapaalala namin pag may ginawa silang mali. Pag may ginawa silang mali, alam nilang may conversation."

(Usually me and my husband, usually call them privately in our private room, when no one else would hear. We ask questions. Why are you crying? Why are you sad? Basically, how will we let them express themselves? We just affirm about it if it is true. It's normal to be angry. If you have done wrong, we allow them to express themselves until it comes to a point that they will be the one to make the resolution. What are you supposed to do to make it good? That's our only concept with my husband When they have done something wrong, there would be conversation).

Participant (C,M) appreciate their children concerning how open communication encourage their children to open up their hearts and express themselves about the problems they encountered. Participant (C,M) stated that children who cannot express themselves are those who are problematic children.

"Quality wise, I appreciate my children, for being open, first and foremost, because they speak out their hearts, they don't hide their feelings, that's also because we trained them to be like that, because in my experience ah, we have encountered a lot of problematic children who actually are not able to express themselves especially when they are sad and ill-suffering but something that would prevent them from a bad situation so we taught our children to express themselves to say perhaps so that we can be able to get things out. So I appreciate

our young children although our second child is in working progress. I appreciate their being open. Another thing, is one quality is that they are expressive of their feelings so they love for us, medyo ano, we appreciate that.”

Another participant with similar perception, (P,M) stated,

“Of course, dahil ikaw ang tatay, ikaw ang magulang, kabisado mo ang anak mo.

(Of course, because you are the father, you are the parent, you know your children very well). Kung may pagkakataon na ganyan pag may problema, first and

foremost, ako mismo ang magoopen sa kanila. (If there is a chance like when you have a problem, first and foremost, I will be the first one to open up to them.) O,

may problema ka? Bakit ka masaya? Pero minsan madiscern ko na may problema sa school, o kailangan ng dagdag sa allowance. (Oh! Do you have a problem? Or

why are you happy, sometimes I can discern that they have a problem in school, or they need extra allowance.) Pag masaya naman madiscern ko na masaya sila,

minsan may magbigay ng pang allowance nila, naapreciate ko naman pag masaya sila. (When they are happy, sometimes I can discern that, sometimes somebody

gave them an allowance for school, which I appreciate).

According to Lerner (2018), perfect parents mean that when things are not going well, parents must take time to reflect what went wrong. Parents must try to contemplate and go down into details on what really happened. Do not be afraid to say sorry because you are modeling taking responsibility of your actions, self-awareness, and empathy.

Participant (N,F) happily stated that her children are all good , kind helpful and joyful. Children must be taught the difference between right and wrong. Giving the children the house

rules. For the parents to be credible with their rules, their children must follow and parents must adhere to these rules that they imposed to their children. Participant (N,F) replied, “*Behind these good qualities, the youngest child is a little bit hard headed, saying, mabait at tumutulong naman siya pero may katigasan ang ulo, pero nakaaintindi naman pag pinaliwanagan.*” (Although, the youngest child is a little bit hard headed, he is kind and helpful but when given explanations he understands).

Participant (N,F) continued her testimony concerning her children, that she and her husband have set their house rules to follow. She made it clear what is right and what is wrong. “*Syempre pinagsasabihan ko sila, ito mali ito, ang bagay na ito, ito ang tama. Pag nagawa ninyo ang mali, may punishment, so pag nagawaninyo iyon, punish agad sila, tapos kakausapin ko sila, bakit pinapunish ni Mama.*” (Of course, I tell them this thing is wrong and this thing is right. When you do something wrong, there is punishment, I punish them at once. Then I talk to them, Why mama punish you)?

On the other hand, participants (J,M) stated that, “*If you’re sad we will know, if you are happy we will know according to. You’ve got to know me, and I want to know you, let’s get to know each other, para makilala mo ako, why I act on a certain way, when I talk in a certain way, you know why when I raise my voice, you know why, when I frown, you know why, when I turn to be monsteriffic you know why.*”

Table three shows the parenting strategies.

Table 3.

Theme 2 Parenting Strategies

Subthemes	Description	Participants Responses
Positive Reinforcement	Strengthening a behavior by providing a consequence an individual finds rewarding.	Participant (P,M) stated, <i>“appreciation, simple token, kain a labas sa jolibee, ganoong mga bagay kasi mababaw lang kaligayahan ng mga anak ko”</i> . <i>“(appreciation, simple token, eat out like Jollibee, it is easy to please my children”</i> ..
Negative Reinforcement	Strengthening a behavior because it removes an unpleasant experiences.	Participant (BF) stated that <i>“I always believe that discipline is needed lalo na pag lalaki yung anak mo and teenager na yung anak mo. Jazzer is 9 and Julia is seventeen, I guess, thats the way to get their attention. Tapos tangalin mo lahat ang gadgets sa kanila”</i> . <i>“(I always believe that discipline is needed, especially if your child is a boy and he’s already a teenager, Jazzer is 9 and Julia is seventeen, I guess that’s the way to get their attention. Then remove all their gadgets)”</i> .
Punishment	Weakens behavior	(E,M) stated, <i>“first of all naniniwala ako sa pamamalo, dapat minsan, lang patikimin mo sila, ng palo. “(first of all, I believe in spanking, I believe that sometimes we have to let them taste the pain of getting spanking to make them realize their mistakes.</i>
Modelling	Teaching by example. The language children used to hear is the same language they will speak. Respect begats respect, Love begats love.	(C,M), stated, <i>“(that we seldom go out because of financial constraint. Being a son of a pastor, we were trained to live within our means, for that reason, I trained my children that same concept not to focus on material thing.”</i>
Family Bonding	Family Meetings	(K, M) uttered, <i>“everyday, bihirang bihira mangyari kumain kami ng hiwahiwalay family bonding namin yan pagkain, family bonding namin ang panonood ng pelikula family bonding namin ang devotion, we treasure being together. (eating is our family bonding, watching movies our family bonding, we treasure being together”</i> .

