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## Continuity and Change: Childrearing Practices and Values of Filipino Parents in Metropolitan Chicago

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CONTINUITY AND CHANGE: CHILDREARING PRACTICES AND  
VALUES OF FILIPINO PARENTS IN  
METROPOLITAN CHICAGO

by

Heda K. Dimasuay

A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
Master of Arts

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1983



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Finally, my deepest gratitude to my parents, Vicente Dimasuay and Flora Kalaw Dimasuay who gave me the freedom to pursue the field of my choice, even if it meant leaving home temporarily. To them, who gave me trust and so much love, thus enabling me to go on, I dedicate this thesis.

## VITA

The author, Heda K. Dimasuay, is the daughter of Vicente D. Dimasuay and Flora Kalaw Dimasuay. She was born July 7, 1958, in Manila, Philippines.

Her elementary education was obtained at Maquiling school in Los Banos, Laguna. Her secondary education was completed in 1975 at the Philippines Women's University, Manila, Philippines.

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In May, 1979, she became a research assistant for Upland Hydroecology Program--Ford Foundation at the University of the Philippines at Los Banos. While with the program, she was awarded a Ford Foundation Fellowship grant at the University of the Philippines in Los Banos.

In September, 1980, Miss Dimasuay entered Loyola University of Chicago and was granted an assistantship (second semester of school year 1980-81 up to school year 1983), enabling her to complete the Master of Arts in 1983.

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## CHAPTER I

### INTRODUCTION

There are great differences in the ways in which children are reared in different cultures. As one culture comes in contact with another cultural orientation, the variety of adjustment problems gradually becomes a reality. For instance, there is the need to adjust to the language, the food, the many different attitudes and beliefs, customs and practices, etc. of the other culture. The impact of the problems is being experienced more by the ethnic group as they are faced with a powerful mainstream tradition. Both cultures have impact on each other. Just as continuity is possible as a result of cultural persistence (immigrating cultures tend to cling to certain value characteristics of the home culture) so are changes as a result of new challenges and pressures. The demands of American society-- particularly in the urban setting, tend to alter some of the basic traits of the home culture, particularly in the family sphere. Social, economic and technological pressures are significantly felt by the contemporary Filipino family moving into a new culture. Socially, they had to conform to the norms of the society. Economically, there is the demand to be competitive and technologically to keep oneself abreast with the trends in order to function. These and a host of other pressures confront the "new comer."

Between 1940 and the present time, the number of Filipinos in the United States have increased dramatically. As of 1980 (Philippine Con-

sulate of Chicago) there were 774,640 Filipinos spread throughout four states, namely: California 357,492, Hawaii 133,964, Illinois 43,839, and New York 33,456.

With the increasing number of Filipino immigrants in the United States, studies and articles on Philippine values attached to child-rearing in a Philippine setting like those written by Lynch (1973); Hollensteiner (1973); Bulatao (1970-1965); Guthries (1961, 1968); Lim (1968) and Stoodley (1961) have proliferated. However, such studies are limited. There is therefore a need to explore the values and practices attached to childrearing held by Filipino parents not just in the home culture but the new cultural setting of the United States. In this regard, the following questions serve as frames of reference of the study:

1. What American childrearing practices do Filipino parents in the United States choose to adopt?
2. What American childrearing practices do Filipino parents in the United States Choose not to adopt?
3. What Filipino childrearing practices of Filipino parents in the United States choose to maintain?
4. Are Filipino parents in the United States successful in maintaining the ideal Filipino childrearing practices.
5. Based on observations, what childrearing practices are no longer being practiced by Filipino parents in the United States?
6. What could be a possible explanation for the non-observance of such practices?

### Statement of the Problems

1. To determine the childrearing practices held by Filipino parents in the United States.
2. To identify whether the childrearing practices utilized by Filipino parents in the United States are manifestations of continuity of the Filipino traditional way of childrearing or are indications of the filtering in of features relative to childrearing practices and values characteristic of the host culture.

### Objectives of the Study

1. To determine whether the Filipino parents in the United States perceive the manner of childrearing practices of the host culture as being distinct from the home culture.
2. To determine the American childrearing practices Filipino parents in the United States choose to adopt and those which they do not adopt.
3. To determine the traditional Filipino childrearing practices Filipino parents in the United States believe should be maintained.
4. To determine whether the Filipino parents are successful in maintaining the ideal childrearing practices.
5. To determine the possible causes for the non-observance of the desirable traditional Filipino childrearing practices.

### Significance of the Study

1. The study is geared towards gaining a clear perspective of childrearing practices utilized by Filipino parents in the United States, and, in so doing reexamine whatever dominant values will be adopted and whatever combinations of the values the Filipino parents will work out.

2. The study may provide the means to develop a renewed awareness of desirable and appropriate childrearing practices and values that can assist the Filipino parents in bringing to practice a greater depth of understanding towards parent-child relationship in a new culture like the United States.

3. The study aims to provide insights for future research endeavors.

### Subjects and Design

The following steps were followed in the preparation of the research: a preliminary interview, formulation of main questions to serve as framework, formulation of sub-questions specifically for extensive analysis, cross checking purposes and statistical analysis.

To gather relevant impressions from Filipino parents concerning childrearing practices, a preliminary interview was made. Such impressions became the basis for the formulation of main questions to serve as framework and for the formulation of sub-questions specifically for extensive analysis and cross checking purposes (Appendix ). The questionnaire provides two types of questions: open-ended and multiple choice.

The survey is limited in area coverage. It covers Filipino parents in Metropolitan Chicago only. The respondents are Filipino parents raising children in Metropolitan Chicago.

### Subjects

The subjects were (1) Filipino-American children born and/or raised in the United States and (2) Filipino parents, all of them born and raised in the home culture, the Philippines. Through contacts with

friends, socio-civic organizations and university authorities, the help of Filipino parents was solicited. All fifty of the respondents reside in Metropolitan Chicago with five and one as the maximum and minimum number of children per family, respectively.

In the questionnaire, the 50 respondents were instructed to choose only one boy and one girl as the subject of reference if there is more than one boy and girl in the family. If there is only one child, answers were directed to the child's sex accordingly. As a result, 44 boys and 38 girls with a total of 84 children raised in the United States became the total number of children evaluated by 50 respondents, all of who are Filipino professionals. The purpose in having a boy and girl respondent is to identify existing sex role differentiation.

