

A MIXED-METHODS FILIPINO PARENTING EDUCATION PROJECT
TOWARDS EVIDENCE-BASED PRACTICE

BY

EVELYN RAMOS-PAJARON

A Dissertation Presented to

The Faculty of Asia-Pacific Nazarene Theological Seminary

In partnership with Asia Graduate School of Theology

In Partial Fulfillment of the Requirements for the Degree

PhD in Holistic Child Development

May 2019

ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY
IN PARTNERSHIP WITH THE ASIA GRADUATE SCHOOL OF THEOLOGY

WE HEREBY APPROVE THE DISSERTATION

SUBMITTED BY

EVELYN RAMOS-PAJARON

ENTITLED

A MIXED-METHODS FILIPINO PARENTING EDUCATION PROJECT

TOWARDS EVIDENCE-BASED PRACTICE

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

PHD IN HOLISTIC CHILD DEVELOPMENT

Dr. Lee Wanak
Dissertation Advisor _____
Date

Dr. Nativity Petallar
Program Director _____
Date

Dr. Catherine Stonehouse
Faculty Reader _____
Date

Dr. Julie Bustamante
External Reader _____
Date

Dr. Romerlito Macalinao
AGST Philippine Dean: _____
Date

Dr. Dick Eugenio
APNTS Academic Dean _____
Date

Dr. Bruce Oldham
APNTS President _____
Date

ABSTRACT

Parental beliefs and practices have influence and deep impact on children's identity, development and outcomes. In view of this, parent education programs have become significant endeavors in developed countries to intervene and support families, especially those at risk. These parenting programs have become evidence-based with repeated randomized controlled studies that showed effectiveness. Parenting realities in the country and the absence of evidence-based parenting programs to date show the necessity and importance of a Filipino parenting education program that meet standards to show effectiveness.

This mixed-methods study employing randomized controlled trial (RCT) and quasi-experimental research (nonRCT) examined the effectiveness of a parenting curriculum named P^{4S} (pronounced Pforce, *Pagsasanay sa Pagiging-magulang tungo sa Pinagpalang Pamilya*) in bringing about transformation in perspectives and practice of parents in two public schools in Quezon City, Philippines. The P^{4S} curriculum was developed after a literature review of (a) research made from year 2000 onwards on Filipino parenting studies to identify needs and issues; (b) biblical and theological perspectives on these identified needs and issues; and (c) lessons learned from effective evidence-based parenting programs. Using the transformative learning framework, the research-based curriculum had a pilot study in two public schools. The RCT results of the experimental group ($N_E = 56$, where only 38 attended P^{4S}) indicated improvement from pre- to posttest in terms of parental consistency, coercive parenting, positive encouragement, parental teamwork, and religious well-being but the change was not

significant enough. There was only significant improvement in terms of parental adjustment and family relationships. The nonRCT results ($n_e = 52$), which included all program attenders, rejected the null hypothesis on all the variables except for RWB. When both RCT and nonRCT groups were combined ($N = 108$), thereby increasing the samples of those who actually went through the parenting program, significant effect was evident on the variables that were targeted. Increasing sample size showed evidence of significant effects on the variables being studied except for the RWB. One possible explanation for the RWB results could be the innate religiosity and spirituality of Filipinos. The questions regarding belief in God's love and care and relationship with God are accepted beliefs common among Filipinos, thereby registering high scores already even at pretest and not much change at posttest.

The qualitative data where 82.1% of the program's attendance in the RCT classes ($N = 32$) were included in the interviews and triangulated by the children's FGD ($n = 26$) showed effectiveness of the intervention. Parents shared the following changes: (1) talking calmly (90.6%) with their children; (2) refraining from spanking and saying curses (65.6%) and practicing self-control and patience (56.3%); (3) spending time to play (43.8%) and bond with their children (40.6%); (4) giving more praise (68.8%) and rewards (25%); and (6) indicating a deepening trust in God and specifically saying that Christ should be at the center of all they do (71.9%). As participants shared with their family the P^{4S} lessons and applied them in their lives, more cooperation and partnership between spouses were taking place (65.6%). The family members felt happier (81.2%), were showing more affection to each other (71.3%), communicating more (53.12%), and they felt closer as a family (43.8%).