Theme 2: Parenting Strategies

Child rearing and caring for young children according to Lerner (2017), is a demanding job especially when children display a challenging behavior. It is important for parents to learn the guiding principles and strategies that they can use for changing challenging behavior to a positive one in dealing with them for daily interactions. Other researchers have inquired about strategies such as pushing or shoving, threatening to spank, hitting the child with the hand or object, or using a belt or a paddle according to Deater-Deckard, Lansford, Dodge, Pettit, and Bates (2003).

Parents utilized different discipline strategies like positive reinforcements, negative reinforcements, modelling, punishments such as spanking, shouting, commands, deprivation, pinching, threat and taking away privileges.

Cofirming the studies done by Shpancer (2018), an additional proofs against spanking has emerged from the child abuse and maltreatment. where in spanking and physical abuse are often found to have similar continuum, in the explicit context to discipline children by inflicting pain and the line between this parenting discipline is easily crossed caused by amount of damaged done.

Subtheme 1. Positive reinforcement . Reward system needs not be lucrative. Based on the theory of Skinner (1953), positive reinforcement like reward system such as praise or buying a simple and not costly gift as a reward is often used to affirm the feelings of their children. Although Skinner (1953) claimed that though punishment may seem just the opposite of reinforcement, he emphasized that positive reinforcement is superior than punishment in behavior modification. Skinner (1953) reiterated that positive reinforcement can make a lasting result in

behavior modification, while punishment modifies behavior temporarily and gives detrimental side effects.

Participant (G,F) commented that *“I give a hug and kiss them with so much joy and enthusiasm, say thank you to them. We give something anytime when opportunity allows and pockets permit. We always tell them that we give something because we are happy. We always find ways to make them happy, too.”*

Participant (C,M) honestly admitted that they seldom go out because of financial constraint not to deprive them from what they need or when they have done wrong. *“Being a son of a pastor, they were trained to live within their means and for that reason, he trained the same concept to their children, not to focus on material thing, but every time there need to celebrate, they see to it that celebration will be simple for the whole family.”*

Participant (C,M) continued his remarks by saying,

“That when their sons receive an award, they don’t give material rewards but only words of appreciation. Something that will give their children joy and happiness that they as parents will be able to sustain. We appreciate them mahirap kasi magreward, (it’s hard to give rewards), at the same time they expect in the future. But, we praise them, because we find it difficult to maintain giving monetary rewards. Something that will bring them joy and happiness, hindi kasi kami makaafford at the same time,” (we really can’t afford at the same time). *“We go out as a family, when one celebrate a birthday, all of us will celebrate.”*

Participant (A1,F) answered very simply, “*Ang ginagawa ko ay pakainin ko sila ng masarap na pagkain.* (What I do, I prepare delicious foods).

Participant (P,M) stated, “*Appreciation, simple token, kain a labas sa Jolibee, ganoong mga bagay kasi mababaw lang kaligayahan ng mga anak ko.* (Appreciation, simple token, eat out like Jollibee, like some of those things, it is easy to please my children).

Participant (N,F) stated,

“*Opo may reward system po kami, lalo na sa school, mga achievement, promise naming magasawa, kailangan may reward, may reward system, para magfollow din sila. At kailangan tuparin. Tinatanong namin sila kung toy o pagkain ba noong maliit pa sila. Pero ngayon sabi namin hindi kailangan may reward na toy, labas na lang tayo, syempre kailangan din magtipid ng pera. I always appreciate them for their good deeds. Another thing, if I have extra money, I treat them in what they want to eat and any reward that would suit their wants.*” (Yes we have reward system, especially in school achievements, me and my husband promised to give rewards to our children, to encourage them to obey. We need to do what we promised. We ask them if they like toys or eat out when they were still little. But now that they are grown ups, toys are no longer needed, but we just go out and eat, because we have to save our money.)

Based from the interviews, parents used television, computer games and all kinds of gadgets in rewarding and punishing children. The use of these gadgets are every now and then use by parents as a reward for the good behavior of their children. On the other hand, parents removed the use of these gadgets as a punishment when their children misbehave. Participant (B,F) believes that reward can be expensive,

“Ay, ano ako, I’m a great supporter of education. Like everything, I would give. Parang yung ginagawa ng parents namin, na reward system like, you did something in school, you get monetary reward. Kay Jazzer, when we started reward system, it works significatly, example, I’ll give you a family computer today, but you promise everyday magtutor ka after class ha. Finafollow naman niya.”

(Well, I’m a great supporter of education. Like everything I would give. Just like what our parents are doing to us, a reward system, like you did something in school you get monetary reward. For Jazzer, when we started reward system, it works significantly, example, I’ll give a family computer but you promise everyday you will have your tutor after class, which he follows.)