#### Testing Procedure

1. A preliminary interview and observations were made by the researcher.
2. Questionnaires were sent out to Filipino parents residing in Metropolitan Chicago. In the questionnaire, two types of responses were solicited: the open-ended type, where the preference of childrearing practices was asked while the other was multiple choice type, designed to define discernible features of continuity and/or change in values attached to childrearing.
3. Results were tallied.

## Statistical Procedure

### A. For Open-ended Questions

Sum Total

Frequency Distribution

Percentages

### B. For Multiple Type Questions

Data were transcribed

Coding schemes were made

Transcriptions of data were done on a coding sheet

Entering and processing of data

a) Data were punched on cards

b) Entering of these cards along with the SPSS control cards, which instruct the system on the processing of data

## Thesis Organization

The thesis is divided into six chapters.

Chapter I consists of a brief background of the study, statistics on Filipinos in the United States, statement of the problems, objectives of the study, significance of the study, subject and design and thesis organization.

Chapter II provides studies on Filipino values, Filipino child-rearing, Filipino-American differences with regard to childrearing practices, Filipinos in the United States and some related foreign studies.

Chapter III touches on a brief description of the home culture--the Philippines and its people.

Chapter IV provides the results of the survey, generalizations



derived from the findings, additional findings and summary of the findings.

Chapter V provides the discussion of results in relation to comments, theories and past researches.

Chapter VI provides the conclusion and directions for future research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Foreign Studies

According to Sechrest and Guthrie (1974), there are somehow differences in cultural values but whatever difference there are they may seem to have arisen out of regional and historical cultural solutions to human problems.

A comparison of child rearing in England and America by Devereux (1969) shows that English children were found to be less sociable, less sensitive, less conscientious, more assertive, and more tense, while American children were found to be characterized by friendliness, affection, enjoyment, and mutual understanding.

Pan cultural factors of child rearing practice in Sicily and the United States, according to Devereux (1972) indicates that Sicilian parents are much more strict than American parents. American mothers and fathers are much more directly aggressive towards their children than Sicilian parents.

Caudill (1969) found that normal family life in Japan emphasizes an interdependence and reliance on other household family members. In America, emphasis is on independence and self assertion but also a high degree of conformism paradoxically exists since self-assertion and independent action is always measured by standards held within a group.

#### Filipino Child Rearing

The child goes through a process of development. First, a permis-

sive period with a gradual imposition of discipline, and then a separation according to sex with boys going off with their fathers, and learning male activities and girls staying with their mothers and learning female activities.

Children may be punished in varying ways: by physical punishment and later by ridicule. Children, not only have to respect their parents and obey them, but also have to learn to suppress their aggressive tendencies towards parents as they get older. This is done in part by rituals in some barrio families in which children kneel in front of their parents before going to sleep and kiss their hands. In like manner, they demonstrate such respect to their older brothers (Eggen, 1968).

The child is taught to be submissive, respectful and obedient in early life rather than to be aggressive and assertive. Family traditions require respect and obedience in a descending order towards the parents then down the line in the order of birth (Espiritu, 1977).

Nearly everyone would agree that Filipinos are not given to open display of hostility, and various observers agree that child rearing practices stress the suppression of hostile aggression in all its forms (Guthrie, 1961, 1968; Sechrest and Guthrie, 1974; Lynch, 1973). Fights are broken up when they begin, and children are shamed about their aggressive behaviors.

#### Filipino Values

Close family ties of the extended family system develop desirable characteristics in early childhood such as gentleness, hospitality, kindness, respect for elders, politeness, obedience, loyalty, friendliness, teamwork, and suppression of hostility (Clark, 1981).

In a study done by Guthrie (1970), questions were administered to determine the qualities of a good man and what they would want their children to be like. Guthrie's respondents were impressed by those who were hardworking and sincere in addition to being gentle, manly, courteous to older people, obedient to parents, and intelligent.

Authority in the family is also influenced by age. Grandparents have a very important role in family authority. Even now, children and grandchildren consult and seek their advice on important matters and significant events in new lives (Clark, 1981; Bulatao, 1965).

Lynch (1973) has suggested that the need for social acceptance is one of the dominant values of Filipinos. He defines social acceptance as "being taken by one's fellow for what one is, or believed he is, and being treated in accordance with his status." A Filipino achieves acceptance by maintaining smooth interpersonal relationship (SIR) with his peers.

Lynch (1976) suggests that stress with others is reduced by "pakikisama" or concession, and the use of euphemism and go-between. On the other hand, stress may be reduced by violent outbursts and retaliation when one has been offended (Guthrie and Azores, 1968). Furthermore, smooth interpersonal relationships (SIR) and "pakikisama" or concession is manifested through communicative indirectness or round-about rather than direct style in communication. This is often the case in SIR-based societies, like the Philippines, all over the world.

Pakikisama or getting along together has been described by Lynch (1964) as the Filipinos' desire for smooth interpersonal relations, a value and its related activities which he has abbreviated to SIR.

Filipinos place a high value on good feelings and sacrifice other values such as clear direct communication and achievement in order to avoid stressful confrontations. The result is that they agree with what another says and keep their reservations to themselves.

Frankness is the characteristic which they may fear most in Americans and other foreigners. Because of their respect for another's feelings, they may never let a non-Filipino know how much pain his candor causes. It is quite clear that SIR is a sort of reaction against sensitivity. It is as if a Filipino reasons, "The best way to avoid slighting another is to make him feel good."

Most of the studies conducted by Lynch (1973), Hollensteiner (1969), Bulatao (1965, 1970), Guthrie (1961, 1968) and Lim (1968) seem to indicate that Filipinos value close relationships with others, closeness to the family, respect for authority, and self-effacement. The studies also show that the Filipinos are concerned with bettering themselves and their economic standing.

Amor propio as identified by Fr. Lynch (1964) as high self-esteem is shown in the sensitivity of a person to hurt feelings, insults, real or imagined. Persons resort to SIR patterns such as the use of polite language, soft voice, gentle manner, and indirect approaches like employing intermediaries, and euphemism, and ambiguous expressions, all of which are intended to avoid directness or frankness.