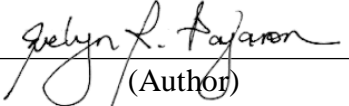
Key recommendations included: A follow-up study on changing the Religious Well-being (RWB) instrument to suit the specific changes P^{4S} program is trying to address; a quasi-experimental study of the P^{4S} program in a barangay composed of informal settlers to see if community transformation is possible; and a multiple case study on best practices in biblical parenting among selected pastors' families.

COPYRIGHT STATEMENT

- (1) The author of this thesis (including any appendices) owns any copyright in it (the “Copyright”) and she has given Asia-Pacific Nazarene Theological Seminary the right to use such Copyright for any administrative, promotional, educational and/or teaching purposes.
- (2) Only the abstract page of this dissertation may be physically reproduced without prior permission. While a full digital copy of the dissertation may be accessed and downloaded through the APNTS Institutional Repository, printing of the PDF in full or in extracts will be upon the written approval of the writer or the librarian of the Sue Fox Library of APNTS.
- (3) The ownership of any patents, designs, trademarks and any all other intellectual property rights except for the Copyright (“the Intellectual Property Rights”), which may be described in this dissertation, may not be owned by the author and may be owned by third parties. Such Intellectual Property Rights and Reproductions cannot and must not be made available for use without the prior permission of the owner(s) of the relevant Intellectual Property Rights and/or Reproductions.
- (4) Digital copy of RA 8293 Part IV containing further information on the conditions under which disclosure, publication, and exploitation of original scholarly works such as this dissertation, the Copyright and Intellectual Property Rights, may be obtained upon an email request to library@apnts.edu.ph, the official email address of the APNTS Sue Fox Library.

DECLARATION

No portion of the work referred to in the dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.



(Author)

April 18, 2019
Date

ACADEMIC INTEGRITY COMMITMENT

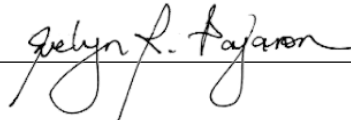
As a child of God and a servant of Christ's church, I recognize the importance of academic honesty and integrity in all of the work I undertake as part of my studies. I pledge myself to uphold the highest standards of integrity in my work. As part of this pledge, I will submit only those papers that I myself have written and that give clear and appropriate citations for all the sources I have used in their preparation. I also understand that allowing another student to copy my work constitutes academic dishonesty on my own part as well as that of the other student.

I have read the description of plagiarism contained in the PhD Catalog. I understand the consequences of engaging in plagiarism or other forms of academic dishonesty and I agree to be bound by these descriptions and understandings.

EVELYN RAMOS-PAJARON

Print Name

Signature



April 18, 2019

Date

ACKNOWLEDGEMENTS

All praise and honor belong to the Lord Jesus Christ for leading, guiding, giving wisdom, inspiring, and working in the participants of this pilot project. My heart is full to hear of his transforming work in the lives of all of us who participated in this research project.

To my husband, Teody, who pushed me to take the step of faith to pursue PhD studies, who supported me all the way, and even learned to cook and do all the household duties when needed so I could finish my dissertation, my deep love and thanks for cherishing me. Thank you for believing in me and allowing me to grow to the fullest. To my growing family, Daniel and Charissa and their lovely children, to Hesedel and Tess and their soon coming bundle of joy, I am grateful for your prayers, encouragement and the grounded experience of parenting that convinced me of the wisdom of God's ways.

To my FamilyLife team of facilitators who brainstormed, worked hard, facilitated, and did all the extra work to make the project successful and are committed to continue the process, I am grateful to God for calling you as co-laborers! I could not have done this without you! Special mention goes to Rey and Grace Tonsay and Sarex and Grace Benwag who headed and facilitated the TSES and GSIS Village program. Your hearts and passion to reach families burn so brightly that I have so much hope for the future. I am grateful too for the rest of the team who contributed their ideas to the curriculum, Albert and Marife Palima, Evelyn Bacani, and Jane Fontanos.