Participant (E,M) commented, *“Naniniwala kami sa reward sytem, kasi kasama po iyan sa pagpapalaki ng anak. Make sure naexplain sa kanila na hindi iyon suhol. Gagawin mo lang yung best dahil pinagbuti naman nila, insperasyon iyon sa kanila.”* (I believe in reward system, that’s part of raising children. Just make it sure that they understand that it is not bribery. Reward when they do their best, because they strive for their best and this serve as an insperation.)

Participant (J,F) stated, *“Si Zion perfect sya sa test niya. Achivement test and best in friend ship. Mommy gusto ko po ng toy. Hindi naman masyadong mahal.”* (Zion had perfect score in achievement test and best in friendship. Zion asked, Mommy I like a toy. But it’s not very expensive).

Subtheme 2. Negative reinforcement. Based from the theory of Skinner (1953), negative reinforcement is sometimes confused with punishment. Negative reinforcement is removing an aversive stimulus to enhance a behavior. It can be removing unpleasant factor that can result to pleasant feelings. For instance, Participant (B,F) stated that, *“I always believe that discipline is needed lalo na pag lalaki yung anak mo and teenager na yung anak mo. Jazzer is nine and Julia is seventeen, I guess, thats the way to get their attention. Tapos tangalin mo lahat ang gadgets sa kanila.”* (I always believe that discipline is needed, especially if your child is a boy and he’s already a teenager, Jazzer is 9 and Julia is seventeen, I guess that’s the way to get their attention. Then remove all their gadgets).

Subtheme 3. Punishment. Parental discipline plays a very important role in parenting. Most of the participants were consistent and firm in their belief that spanking when used appropriately is an effective tool in disciplining a child.

Based on the interviews, parents always equate punishment to spanking. Out of the eighteen, participants in this study, fifteen participants believed and claimed the saying, “spare the rod, spoil the child”. Therefore, parents use spanking as an acceptable tool and technique to discipline their children regardless of the kind of SES they are categorized into, whether upper, middle and lower.

The technique of spanking with the rod of correction is very popular among parents of Evangelical Churches much as they claim that it is a way of showing their love for their children, which means that they spank to correct their children so that they will grow up to be good persons. The rod is labelled with the biblical verse, “spare the rod spoil the child and I love you and care for you that’s why I discipline you”.

Many Christians use the Biblical admonition “Spare the rod spoil the child.” Bible scholars tell us the rod was a symbol of authority and leadership while the staff or crook was used to gently prod and guide, never for hitting sheeps Nelsen (1996).

Participant (A,M) specifically mentioned,

“Yon ang inaaavoid ko pag ka ako ginagawa una ko sa bahay nasusunod di ba sorry I have to change my style you know these are boys, so seguro ako naman, I have to ease down my anger kasi to give them punishment not because youre angry parang hindi mo na nabibigay yung tamang punishment because you reacted on it Oo it’s a reaction instead of.. usap usap na lang. I threat them instead na paluin mo. Ok na, Pag gising mo sa umaga parang they improved. Oh improved!”

(That is what I avoid, when I want something, first of all, Is it not that I am the one who make the final decision in the house! Sorry, I have to change my style, you see these are boys, so I think I have to ease down my anger, to give them punishment, not because youre angry because it seems you are not giving the right punishment because you reacted on it. Yes it’s a reaction instead of spanking them, it’s ok. When you wake up in the morning they improved).

Research shows that the actual effects of corporal punishment requires drawing a line between punishment abuse which may do harm than good. Research on the actual effects of corporal punishment suggests that corporal punishment can intensify into physical abuse. Research concluded that corporal punishment varies depending on how frequently parents use it, depending on how forcefully parents administer it, and on how emotionally parents stirred up when they do it. The severity of the harsh practices whether they combine it with other techniques

is not an issue but parents whose emotional make up has the tendency to draw the line between discipline and abuse must be cautioned not to attempt to do so (Gershoff, 2002).

Although, during the course of shaping up, being a christian doesn't mean that you don't experience what they call it "character flaws" or weaknesses. Participants who taught their children how to distinguish between right and wrong, admitted spanking their children leaving them with a bruise in the skin. Two participants admitted feeling sorry for what they have done towards their children. Participant (J,F) stated,

"If your sad we will know, if your happy we will know according to. You've got to know me. I want you to know me lets get to know each other para makilala mo ako why I in a certain way, when I talk in a certain way, you know why, when I raise my voice you know why, when I frown you know why, when I turn to be monsteriffic you know why. said, when we go too much, like ako personally, when I go beyond, yung anger ko nag coupled doon sa palo masakit kasi talaga yon sometimes kung saan mo tinatamaan pag sobrang galit, before sila matulog pinaguusapan namin, (like me personally, when I go beyond my anger, it is coupled with a lot of spanking, it really hurts, sometimes I hit them on any parts of their body because of so much anger, and before they sleep we really talk about it). I talk to them a lot because I dont like what I saw. What started before doing it? I don't like what I did I don't like what I did to you, but I didn't appreciate what you did so I spank you mag aapologize ako sa kanila. We have to learn to apologize, Because nasaktan sila (I will apologize to them because they were hurt.)"

Gershoff (2002) found a strong association between corporal punishment and all eleven child behavior and experiences. Of the eleven relationships, ten were negative with worsened child aggression and antisocial behavior. The single desirable association was between corporal punishment and increased immediate submission on the part of the child.