#### Filipino-American Differences

Guthrie (1961) found that upper- and middle-class Filipino mothers were much like American mothers in their responses to "aggression" items but the attitudes of lower-class mothers, who constitute the majority

and who reflect more traditional Philippine attitudes, differed widely. The two items were: (1) a child should be taught to avoid fighting no matter what happens, and (2) children should not be encourage to box because it often leads to trouble or injury. On both items, lower-class mothers were far more in agreement than either middle- or upper-class mothers. Nor are verbal expressions of hostility much more tolerable than physical ones.

Guthrie and his associates (Guthrie, 1961; Guthrie, H., 1969; Guthrie and Jacobs, 1966) have provided an extensive picture of Filipino child rearing practices. Their work gives a reasonably consistent picture of the socialization processes of Filipino children and enables one to understand the origin of many of the later behaviors which distinguish Filipinos in some degree from Americans. For example, manifestations of aggression are rather strongly inhibited in Filipino children, assertive attention getting from adults is discouraged, dependency upon adults is fostered, getting along with peers is learned, and individual autonomy is not strongly developed (Sechrest, 1974).

Some Philippine and United States values have been studied by Guthrie (1966); Whiting (1963) and Peabody (1968). These studies show evidence that there is a remarkable difference with regard to interpersonal behavioral patterns and on child rearing/personality development in the two cultures.

## CHAPTER III

### THE PHILIPPINES AND ITS PEOPLE

The Philippines is a country located on the Central part of South-east Asia with 1,000 islands and with a land area of about 115,758 square miles.

Before the colonization of Spain and the United States, the Philippines was of different stocks. There were Negritos, a primitive people in the mountains whose culture belongs to the old Stone Age. At a different time period, the Indonesians came to the island by sea. Culturally, they belong to the Neolithic or new Stone Age. They lived by hunting, fishing, trapping and by a method of dry agriculture. Following the Indonesians were the Malays who came to the island in boats. Their cultures belonged to the Iron and Porcelain Ages. Both the Indonesians and the Malays already exhibited kinship patterns and other social relationships (Agoncillo, 1969 and Agoncillo and Guerrero, 1973).

However, it must be pointed out that while other colonized countries in Asia had been exposed to the great Asian civilizations, the Philippines did not enjoy a sufficiently developed pre-colonial civilization. Therefore it did not have the cultural defenses that other colonized people had (Constantino, 1978).

The Filipino in the last quarter of the twentieth century has emerged as the sum total of social strains and cultural elements of the Negritos, Indonesians, Malays, Chinese, Spanish and Americans.

With the coming of the Spaniards in 1821 until 1898, the Filipinos were under the Spanish domination for almost three centuries. In effect, the Filipinos were the object of the most intensive Christian Missionary effort in the orient through religion, family solidarity, and respect for parental authority. According to Guthrie (1968), the influx of strong alien influences began at least as early as the time of Ferdinand Magellan.

The stars and stripes of the United States were raised over the Archipelago in 1898 following the war between Spain and America. The Americanization of the Filipino consisted mainly of the introduction of a democratic system of government. Education was popularized as the most essential channel for social mobility which intensified the Filipinos preference for academic white-collar occupations. This in turn also further infused new ideals pertaining to the family, economy, government, education, religion, recreation and health and welfare (Panopio and group, 1978, Agoncillo, 1969, Clark, 1982). The almost half a century of the Americans in the Philippines was not ended with political independence in 1946. Education was predominantly American. English remained the language of instruction. Both in concept and technique, the education system follows that of the United States.

### The Filipino Family

To describe a Filipino family without a point of reference would be confusing. More so, to generalize and say that there is a typical Filipino family would not be accurate, nor can we generalize its classification (Espiritu and group, 1977). There are many types of Filipino families that may be classified according to geographic loca-



tion, community classification, class structure and sometimes on religious beliefs, as Espiritu, et al. and other historians pointed out (Agoncillo, 1969; Constantino, 1978; Lynch, 1970). Table 1 illustrates one way of classifying the Filipino family.

The father is the acknowledged head and has the patriarchal control of the family. He is obeyed and respected. Although the mother shares in the exercise of authority and helps the husband in decision making, the father has the final say.

As a person gets older he acquires more and more respect. In theory, older people get more support and are looked after with a great deal of care. However, in Philippine society, as one grows older, the person gets more authority (Eggan, 1968).

To illustrate further some of the major social differences between primitive and urban society in the Philippines and in comparison with western societies, a comparative description by Espiritu (1977), between primitive, urban western societies is shown in Table 2.

TABLE 1

## CLASSIFICATION OF FILIPINO FAMILIES

According to Type of Family	Rural Family	Urban Family
Organization	Extended Nuclear	Extended Nuclear
Authority	Patriarchal	Patriarchal Equalitarian
Residence	Biological or Neolocal	Biological of Neolocal
Descent	Bilateral	Bilateral
Marriage	Monogamous	Monogamous

TABLE 2

COMPARATIVE DESCRIPTION BETWEEN PRIMITIVE,  
URBAN AND WESTERN SOCIETIES

Primitive or Folk	Urban Filipino	Western
Either Paternal or Maternal Dominate	Facade of Paternal Dominance but Bilateral Kinship Emphasis Enhances Power of Wife	Trend Toward Completely Equality between Husband and Wife
Family is the Property Holder and the Source of Labor	Important in Property Holding, Less Effective as Labor Unit	Economic Role Greatly Diminished Except as Unit of Consumption
Little Discipline of Children who Socialized by Environmental Pressure	Combination of Discipline and Indulgence in Treatment of Children	Trend Toward Equality in Parent-Child Relationship
Romantic Love Secondary to Economic and Kinship Considerations in Marriage Choice	Romantic Love Exalted but Subordinate to Parental Approval	Romantic Love All-Important with Parental Approval Playing Minor Role
Relatively Free Relationship with Opposite Sex Before Marriage	Premarital Associations, Heavily Chaperoned	Little or No Chaperonage and Few Taboos
Society Tends to Approve Fairly Wide Range of Sex Activity in Both Premarital Status. No Commercialized Vice Prostitution	Double Standard, with Much Latitude for Men but Little for Respectable Women. Queridas, Consensual Marriage and Prostitution Increase Opportunities for Sexual Activity	Tendency to a Single Standard for Sexes with Few Taboos for for Both. Prostitution Plays Minor Role and Mistresses are Rare. Common Law Marriage Usually Confined to Lowest Socioeconomic Group
Divorce Easy to Obtain on Many Grounds. Usually no Financial Hardship on Either Party Since Land and Property are Merely Divided	No Divorce. Legal Separation Without Right of Marriage	Divorce Obtainable on Many Grounds but Subject to Legal Restriction and Financially Burdensome