To Ms. Teresita Fernandez, Guidance Counselor at Tandang Sora Elementary School who championed FamilyLife and opened doors and came with us to see this project reach other schools and families, we found a gem of a heart and kindred spirit in you! To Dr. Alice F. Masubay and Ma'am Ana Liza F. delos Reyes of GSIS Village Elementary School, thank you so much for welcoming FamilyLife and considering us as your partners to reach and equip parents.

To my dissertation adviser, Dr. Lee Wanak, thank you very much for the helpful feedback, grammar edits, encouragement, and comments to improve and sharpen my dissertation. I am grateful that nothing escaped your eye for details. My deep appreciation to our HCD program director and teacher, Dr. Nativity Petallar, whose cheerful support, encouragement, editorial feedback, and wise guidance made the HCD program excellent and enjoyable.

To the rest of my teachers - Dr. Dan Brewster, Dr. Marcia Bunge, Drs. Romy and Erlinda Caringal, Dr. Robert Donahue, Dr. Phyllis Kilbourn, Dr. Mel Luna, Dr. Ellen Marmon, Dr. Laura Sandidge, Dr. Margaret Scott, Dr. Catherine Stonehouse, Dr. Chiu Eng Tan, Dr. Rosalind Lim-Tan, Dr. Fletcher Tink, and Dr. Keith White - my deep appreciation. You deepened my life and broadened my outlook and ministry with your relevant teaching that were not only academically stimulating and challenging but also

enriched with your practice in your fields of expertise. It was a privilege to have sat under your tutelage.

To my distinguished dissertation panel, AGST Academic Dean Dr. Romerlito Macalinao, APNTS Academic Dean Dr. Dick Eugenio, HCD Program Director Dr. Nativity Petallar, Dissertation Advisor Dr. Lee Wanak, Faculty Reader Dr. Catherine Stonehouse, and External Reader Dr. Julie Bustamante, a big thank you! You gave excellent critique and specific feedback to make this dissertation so much better than what I presented.

Again, THANK YOU LORD! To you alone belong all the glory!

TABLE OF CONTENTS

SIGNATURE PAGE.....	ii
ABSTRACT	iii
COPYRIGHT STATEMENT.....	vi
ACADEMIC INTEGRITY COMMITMENT.....	vii
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF FIGURES	xv
ACRONYMS.....	xvi
CHAPTER I: THE PROBLEM AND ITS BACKGROUND	1
Introduction.....	1
Philippine Realities Highlighting the Need for Parent Education.....	3
FamilyLife Philippines' <i>Pamana</i> Parenting Program	9
Statement of the Problem.....	10
Statement of Purpose	11
Theoretical Framework.....	13
Conceptual Framework.....	15
Significance of the Study	17
Assumptions.....	19
Definition of Terms	19

Scope and Delimitations of the Study	22
Overview of the Dissertation	23
CHAPTER II: REVIEW OF RELATED LITERATURE AND STUDIES	
Parenting and Child-rearing in Philippine Empirical Studies	25
Evidence-Based Parenting Education Programs	53
Essential Biblical and Theological Perspectives on Parenting	59
The P ^{4S} Curriculum Matrix.....	88
CHAPTER III: RESEARCH METHODOLOGY AND PROCEDURES	
Overview	91
Research Methodology	92
Research Design and Instruments.....	93
Field Procedures	101
Methodological Assumptions.....	106
Limitations	107
The Null Hypothesis in Operational Terms	108
Summary of the Study.....	108
CHAPTER IV: ANALYSIS, PRESENTATIONS, AND INTEPRETATION OF DATA	
Samples	110
Analytic Strategy	112
Procedures	113
Analytic Findings.....	116
Interpretation and Discussion of Results.....	124
Summary	141