Another participant believed that children when they make mistakes must be spanked to correct them. Participant (J,F) stated,

“Pag may ginawang masama pag tinawag ko sila ng buong pangalan alam nila na galit na ako sa kanila, nanahimik na sila, takot lang po pa minsan lang po pag napupuno ano po minsan po, Hindi naman po gaanong malakas, kasi nagagalit ang daddy nila pag namamalo ako, limang beses po ng tsinelas. One time po si Zi, kumuha sya ng pera sa wallet ko ng hindi ko alam, napalo ko talaga sya. Isa lang naman.”

(When my kids have done something wrong, I call them by their full name, they know that I am already angry, then they keep quiet. They are afraid when I'm angry and sometimes I spank them not really hard because their Daddy will get angry if I spank them hard. So, I spank them for five times with a slipper. One time Zi, got money from my wallet without me knowing it, i spanked him really, only one.)

According to Glasser (1999), every action has a consequence whether good or bad and parents should learn to discipline with the balance of love and discipline. Participants claimed that parents must build and establish the consequence of wrong doings “you reap what you sow.”

Participant (E,M) stated,

“First of all naniniwala ako sa pamamalo, naniniwala talaga ako minsan, dapat minsan, lang patikimin mo sila, ng palo para malaman nila na mali ang ginawa same thing parang vice versa doon sa pag may ginawa kang mabuti may reward ka pag may ginawa ka naman na mali may palo ka. Same sa principle ng bible. Kaya naniniwala ako sa palo.” (First of all, I believe in spanking, I believe that sometimes we have to let them taste the pain of getting spanking to make them realize their mistakes. Same thing it’s like vice versa, if they have done good things, you will be rewarded but if you have done bad things, then you get a spanking).

Participant (V,F) stated,

“Ako namamalo ako talaga pero parang ineexplain namin di naman sa kanila bakit namin ginagawa , pero as much as possible hindi naman to the point nasobrang mamalo,basta instil sa kanila pag ginawa nila ang mali pwedeng mangyari ito, spare a rod spoil a child. Kaya napalo ko sya, inexplain ko sa kanya hindi maganda ang yung nagiging effect sa inyo ng gadget. Pwes, Itatago ko na ito hindi nyo na pwedeng gamitin pagka may school mas maganda na lang na mag-aral na lang talaga kayo, tulog kayo, tv lang, Pero gadget, hindi na.”

(I really spank, but we explain why we spank them, but as much as possible not to the point of hurting them, but to instill to them that if they have done wrong, they get spanking, to spare the rod spoil the child. I explain to them that the reason why

spank them is because the effects of the gadgets are not good. So I'm going to keep the gadgets, you can only watch television but gadgets no more.)

Reprimanding the child helps the child understand which behavior the parents disapprove and why. The use of reprimands show respect of the ability of the child to understand the reason why parents disapprove the child's behavior (Wycoff & Unell, 2016). Keep oneself under control, a display of aggression such as spanking, yelling, slapping or threatening when you are angry or upset with your child only teaches that aggression is right. Showing self-control when the child gets out of control models positive behavior and teach the child the right thing to do.

Eight participants stated that their children were reprimanded when they do something against the rule that their parents have set.

For instance, participant (N,F) cordially responded saying,

"Yes po, kasi may rules and regulations kami sa bahay lalo na sa husband ko, kasi wala siya, habang wala pa si papa nila, so iyon syempre before that pinagsasabihan ko sila ito mali ito, ang bagay na ito, ito ang tama. Pag nagawa ninyo ang mali may punishment, so pag nagawa nila yon, punish agad sila tapos kakausapin ko sila bakit pinapunish ni mama. Alam nyo bang dahilan, 'bakit' Alam nila, kasi sinabi ko sa kanila before hand. Kaya po ganoon. Doon po sa mga parts na hindi masyadong, kung бага nasasaktan, ang tawag doon, brutal ba, o whatever."

(Yes, because we have house rules and regulations, especially, for my husband, because he is always out of the country, when their father is not home with us, of course, I always remind them what is wrong and what is right. If you have done

wrong there is punishment, so after getting punished, I will talk to them why Mama punished them. They know why because they know it before hand).

One participant stated that taking away privileges after an unacceptable behavior is more effective than verbal abuse, spanking, kutos, pinch and eye rolling. She believes that her discipline strategies were not effective to her two children. She emphasized that spanking is really needed especially for young boys. Participant (B,F) replied,

“Yes of course palagi ano like, verbal abuse palagi ko silang binubungangaan. Pero yon iyon lang palagi nagbubunga. Spanking is needed, especially pag lalaki yung anak mo and teenager na yung anak mo, I guess, that’s the way to get their attention. Tapos tangalin mo lahat ng gadgets sa kanila. Now, no more hindi na parang mga kutus kutus na lang kurot ganoon, eyes rolling ganoon.” (Then, remove all the gadgets to them. Now, no more, it seems everything is no longer working on them, kutus, kutus, pinch, eyes rolling, like that.) *“It’s not effective. Spoiled sa grandparents ang mga anak ko.”* (My children are spoiled to their grandparents).

Corporal punishment continues to be one of the common discipline strategies in the Philippines and considered moderately normative and positively associated with aggression, anxiety, stressful contexts like dangerous neighborhood and poverty (Ochoa & Torre, 2016).