TABLE 2

(continued)

---

Primitive or Folk	Urban Filipino	Western
Large Family Groups Including Collateral Relative Although Older Children Often Live in Separate Dormitory. High Birth Rate and High Infant Mortality	Large Family Groups, Often Including Three Generations and Collateral Relatives in Same House. High Birth Rate. Infant Mortality Rate Between Primitive and Western	Small Family Includes Only Two Generations and No Collateral Relatives. Low Birth Rate and Low Infant Mortality

---

## CHAPTER IV

## RESULTS AND CONCLUSIONS

TABLE 3

AMERICAN CHILDREARING PRACTICES FAVORED FOR  
ADOPTION BY FILIPINO PARENTS

Practices Favored for Adoption	Percentage (%)
Independence	30
Learning at Early Age	14
Frankness/Straightforwardness	10
Parent/Child Relationship	10
Honesty	4
All of the Above	4
No Response	28
Total	100

TABLE 4

## REASONS FOR FAVORING AMERICAN CHILD

## REARING PRACTICES

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Reasons for Adoption	Percentage (%)
Child Learning Faster	30
Development of Self-confidence	15
Development of Sense of Responsibility	9
Merit	4
No Response	42
Total	100

---

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TABLE 5  
AMERICAN CHILD REARING PRACTICES NOT FAVORED FOR  
ADOPTION BY FILIPINO PARENTS

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---

Practices Not Favored For Adoption	Percentages (%)
Too Much Independence	30
Lack of Respect	17
Permissiveness	9
Parent/Child Relationship	6
Spanking/Scolding	4
Driving at Early Age	4
All American Practices	2
No Response	28
Total	100

---

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TABLE 6  
REASONS FOR NOT FAVORING AMERICAN  
CHILD REARING PRACTICES

---

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Reasons For Non-adoption	Percentage (%)
Loss of Respect	22
Leads to Abuse	12
Loss of Family Closeness	12
Makes a Mess	10
Affects Child	4
No Response	40
Total	100

---

---



TABLE 7

FILIPINO CHILD REARING PRACTICE FAVORED FOR  
ADOPTION/MAINTENANCE BY FILIPINO PARENTS

---

---

Practices Favored to Be Maintained	Percentage (%)
Respect for Elders	49
Discipline/Obedience	12
Close Family Ties	9
Supervision of Parents	6
All Filipino Practices	2
No Response	22
Total	100

---

TABLE 8  
FILIPINO CHILD REARING PRACTICES  
NO LONGER OBSERVED

Practices No Longer Observed	Percentage (%)
Respect for Elders	39
Discipline/Dependency	10
Supervision of Parents	6
Observance of Religious Obligation	3
Spanking	2
No Response	40
Total	100

TABLE 9  
POSSIBLE REASONS FOR NON-OBSERVANCE  
OF FILIPINO PRACTICES

Reasons For Non-observance	Percentage (%)
Environment/Culture	52
Lack of Supervision	6
No Response	42
Total	100

TABLE 10  
SOURCES OF KNOWLEDGE ON CHILD  
REARING PRACTICES

Sources	Percentage (%)
Parents	76
Books/Schools	6
Observation	2
Nobody	6
No Response	10
Total	100

TABLE 11

FILIPINO PARENTS' REPLIES TO THE SIMILARITY OF  
THE MANNER BY WHICH THEY RAISE THEIR CHILDREN

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Extent of Similarity	Percentage (%)
Yes	38
No	46
To Some Extent	10
No Response	6
Total	100

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TABLE 12  
WAYS IN WHICH FILIPINO CHILDREN  
SIMILARLY RAISED THEM

Similarities	Percentage (%)
Speaks Out/Frank	18
Independent	16
More Permissive	4
No Response	62
Total	100

TABLE 13  
WAYS IN WHICH FILIPINO CHILD REARING  
PRACTICES DIFFERED

Differences	Percentage (%)
To Maintain Respect for Elders	24
Close Family Ties	20
No Response	56
Total	100

TABLE 14

CHILD REARING PRACTICES OBSERVED AND STRONGLY  
DISAGREED BY FILIPINO PARENTS

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Practices Strongly Disagreed	Percentage (%)
Too Permissive/Answers Back	34
No Freedom to Reason Out	14
Spanking/Severe Punishment	10
Too Much Independence	36
No Response	6
Total	100

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TABLE 15a

## COMMUNICATION

## 2a. "How Communicative is He With You?"

<u>Extent of Boys Communication</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 Very Communicative	31	31	70.455	70.455
02 Fairly Communicative	10	41	22.727	93.182
03 Moderately Communicative	2	43	4.545	97.272
04 Slightly Communicative	1	44	2.273	100.000
05 Not at all Communicative				

Table 15b

## 2b. "How Communicative is She With you?"

<u>Extent of Girls Communication</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 Very Communicative	24	24	63.158	63.158
02 Fairly Communicative	11	35	28.947	92.105
03 Moderately Communicative	3	38	7.895	100.000
04 Slightly Communicative				
05 Not at All Communicative				

TABLE 16a

## COMMUNICATION

## 2c. "Does He Tell You Everything?"

<u>Reponse</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 All the Time	14	14	31.818	31.818
02 Most of the Time	25	39	56.818	88.636
03 Sometimes	5	44	11.364	100.000

TABLE 16b

## 2d. "Does She Tell You Everything?"

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 All the Time	14	14	36.842	36.842
02 Most of the Time	20	34	52.632	89.474
03 Sometimes	4	38	10.526	100.000
04 Never				

TABLE 17a

## COMMUNICATION

2e. "When He Needs Something or Something Bothers Him, or Something Has Made Him So Happy, Does He Tell You or Confide in you?"

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 All the Time	24	24	54.545	54.545
02 Most of the Time	16	40	36.364	90.909
03 Sometimes	4	44	9.091	100.000
04 Never				

TABLE 17b

2f. "When she Needs Something or Something Bothers Her, or Something Has Made Her So Happy, Does She Tell You or Confide in You?"