CHAPTER V: SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings.....	143
Conclusions	145
Recommendations.....	147
APPENDICES	150
A. Major Theoretical Perspectives on Child and Parent Developments Parent-Child Relationships, and Family.....	150
B. Widely Used Evidence Based Parent Education Programs Summary	152
C. The P ^{4S} Curriculum Matrix	157
D. Lessons One to Fourteen	160
E. Letter of Request to Conduct Pilot Project	208
F. Invitation to Participate	209
G. P ^{4S} Parent Profile Survey	210
H. Parenting and Family Adjustment Scales	212
I. Semi-Structured Questionnaire Sheet	216
J. Interview Protocol	217
K. Interview Consent Form	218
L. Focus Group Discussion Consent Form.....	219
M. Focus Group Discussion Protocol and Questions.....	220
N. Research Assistant Agreement.....	222
O. Qualitative Data Preparation and Transcription Protocol.....	224
P. Transcriber's Commitment to Confidentiality Agreement	226
Q. Timeline of Project.....	227

R. Normality Test Histograms of Variables	228
REFERENCE LIST	230
CURRICULUM VITAE	267

LIST OF TABLES

Table

1	Empirical Studies on Parenting Styles Correlated to Different Variables and Their Outcomes	31
2	WorldSAFE Study on Child Discipline Practices in Paco Manila	34
3	Parent and Family Adjustment Scale Scoring	103
4	Parent and Family Adjustment Scale Scoring Key	104
5	Demographic Characteristic of Participants	111
6	Sample Size by Treatment and Completion Status.....	112
7	Tests of Normality	114
8	Parent and Family Adjustment Scale/RWB for RCT	116
9	Parent and Family Adjustment Scale/RWB for nonRCT.....	117
10	Parent and Family Adjustment Scale/RWB for Combined RCT and NonRCT.....	118
11	Evaluation on Topic that Helped Most	143

LIST OF FIGURES

Figure

1	P ^{4S} Filipino Parenting Education Conceptual Framework	16
2	Parenting Styles	27
3	Type of Mixed-Methods Research Design.....	92
4	The P ^{4S} Research Design Process for RCT	95
5	Pre-P ^{4S} Family Condition	120
6	"Changes" as Lessons are Applied.....	121
7	Results of Changes in the Family	122
8	Spiritual Wellbeing	123
9	Parents' Ways to Manage Stress	123

ACRONYMS

AWANA	A Workman Not Ashamed
CLHNS	Cebu Longitudinal Health and Nutrition Survey
CONSORT	Consolidated Standards of Reporting Trials
CP	Corporal Punishment
DepEd	Department of Education
DSWD	Department of Social Welfare and Development
EBPP	Evidence-Based Parenting Program
ECEP	Early Childhood Enrichment Program
ERPAT	Re-Affirmation of Paternal Abilities Manual
FGD	Focus Group Discussion
FLP	FamilyLife Philippines, Inc.
FPed	Filipino Parenting Education Program
GSIS	GSIS Elementary School
IGSL	International Graduate School of Leadership
ITT	Intention to Treat
MMR	Mixed Methods Research
MOA	Memorandum of Agreement
NCR	National Capital Region
NonRCT	Non-Randomized Controlled Trial
OFW	Overseas Filipino Workers
PAFAS	Parent and Family Adjustment Scales
PEd	Parenting Education
PES	Parent Effectiveness Service
P ^{4S}	<i>Pagsasanay sa Pagiging-magulang tungo sa Pinagpalang Pamilya</i>
4Ps	<i>Pantawid Pamilyang Pilipino Program</i>
RCT	Randomized Controlled Trial
RWB	Religious Well-being Scale
SES	Socioeconomic Status
SWBS	Spiritual Well-being Scale
TL	Transformative Learning
TSES	Tandang Sora Elementary School
UNICEF	United Nations International Children's Emergency Fund
WorldSAFE	World Studies of Abuse in Family Environment
YAFS	Young Adult Fertility Survey