Firmness means using appropriate parenting principles with confidence and kindness means maintaining dignity and respect for yourself and your child using the effective parenting principles. Dictatorial power (firmness without kindness) invites children to defy and rebel. Firmness with kindness guides children to cooperate and learn boundaries while making them feel

secured (Nelsen, 1996). Participant (C,M) stated *“We had a conclusion that spanking or corporal punishment is an effective way of discipline to a child but to a certain point, children need to experience, not really corporal punishment but they needed ah, to experience, sort of the consequence of their actions while they’re still small because they are still limited so we need to let them experience the consequence of their actions without necessarily inflicting wounds or mga mga sakit na hindi nila kaya (pains they cannot bear). So we concluded, that early on they have to experience that everytime we discipline them using a little pain, we explain to them that whenever you don’t follow rules and regulations and you don’t follow what we tell you, if you make that pattern in life, when you grow older and you don’t follow rules, greater pains you will experience. Sometimes we just uttered, Bakit ang tigas tigas ng ulo mo? (Why are you so hardheaded?) So we always explain that to them so when we discipline them there’s no difference, there is always the intention, of teaching them but sometimes of course you are emotionally, and we spank them, we always explain to them afterwards why we spank. And that is very effective.”*

Strategies in parental discipline to many Asian families especially here in the Philippines continue to use corporal punishment particularly spanking children. Parents were more likely to use spanking or other termed it as harsh methods among young children when verbal reminders were no longer sufficient and when child misbehave severely. This report was corroborated by the report on children with ages seven to nine year old which mentioned that spanking was more used by parents in disciplining their children than other age group (Ochoa, 2014).

Ten participants claimed that the appropriate age of a child that can be spanked is three years old when the child can already walk well. Participant (G,F) stated,

“So a certain point in their life we stopped using a little pain, as a form of discipline to them. Well, all of them experience discipline, spanking, but on particular age level, when they can already reason out and we can already explain to them. So we stopped that kind of discipline because they already understood, that it is important for them to obey rules, because of that, the larger the world later on they might experience much greater pains and that is learning experience for them.”

“We can now instruct them of what to do, once they start walking training them perhaps, hindi naman masakit talaga, trying to mold them properly, punishment is more of pag may ginawa kang mali, may element of hatred yon, and that is different from what we believe in.”

(We can now instruct them of what to do, once they start walking training them perhaps, spanking not really painful, but just trying to mold them properly, punishment is if you have done something wrong, because punishment has element of hatred which is different from what we believe in).

Corporal punishment gives a negative feeling to three participants. Contrary to the belief of the other participants, (D,M) mentioned, *“Hindi ako namamalo pangaral lang. Minsan lang, nung maliit pa sila.”* Participant (D,M), uttered, *“Kapag sila ay nakagagawa ng pagkakamali, pinapalo ko sila ng medyo bata pa sila. Pinapaliwanag ko kung bakit ko sila pinapalo.”* (I don’t really spank children, I only give advices, sometimes when they were still small.) Participant (D,M) uttered, *“When they make mistakes, I spank them, when they were still young.*

For instance, participants (D,M) and (W,F) do not believe in spanking. Their technique in discipline was effective based from the observation of the majority of the people in the community. They were saying that their children were respectful and obedient to their parents. Participant (W,F) uttered, *“Kinakausap ko sila kapag sila ay nagkakamali. Tinatanong ko sila kung tama ba ang kanilang ginawa at kung yon ba ang dapat pang ulitin kung yon ay mali.”* Participant (D,M) replied, *“Namamalo po ako hard minsan sa kanila. Konti lang, para maramdaman nila nuong mga maliliit pa sila.”* (I talked to them everytime they make mistakes. I ask them if what they have done is right, and do they need to do it again if that is wrong).

Filipino parents see themselves as accountable for failures for the parent-child relationships (Alampay and Jocson, 2011). Three participants don't believe in spanking their children as a means of correction. Some participants believe that children learn from their mistakes and settle the problem by talking about the problem. Participant (A,F), mentioned, *“Minsan, magdisrespect sila. Hindi ko sila pagagalitan, Sabihin ko lang na mali ang kanilang ginawa at huwag nang ulitin ito.”* (Sometimes they disrespect, I don't scold them. I just told them that what they did was wrong). Participant (P,M) commented that, *“Dapat pinapalo ko din in a loving way na hindi as in parusa, dahil may ginawa, pinapaalala na mali ang kanilang ginawa, so that they continue to grow yung kanilang nagawang mali hindi na nila uulitin.”* (It's a must that children need to be spanked in a loving way, not really punishing with hard punishment because they have done wrong, but a punishment, only to remind them, that what they have done is wrong, so that they will not make the same mistake).

Participant (D,M) answered, *“Hindi ako namamalo pangaral lang. Minsan lang, nung maliit pa sila. Kapag sila ay nakagagawa ng pagkakamali, pinapalo ko sila ng medyo bata pa*

silá. Pinapaliwanag ko kung bakit ko sila pinapalo.” (I don’t spank, I only advice, sometimes when they were still little, when they have done wrong, I spank when they were still younger. Then, I explained to them why spank them).

For instance, participant (W,F), does not believe in spanking. Participant (W,F) uttered, *“Kinakausap ko sila kapag sila ay nagkakamali. Tinatanong ko sila kung tama ba ang kanilang ginawa at kung yon ba ang dapat pang ulitin kung yon ay mali.”* Participant (D,M) replied, *“Namamalo po ako minsan sa kanila. Konti lang, para maramdaman nila.”* (I talked to them when make they mistakes. I asked them if what they did is wrong and if it is wrong, do they have to make this same mistakes again).