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 All the Time	24	24	63.158	63.158
02 Most of the Time	12	36	31.579	94.737
03 Sometimes	2	38	5.263	100.000
04 Never				

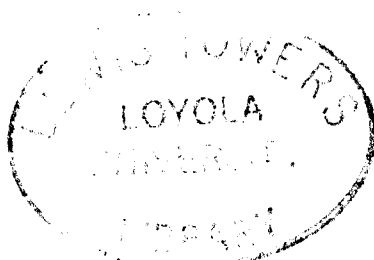


TABLE 18a  
 COMMUNICATION

2g. "Do You Encourage Your Children to Confide in You?"

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	5	.	.	.
01 All the Time	35	35	77.778	77.778
02 Most of the Time	9	44	20.000	97.778
03 Sometimes	1	45	2.222	100.000
04 Never				

TABLE 19a  
COMMUNICATION

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2h. "How Close is He To You?"

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<u>Child's Closeness to Parents</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 Very Close	28	28	65.116	65.116
02 Fairly Close	12	40	27.907	93.023
03 Moderately Close	2	42	4.651	97.674
04 Slightly Close	1	43	2.326	100.000
05 Not at All Close				

---

TABLE 19b

2i. "How Close is She To You?"

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<u>Child's Closeness to Parents</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 Very Close	31	31	77.500	77.500
02 Fairly Close	9	40	22.500	100.000
03 Moderately Close				
04 Slightly Close				
05 Not at All Close				

---

TABLE 20a

## COMMUNICATION

2j. "Does the Child Ask the Question 'Where Do Babies Come From'?"

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	1	.	.	.
01 Yes	34	34	69.388	69.388
02 No	15	49	30.612	100.000

TABLE 20b

2k. Age of Child When Starting to Show Some Curiosity

.	9	.	.	.
01 2-4	5	5	12.195	12.195
02 5-8	15	20	36.585	48.780
03 9-2	12	32	29.268	78.049
04 Grade School	1	33	2.439	80.488
05 High School	4	37	9.756	90.244
06 Did Not Show Any Curiosity	4	41	9.756	100.00
07 Cannot Remember/ Cannot Tell				

TABLE 21

HOW OLD WERE YOU WHEN YOU WONDERED

WHERE BABIES COME FROM?

	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	7	.	.	.
01 5-10	14	14	32.558	32.558
02 11-15	9	23	20.930	53.488
03 16-20	6	29	13.953	67.442
04 Grade School	1	30	2.326	69.767
05 College	3	33	6.977	76.744
06 Cannot Remember	10	43	23.256	100.00

TABLE 22

DOES HE/SHE ASK YOU ABOUT WHY HE/SHE IS PHYSICALLY  
DIFFERENT FROM HIS/HER BROTHER OR SISTER?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	5	.	.	.
01 Yes	16	16	35.556	35.556
02 No	29	45	64.444	100.000



TABLE 23

WOULD THERE BE ANY OTHER PERSON WHOM HE/SHE CAN  
APPROACH FOR THESE QUESTIONS?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
01 Yes	31	31	62.000	62.000
02 No	19	50	38.000	100.00

TABLE 24

WHAT DO YOU DO OR SAY WHEN ASKED ABOUT PHYSICAL  
DIFFERENCE BETWEEN BOYS AND GIRLS?

Answer to Question On Physical Difference	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	27	.	.	.
Created to be Different	3	4	17.391	17.391
Explain/Tell the Truth	15	19	65.217	82.609
None	4	23	17.391	100.000

TABLE 25

DO YOUR CHILDREN HAVE PLAYMATES?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	1	.	.	.
Yes	49	49	100.00	100.00
No				

TABLE 26  
 HOW DO YOUR CHILDREN BEHAVE IN  
 PLAY ACTIVITIES?

<u>Reaction in Play Activities</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	3	.	.	.
Very Enthusiastic	33	33	70.213	70.213
Fairly Enthusiastic	9	42	19.149	89.362
Moderately Enthusiastic	4	46	8.511	97.872
Slightly Enthusiastic				
Not at All Enthusiastic				
It Depends	1	47	2.128	100.00

TABLE 27

WHO DOES HE CHOOSE AS PLAYMATES?

<u>Preference for Playmates</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	3	.	.	.
Relatives	6	6	12.766	12.766
Neighbors	17	23	36.170	48.936
Brothers and Sisters	4	27	8.511	57.447
All of the Above	20	47	42.654	100.000

TABLE 28a

## THE BOY'S ATTITUDE TOWARDS OTHER PEOPLE

<u>Attitude Towards Other People</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	5	.	.	.
Very Affectionate	26	26	57.778	57.778
Fairly Affectionate	17	43	37.778	95.556
Slightly Affectionate	2	45	4.444	100.000
Not at All Affectionate				

TABLE 28b

## THE GIRL'S ATTITUDE TOWARDS OTHER PEOPLE

<u>Attitude Towards Other People</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	0	.	.	.
Very Affectionate	36	36	65.854	65.854
Fairly Affectionate	14	50	34.146	100.00
Slightly Affectionate				
Not at All Affectionate				

TABLE 29a

HOW OFTEN DOES HE ASK HELP FROM YOU?

<u>Boy's Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	5	.	.	.
All of The Time	9	9	20.000	20.000
Most of the Time	19	28	42.222	62.222
Sometimes	16	44	35.556	97.728
Never	1	45	2.222	100.000

TABLE 29b

HOW OFTEN DOES SHE ASK HELP FROM YOU?"

<u>Girl's Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	12	.	.	.
All of The Time	6	6	15.789	15.789
Most of The Time	23	29	60.526	76.316
Sometimes	9	38	23.684	100.00
Never				

TABLE 30

DOES THE CHILD GIVE REASONS AND/OR QUESTIONS?

<u>Child Showing Aggression</u>	Frequency	Cumulative Percent	Percent	Cumulative Percent
.	17	.	.	.
Yes	26	26	78.788	78.788
No	7	33	21.212	100.000



TABLE 31

DOES THE CHILD TALK BACK?

<u>Child Talks Back</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	16	.	.	.
Yes	31	31	91.176	91.176
No	3	34	8.824	100.00

TABLE 32

DOES THE CHILD GET ANGRY AT OLDER PEOPLE?

<u>Gets Angry at Older People</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	5	.	.	.
Yes	35	35	77.778	77.778
No	10	45	22.222	100.000

TABLE 33  
 WHAT DOES THE CHILD DO WHEN  
 HE GETS ANGRY?

<u>Child's Reaction</u> <u>When Angry</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	9	.	.	.
Speaks Out Loud	23	23	56.098	56.098
Murmurs	16	39	39.024	95.122
Take it Out on Something	1	40	2.439	97.561
Throws Anything Within Reach/All of The Above	1	41	2.439	100.00

TABLE 34

DO YOU ALLOW THE CHILDREN TO SPEAK OUT LOUD,  
MURMUR, OR TAKE IT OUT ON SOMETHING?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	8	.	.	.
Yes	13	13	30.952	30.952
No	29	42	69.048	100.00

TABLE 35

REASONS FOR ALLOWING THE CHILDREN TO SPEAK OUT LOUD,  
MURMUR, OR TAKE IT OUT ON SOMETHING

<u>Reasons for Conforming</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	37	.	.	.
Express Feeling, Voice Opinion	12	12	92.308	92.308
Sign of Growing	1	13	7.692	100.00

TABLE 36

## REASONS FOR NOT ALLOWING THE CHILDREN TO SPEAK OUT LOUD

<u>Reasons for Not Conforming</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	26	.	.	.
Lose Respect	7	7	29.167	29.167
Can Be Explained Calmly	14	21	58.333	87.500
Learn to Dominate	3	24	12,500	100.000

TABLE 37

DOES TEASING OCCUR AMONG BROTHERS AND SISTERS AS  
WELL AS BETWEEN YOU AND YOUR HUSBAND/WIFE?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	6	.	.	.
Yes	23	23	52.273	52.273
No	21	44	47.727	100.00

TABLE 38

ARE THERE THINGS YOU PROHIBIT YOUR CHILD  
FROM DOING THAT HE DOES ANYWAY?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	9	.	.	.
Yes	29	29	70.732	70.732
No	12	41	29.268	100.00



TABLE 39

DOES THE CHILD ALWAYS HAVE TO OBEY OLDER  
BROTHERS AND SISTERS?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	13	.	.	.
Yes	15	15	40.541	40.541
No	22	37	59.459	100.000

TABLE 40

HOW MUCH DO YOU HAVE TO CONTROL THE CHILD  
IN THE HOUSE?

Restrictions in the Home	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	8	.	.	.
Many Restrictions	3	3	7.143	7.143
Considerable Restrictions	2	5	4.762	11.905
Moderate Restrictions	29	34	69.048	80.952
No Restrictions	8	42	19.048	100.000

TABLE 41

HOW MUCH DO YOU INSIST THAT THE CHILD/CHILDREN  
GO TO BED ON TIME?

Response	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	7	.	.	.
Very Strict/Fairly Strict	10	10	23.256	23.256
Some Limitations	17	27	39.535	62.791
A Few Restrictions	15	42	34.884	97.674
Not at All Strict	1	43	2.326	100.000

TABLE 42

## KIND OF PUNISHMENT THE CHILD FEARS

## MOST AND/OR MOST EFFECTIVE

<u>Kind of Punishment</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	14	.	.	
Spanking	9	9	25.000	25.000
Talk/Explain	6	15	16.667	41.667
Scold	2	17	5.556	47.222
Cut Little Privileges	16	33	44.444	91.667
Spanking/Cut Little Privileges	2	35	5.556	97.222
None/ Not Given Punishment	1	34	2.778	100.000

TABLE 43

HOW DO YOU FEEL ABOUT YOUR CHILD TALKING BACK?

Extent of Tolerance	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	4	.	.	.
Entirely Tolerant	1	1	2.174	2.174
Quite Tolerant	8	9	17.391	19.565
Slightly Tolerant	20	29	43.478	63.043
Not at All Tolerant	17	46	39.957	100.000

TABLE 44

HOW OFTEN DO YOU PUNISH THE CHILD?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	4	.	.	.
All the Time	6	6	13.043	13.043
Most of the Time	36	42	78.261	91.304
Sometimes	4	46	8.696	100.00
Never				

TABLE 45

DOES THE CHILD FIND BATHING ENJOYABLE?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	1	.	.	.
Yes	46	46	93.878	93.878
No	3	49	6.122	100.00

TABLE 46

CAN THE CHILD/CHILDREN TAKE A BATH ALONE?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	1	.	.	.
Yes	45	45	91.837	91.837
No	4	49	8.163	100.000



TABLE 47  
CAN THE CHILD/CHILDREN CHANGE  
CLOTHES ALONE?

<u>Response</u>	Frequency	Comulative Frequency	Percent	Cumulative Percent
.	1	.	.	.
Yes	47	47	95.918	95.918
No	2	49	4.082	100.00

TABLE 48

CAN THE CHILD/CHILDREN TAKE CARE OF HIMSELF WHEN  
HE IS WITH OTHER CHILDREN?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	2	.	.	.
All The Time	26	26	54.167	54.167
Most of the Time	20	46	41.667	95.833
Sometimes	2	48	4.167	100.000

TABLE 49

DO THEY CHOOSE THEIR PLAYMATES?

<u>Response</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	5	.	.	.
Yes	45	45	100.000	100.000
No				

TABLE 50

HOW OLD WAS THE CHILD WHEN HE/SHE STARTED  
DOING THESE HIMSELF/HERSELF?

<u>Age of Child</u>	Frequency	Cumulative Frequency	Percent	Cumulative Percent
.	5	.	.	.
2-5 Years	23	23	51.111	51.111
6-8 Years	21	44	46.667	97.778
Cannot Remember	1	45	2.222	100.000

The following generalizations can be inferred from the results of the explorative study as shown in Tables 3-14:

1. The American child rearing practices Filipinos would like to adopt are: independence, learning at an early age, frankness/forwardness because parents want their children to learn faster, develop self-confidence and develop a sense of responsibility.
2. The American child rearing practices Filipinos feel they would not like to adopt are: too much independence, disrespect, and permissiveness since they lead to abuse and loosen family ties/closeness.
3. Filipino child rearing practices they would like to maintain are: respect for elders, obedience, discipline, and close family ties.
4. Filipino child rearing practices which are no longer observed are: respect for elders and discipline.
5. The reason for non-observance of such practices are mainly attributed to the environment or change of culture and lack of supervision by parents.
6. It was noted that the majority of the parents learned they way of rearing children from their parents.
7. About 38 percent of the respondents raised their children differently from the way they themselves were raised and 46 percent did not raise their children differently from the way they were raised.
8. Based on observations of parents, they strongly disagreed on practices such as: too much permissiveness (34 percent), no freedom to reason out (15 percent), spanking or severe punishment (10 percent) and too much independence (36 percent).