Subtheme 4. Modelling. According to Wendy (2011), modelling is the process of teaching by example. It affects the behavior far more than telling their children what to do. Participants claimed that parents must set a good example to their own children to be credible in teaching their children. They say that children learn the virtue of respect by giving their children equal respect and showing them the essence of love for them to learn how to love. Children learn by how their parents live. One participant (C,M) remembered living a very simple life and seeing their parents’ living a simple life. Consequently, their children were also trained to live a simple life. Participant (C,M) stated, *“That we seldom go out because of financial constraint. Being a son of a pastor, we were trained to live within our means, for that reason, I trained my children that same concept not to focus on material thing but every time we need to celebrate, they see to it that the celebration is simple, and for the whole family.”*

Participant (P,M) commented that, *“dapat pinapalo ko din in a loving way na hindi as in parusa, dahil may ginawa, pinapaalala na mali ang kanilang ginawa, so that they continue to*

grow yung kanilang nagawang mali hindi na nila uulitin.” (It is really needed that children have to be spanked in a loving way, not really punishing with hard punishment because they have wrong but a kind of punishment, but only to remind them, that they have done wrong, so that they will not make the same mistakes again).

Subtheme 5. Family bonding. Be present and pay undivided attention to your child (Wyncoff & Unell, 2016). Activities like watching a movie, listening to music, reading, singing, talking about your day, describing your child’s activities with her, going on outings, playing outside and many activities that may improve the interactions between parent and child.

All participants of different classes of SES, upper, middle, and lower, were sensitive about the importance of family bondings. According to them, parents must invest time in their families. Parents should have more time with their children, attend school activities, allow their children to share experiences about their friends, do things that would encourage parents and children to know each other fully well and understand their body language. Participants narrated how they value family bonding even with limited resources. Even sharing experiences while walking around the community early in the morning or late in the afternoon as the sun goes down.

All participants shared many personal experiences, emphasizing the importance of family bonding as they responded to the interview. Participant (A,F) replied, *“We always find quality time together as a family especially during vacation, because that’s the only time together as a family. We play games like, board games and a lot more games that involves all members of the family.”*

Participant (J, F) stated, *“Pag ano po pag hindi busy si daddy nila lalabas po pupuntang mall, pg may pasok dyan lang sa bahay. Nagkukulitan silang magdaddy naglalaro lang.”* (If

their daddy is not busy, we go to mall, if there is work, we just stay in the house. They just play around).

Another participant (B, F) stated, *“Family bondings recently oo we have to, because it’s just the three of us eh, we make it a point, like you know ano sleeping together at night, eating in the restaurant or watching movies, at least once a month and yung social obligation namin to go to my parent’s house every weekend yon.”* (Our social obligation to go to my parent’s house that’s every weekend)

Participants were contented living a simple life, even by just being together as a family, having dinner in a nearby restaurant which they considered full of fun. Dinner time for almost all the participants was very important, meaning that they should eat together if not all the time at least at dinner time. Participant (A,F) answered, *“Meron kaming madalas puntahan dito sa malapit sa bahay.punta kami doon sabay sabay after that we have dinner. Wala naman silang ibang sinasamahan, kami lang naman talaga after church kami lang, naman so we go home together , yon either nanood kami ng movie.”* (We often go to a place near our house, together all of us go there at the same time after that we eat dinner. They don’t go out with other people, they only go out with us, after church service we go home together, we either watch a movie).

Another participant (K,M)) commented,

“Dati sa Makati bihira silang maiwan bahay mamasyal magmall palagi po yung family bonding. Everyday, bihirang bihira mangyari kumain kami ng hiwahiwalay family bonding namin yan pagkain, family bonding namin ang panonood ng pelikula family bonding namin ang devotion, tapos bihira mo kaming paghiwalay then, we treasure being together.” (Here in Makati, seldom they are

left in the house, we go around ,we always go to the mall often the family bonding. Everyday, very seldom that we don't eat together eating is our family bonding, our family bonding is watching movies our family bonding is our devotion, then seldom that we go separately, we treasure being together).

Another participant (N,F) stated, *"If possible, during our available free days, we usually go out and eat in our favorite food park here in Pasig. If we don't feel like going out we just order pizza or other food then play board games at home. I want to make children's memories forever happy,that's why I find time to mingle with them since my husband is working abroad."*

Participants stressed family solidarity, (M,F) narrated, *"Pag kumpleto kami tuwing araw ng Saturday and Sunday. Pag kumpleto kami sabay sabay kami kumain."* (If the family is complete every Saturday and Sunday, if the family is complete we eat together).

Participants were very expressive of their feelings toward their children. Participants value so much family unity and togetherness putting their family their first and top priority. Participant (C, F) replied,

"Saying before I came here in Manila, there in Dumaguete City. I have much time with my family, so we opted for a smaller church and so I was assigned in a small church and we have a lot of time together. I also begun, after a term in the church, I studied in a seminary to be a pastor and we really have time together because of that. We make it a point to spend a lot of time together, so we eat out, talk together, even watch movies together. The problem came, when I was assigned here in

Manila, for one year, I was here by myself and my family in Dumaguete, fortunately after one year, they that we also have bonding time together with our two kids and my wife. But, we miss our eldest son, he's in Dumaguete City with my parents. It's a struggle, the kind of life we have here, but hopefully as much as possible, we will have more time together."