Additional Findings of the Study  
(Tables 15-50)

1. Majority of the children were noted to be very communicative.
2. There was greater agreement in encouraging children to confide in them as parents.
3. Majority of the children responded to the encouragement given by parents.
4. More than half of the children between ages 2-13 years showed curiosity as to where babies come from. Higher frequency distribution was obtained from children aged 5-8 years.
5. More than half of the parents showed a similar trend when they were children.
6. Greater percentage (36 percent) of non-committed response was noted with regards to the manner by which question on where babies come from were answered. What followed very closely (34 percent) were parents who provided a frank/honest/truthful answer. Inhibition in discussing sex education still prevailed among a greater number of Filipino respondents. This is a trait characteristic of the home culture, therefore, a continuity of the trait of conservatism.
7. Majority of the subjects responded to some of the parents' desire to develop the ability of a child to be independent such as in the case of preparing their own food, taking a bath (in the case of children aged 2-13), taking care of himself when with other children, the ability to choose his own playmates, and do his own school work. This practice appears to be a trend towards a change.
8. Boys were noted to be more independent than girls.

9. Greater agreement was noted among the respondents concerning education. They will and would be the one to provide education for their children. Majority of the parents do not expect their children to work for their education.

10. Majority of parents resented the attitude of aggressiveness since the trait is likely to damage smooth interpersonal behavior, develop lack of respect and dominate as a trait within the child.

11. One-third of the respondents favored the trait of aggressiveness since they believed that the child must be given the freedom to express his/her feelings and not inhibit the child's sign of growing up.

12. Aggression in some of its forms seems to be demonstrated by a greater number of subjects (77.78 percent); thus, getting angry at older people, reasoning out/questioning most of the time, talking back and/or speaking out loud.

13. Majority of parents expected obedience after a considerable pressure was given for conformity.

14. Cutting down privileges seemed to be the most feared and most effective punishment.

15. Parents were more in favor of an equalitarian system among brothers and sisters.

16. In a 1-5 scale for restriction, 1 being strict, parents seem to fall more on the 3-4 scale.

17. About 71 percent of the subjects do things which parents prohibited.

18. A typical Filipino family in the study is a nuclear family (mother, father and child/children).

19. Aside from the family, the child also socializes with other groups like neighbors' children for pre-schoolers, and peers, teachers and classmates for older children.

20. Children were noted to be very enthusiastic in play activities.

21. Both male and female subjects were found to be very affectionate although girls were found to be more so than boys.

### Summary of Findings

1. Results of the survey showed that the parents choose to adopt some features perceived by them as traits characteristic of the host culture (independence and the ability to communicate). Side by side with the traits of the host culture, the Filipino parents also choose to inject into their child rearing practices features perceived by them as traits characteristic of the home culture (respect for elders, obedience, discipline and family closeness).

2. The survey indicates that the Filipino parents desire traits associated with the host culture. However, they would also like to retain the main traditional Filipino qualities.

3. The traits that seem to be picked up by the Filipino-American children indicate the filtering in of features characteristics of the host culture such as being open/frank, a display of a sense of independence (individualism).



## CHAPTER V

### DISCUSSION

In this chapter, the results and conclusions are discussed in relation to comments, theories and past researches. In some aspects of the discussion speculations were also presented by the researcher.

A rough frequency distribution of the responses indicated that this sample did perceive the two cultures as being distinct. Greater agreement was noted among the respondents as to the characteristic of their own cultural group. It was also noted that the resulting list of desirable and undesirable American childrearing practices from the standpoint of Filipino parents contained contradictory items, a result not totally unexpected since the responses presumably represent a variety of experiences.

There are great differences in the ways children are reared in different cultures. Existing differences among human societies and among human individuals create the possibility that particular kinds of childrearing practices and personality types may be more suited for some kinds of situations than for others (Belas, 1977).

What particular childrearing practices and personality types do Filipino parents who are in a new culture choose to adopt? Among the desirable American childrearing practices they choose to adopt are: independence, learning at an early age, frankness/forwardness. According to the respondents, as shown in Table 4, such American traits aid the children to learn faster, develop self-confidence, and their sense of responsibility. Such desirable traits perceived by the Filipino parents

are in agreement with some findings as to the characteristic of western culture: adolescents are expected to be less dependent, more achievement oriented, more independent and to exercise more initiative (Licuanan, 1977; Ausubel, 1980).

As an illustration on how parents welcome the early independence of their children, Aquino (1981) stated that the parents take pride in the child's early accomplishments such as brushing his teeth, combing his hair, washing his face and hands, feeding himself, dressing himself and picking up his toys after playtime.

It should be pointed out that not only are these traits encouraged at home but also in school. American schools foster a desire and skill for self-expression. Children are taught to stand up individually to express their minds and feelings (Hsu, 1981).

Independence and self-reliance are positive attributes in American society, and children who are discouraged from developing these attributes will be at a disadvantage (Johnson, 1970).

To find out whether the Filipino parents foster a desire for children to develop the desirable traits of the host culture, and to determine whether the children are picking up the traits of the host culture, the following questions were formulated:

How communicative is he/she with you?

Does he/she tell you everything?

When he needs something or something bothers him/her does he/she tell or confide in you?

Do you encourage your children to confide in you?

How often does he/she ask for help?

Can the child/children task a bath alone?

Can the child/children change clothes alone?

Can the child/children take care of himself/herself when with other children?

The tabulated answers as shown in Tables 15, 16, 17, 18, 29, 46, 47, and 48 indicate that the parents encourage their children to be independent and communicative, and that the children actually manifest such traits of the host culture.

Why are the Filipino parents in the study more accepting/or rather find it easy to accept some traits of the host culture? Aside from the desire to be partly assimilated with the host culture, could there be already a pre-existing orientation with regard to American ways in the home culture? In this aspect of the study, speculations will be presented.