According to Nelsen (1996), if she has to choose one effective parenting tool it would be family meetings because many problems can be solved such as problem solving skills, communications skills cooperation, mutual respect, creativity, brain storming skills, responsibility, expression of taking, how to have fun as family using mistakes as wonderful opportunities to learn and develop family closeness.

It is important to encourage our children by showing the kind of love that conveys to children that they are good enough the way they are. Assuring their children that there is always a room for improvements and they can always do better the next time around.

Chapter 4

Summary, Conclusion and Recommendations

This chapter presents the summary, conclusion and recommendations.

Summary of the Findings

This study was conducted to determine the parenting practices and parenting discipline strategies of the selected parents of Evangelical Christian Churches in Metro Manila. The researcher developed questions for semi-structured interview and administered to eighteen (18) participants.

The selected parents were loving and appreciative of their children, resilient and patient, responsive but impractical, liberal to their children, adapt the parenting practices of their parents, attentive but impatient to their children, active in building the character of their children, religious, and practice firm, consistent, and open communication.

Results revealed that Socio Economic Status (SES) was not an advantage neither a disadvantage for a good or poor parenting. Regardless of Socio Economic Status (SES), the majority of the selected parents, fourteen out of eighteen parents, practice spanking, shouting, verbal abuse, threats, deprivation, pinching as a form of discipline. Corporal Punishment is still considered to be the popular discipline practice of the Filipino parents and they perceived it to be normative and effective discipline practice, particularly spanking. Four parents do not believe in corporal punishment and use alternative discipline strategies such as modelling, lecturing, and open communication.

The results of the interviews proved that corporal punishment particularly spanking children is still perceived as the most popular parenting discipline strategy among the participants. As it was mentioned earlier, parents were more likely to use corporal punishment which others considered as harsh methods to young children if verbal reminders were no longer sufficient and when the child misbehave severely. The belief of the 12 participants as they narrated in this study was that children when they misbehave should be spanked as early as a child can manage to walk and understand as a form of discipline.

Results revealed that Filipino parents practice all kinds of parenting styles such as authoritarian, authoritative, permissive and rejecting-neglecting parenting. Apparently, some parents adapt the parenting style of their own parents. The participants remembered that they had been spanked by their own parents as a form of discipline when they were still small children, and this practice of parental discipline such as spanking, shouting and threats were continued by them when they became parents themselves.

Out of eighteen participants, fourteen parents revealed that they spank their children with good intention and not to traumatize the child. Their intention was for the best interest of the child that they will become good individuals. The belief that little spanking with the combination of good communication is really effective when correcting the behavior of the child.

According to these parents, the effective parenting discipline is still the traditional way which they termed as “old school”. They believe that spanking children is very acceptable as long they do not cross the line towards abuse. Only four parents did not agree with using corporal punishment and verbal abuse. They insisted that good communication between a parent and a child without spanking is a very effective parenting practice.

Conclusion

Based on the findings of this study, corporal punishment is still the most popular discipline strategy among the parents of Evangelical Christian groups. Corporal punishment such as spanking is acceptable if applied with moderation and combined with firm, consistent and open communication between a parent and a child.

The selected parents believe that spanking children as a form of discipline is the last resort to correct children when nothing else works. The participants believe that what they do is always for the best interest of their children.

Apparently, parents still use the traditional practice of disciplining their children with a combination of slight spanking and firm and open communication which they perceive as effective strategies in parenting discipline.

Limitations of the Study

The fathers were busy with their jobs, therefore they could not make themselves always available for the interview. The fathers and mothers in the upper and the middle class had a hard time setting the time for the interview since the participants were busy with their work. Since the participants were asked to recall their experiences with their parenting discipline strategies, there was a question of accuracy to recall the details of their experiences. Participants sometimes unknowingly gave an idealistic description about their children and how they raised their children.

Despite the limited time in the interview, insights taken from different participants validated the personal experiences and the insights that derived from those experiences through the in-depth interview and the keen observation done by the researcher.

Recommendations

In the light of the findings of this study, the following recommendations were made:

1. Further research on the parenting strategies of discipline should be given focus to be able to evaluate the effectiveness of the present activities regarding discipline to eliminate physical abuse and to create a positive atmosphere for the whole family.
2. Develop more creative and interesting activities that encourage building trusting relationship for parents and child that will motivate them to open up their hearts which is the key in counseling and identify their problems and learn how to cope up with their problems.
3. Invite local government officials, religious groups, and reliable speakers that will inspire and teach parents effective discipline strategies for effective management of maladaptive behavior and effective parenting which will also be a strong preventive measures for the maltreatment of children.
4. Initiate special projects that are related with the government projects like the 4 P's in terms of providing Guidance and Counseling through (DSWD) Department of Social Welfare and Development, and the (monthly family development session) for the poverty alleviation program of the government which started from former presidents Gloria Arroyo and Noynoy Aquino and now with President Rodrigo Duterte.

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APPENDICES

APPENDIX A

Informed Consent

I consent to serve as a participant in this research investigation entitled “Development of Community Counselling Activities for Effective Parenting” . It has been explained to me that this study aims to develop community counselling activities for effective parenting.

The nature and general purpose of this study has been explained to me by the researcher Evangeline C. Miguel.

I understand that, this participation is completely voluntary and that I have always the right to withdraw from the study at any time. If I decide not to participate, there will not be any negative consequences on my part. If I decide to participate at anytime I may not answer any specific question that I wish not to answer. If I decide to participate, an interview would be arranged at a time and place of my convenience. I understand that this interview will last from thirty to sixty minutes.

I understand that the informations taken from every participant will be kept private and confidential. No funds will be solicited and no commitment of any kind will be asked regarding this interview. I understand that the names of every participant will never be used on any publications that describe the research.

I understand that I would be asked on opinions and perspective on issues concerning parental behavior and parental strategies of discipline. Nothing in the final report will be personally attributed on my part.

I understand that this is a personal research for academic purposes to be utilized for the study. I believe that reasonable safeguards have been taken to minimize both the known and personally unknown risks

By signing this form, I am attesting that I have read and understand the information above and freely give my consent to participate in this study.

Research Participant (Printed Name and Signature)

Date:

APPENDIX B

Guide Questions for Interview

1. How do you define parenting? Ano ang ibig sabihin ng pagiging magulang?
2. What is the role of the parents in the life of their children? Ano ang ginagampanan ng isang magulang sa kanyang anak?
3. What are the views of the parents concerning the needs of their children? Ano ang dapat gawin ng isang magulang sa mga pangangailangan ng isang anak?
4. Do you have family bonding? Mayroon ba kayong family bonding?
5. What is your perceptions on reward system?
6. What is your perception on punishment? Ano ang parusa?
7. Do you spank your children when they make mistakes? Namamalo ba kayo pag may ginawang masama ang iyong anak?
8. Do you think spanking children when they make mistakes is effective? Epektibo ba ang pamamalo ng anak?
9. How do you teach your children that the behavior is wrong? Paano mo ituturo sa iyong mga anak na mali ang kanyang pag-uugali?
10. How do you teach your children the right behavior? Paano mo ituturo sa iyong mga anak ang tamang pag-uugali?
11. Can you discipline your children without spanking or shouting? Maari mo bang madisiplina ang iyong anak ng hindi ka mamamalo o maninigaw?
12. Do you think your children can understand your point when you try to discipline them? Sa palagay mo ba naiintindihan ka ng iyong anak kapag dinidisciplina mo siya?

APPENDIX C

Matrix of the Proposed Community Counseling Activities for Effective Parenting

Objectives	Activity	Materials	Expected Outcome	Time Frame
1. To develop interpersonal relationships with other parents.	Getting to know you. Memory	Name tag	Parents develop their relationship with other parents.	2 hours
2. To develop knowledge about parenting discipline strategies	Parenting Discussions	Notebook and pen	Parents develop the knowledge of effective parenting practices and discipline.	2 hours
3. To encourage positive attitude for parents despite adversity.	Positive parenting group chat Building positive attitude	Cellphone	Parents learn to be aware of the community in which they live.	2 hours
4. To improve how to take care of the health of the children.	Parents meeting Caring, loving, friendship	Bring any snacks to share with other parents.	Parents learn to be friendly and concern not only to their own children but also to other children.	2 hours
5. To promote group support among parents.	Parent to parent group support Verbal give and take		Parents are confident that they can get help when problem arises.	As long as the parents involve are willing and available.
6. To develop communication between parent and child	Family Jamming (Fam-Jam) Communication		Parent and child enjoy communicating with each other. In a park or along the neighborhood with other families.	8am to 11am.
7. To improve listening skills	Name the Tune Parent and child alternately, guess and listen to the tune that they hum. Listening		Parent and child learn to listen to one another	In the evening after dinner.
8. To encourage orderliness.	Tidy, Tidy, Tidy Up. Orderliness		Parent and child help one another in cleaning the house and putting everything in order.	Preferably on Sundays, the whole day when all the family members are in the house.
9. To improve strength, instincts and reflexes.	Hide and Seek. Alertness		Parent and child enjoy playing.	Saturday morning or Sunday morning In a park where safety is secured.
10. To stir up the curiosity	What am I. Guess the animal or thing described. Curiosity and memory		Family enjoy guessing and describing animals and things	Saturday or Sunday, any time the members of the family are all available. Any place, in the sala of the house or in the garden.

APPENDIX D

Demographic Profile of the Participant Form

Name		
Age		
Gender		
Address		
Phone		
Marital Status		
Number of children	Girls	Boys
Ages of children		
Educational Attainment		
Elementary		
High School		
College		
Graduate Studies if any		
Employment (at present)		
Other source of income: business, goverment support, etc.		
(Optional) put a check a. If your monthly income is between 10k to 30k. b. 40k-70k c. 70k-100k		

APPENDIX E

Curriculum Vitae of the Researcher

EVANGELINE CAMARILLO MIGUEL

Email Address gelinmiguel@yahoo.com

EDUCATION

Master in Education Major in Guidance and Counseling	Philippine Normal University 2008-2019
Certificate in Pastoral Ministry	Asian Theological Seminary 2010
Piano	Laperal Music Academy 1974-1978
Bachelor of Science in Education Major in Music, Minor in English	Philippine Normal College 1971-1975

ACHIVEMENTS

Bible Study Teacher	Barangay 605 Barangay 615 2008 up to present
Piano Teacher	2008 up to present
Counseling Ministry and Prayer Leader	UCCP Cosmopolitan Church, Manila 1994-2001
Choir Conductress	UCCP Sea Breeze, Cavite City 2002-2003
Children's Choir Conductress	United Church of Christ in the Philippines 1995-1998
Music Teacher	Manila Science High School 1996-1998
Music, Arts, P.E., English, Economics Teacher	International Christian Academy 1988-1989
Prayer and Counseling Leader	Graceworks Church 2009 – present



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