Acceptance or rejection, according to Herskovits (1958), depends on the degree to which the innovations are aligned to pre-existing orientation.

There is the need to revisit the type of home community and/or familiar community in order to understand the correlation between Herskovit's theory and the social position of Filipino parents at present and in the past. The majority of the respondents in Metropolitan Chicago are professionals (based on a survey done in April of 1981). They were likely to have been educated in the city since the site for higher education in the Philippines is located in urban communities. Therefore, not only were Filipino parents better geared to the pace of living characteristics of the urbanite, but they were also more familiar with American ways and

institutions through the mass media current in the urban area. In addition, the Filipino parents were more apt to have had actual contact with Americans while in the homeland.

Another point that closely correlates with the desire of the Filipino parents to adopt some traits of the host culture is the expressed desire of the Filipino immigrant to remain in the United States.

The Filipino family in America, trying to live up to the standards of family life according to the norms of the surrounding community, finds the need to conform to some of the most important traits necessary to meet the demands of the new society.

If the mainstream society is perceived to be better adjusted and more prosperous, the weaker Filipinos may actually show eagerness to accept some of the former's cultural practices and ideas. The adoption, therefore, of some features characteristic of the host culture may be a means through which the Filipino family hopes to be acculturated in some respect with the new culture.

On the question, what Filipino childrearing practices and personality development do you choose to adopt and or maintain, the responses were: respect for elders, discipline/obedience, close family ties and close supervision of parents (Table 7).

These findings support previous studies on Philippine values which named getting along with others and closeness to the family as main Philippine values. Children are expected to love, honor, and respect their parents. Children are expected to be completely subservient to their parents. Similarly, in a study done by Bulatao (1970), the traditional culture is less concerned with personal ambition and places

greater value instead on close family ties, smooth interpersonal relations, and social acceptance.

The survey, therefore, indicates that the Filipino parents desire traits associated with the host culture. However, they would also like to retain the main traditional Filipino qualities. Bulatao (1966), a Filipino psychologist, referring to the split-level personality of the Filipino, suggests that although many overt aspects of behavior seem quite westernized, there is a core of Filipino values which remains unchanged.

One may again speculate that this may be an indication of a happy compromise between the old and new--an idiosyncratic mode of acculturation by which the Filipino parents can remain Filipino and yet be part of the mainstream society (Licuanan, 1977).

But where does the Filipino-American child fit into the "happy" compromise being adopted by the Filipino parents? Are the Filipino-American children manifesting the trait of the home culture as much as they are learning to develop the desirable traits of the host culture as perceived by their parents?

The following comments were quoted from some respondents:

I have seen so many cases where the children and even adults 19 or 20 years old say rough words to their parents and the parents doing nothing about it. They assume that they cannot do anything about it and let it pass and cry when the kids are not looking, which is so pathetic.

Based on the comments gathered during the preliminary interview, the following questions were formulated in order to determine the relative extent of the manifestation and non-manifestation of the traditional Filipino childrearing practices.

Does the child give reasons and/or questions . . . ?

Does the child get angry at older people?

What does the child do when he gets angry?

Are there things you prohibit him from doing that he does anyway?

The answers to the questions were tabulated in Tables 30, 31, 32, 33 and 38.

Tables 7 and 8 provide the answers to questions: What Filipino childrearing practices/personality traits do you favor for adoption and/or maintenance, and what childrearing practices of the home culture are no longer observed? These were tabulated respectively.

The survey indicated that 60 percent of the respondents believe that certain Filipino traditional childrearing practices are no longer observed and 40 percent of the respondents were non-committal.

Among the Filipino childrearing practices no longer observed (and which also happen to be the desired Filipino childrearing practices the Filipino parents would like to maintain) are respect for elders, discipline/obedience, close family ties, and supervision of parents (Table 8). A number of factors may be attributed to the non-observance of the traditional childrearing practices and personality development.

#### Contributing Factors

Owing to the nature of the extended kin system, Filipino children in the Philippines are cared for by a number of individuals with whom the

child develops trust, affection, a feeling of security, and intimate relations. A special relationship exists between the parent and the child and the grandparents. The presence of other elderly members of the family (aunts, uncles, cousins), especially the grandparents, tends to make a more stern imposition of values.

In a Philippine setting, whatever the elderly imposes on younger children must be obeyed as a sign of respect. According to Beals (1977), the pattern of reinforcement an individual has acquired, will have an important influence on the child's behavior. For example, the pattern of behavior which will be strengthened in a culture where cutting of privileges is a strong conditioned reinforcer will be different from that where peer approval and especially family approval are the dominant conditioned reinforcer as in a Philippine setting.

The nuclear family is the system into which most of the Filipino families in the United States could be categorized, as the case of the Filipino families in the study. Therefore, the major contributing factor for the non-observance of desirable Filipino childrearing practices/ personality development is the change in family structure and/or the current types of family organization, that is, from the extended type of family organization to the nuclear type of family organization.

As a consequence in the change of family structure with specialized institutions such as schools and social agencies filling a role for which the family originally was singularly responsible, coupled with economic demands, parents, including relatives (as in an extended family structure) have less and less impact on the Filipino-American children. In the past, parents and other relatives were solely responsible for influ-

encing, directing, teaching, and indoctrinating their children.

Children today have access to a larger number of people outside the family circle not belonging to the home culture as they mature. Many other children of pre-school age are being cared for in childcare centers or in other person's homes (not a member of the family or any member of an extended family) in the case where the mother is employed.

Similarly, peer pressure may be a contributing factor. Peer pressure now assumes a larger role in the child's development. School age children have taken the role of teacher and trend setter within the family and have led to severe generation gap, resulting in alienation in many families (Aquino, 1981).

According to Ausubel (1980), children's peer group apart from the wider adult culture, exerts a significant influence on their moral development. It is the child's first introduction to the wider social groupings that exist outside of the family. Often the peer group usurps the former position of the family (Spiro, 1955).

Another factor worth mentioning is the fact that America is also a mobile nation, where an average family residence changes every five years. Again, the economic and social structure of the society fashions how and where a family will live, for many of these moves are necessitated by the father's employment. This often means that the children are born and reared in places far separated from the extended family (in cases where there are other relatives) and where lack of environmental support increases the stress with which families must cope. It also means that the children are uprooted and must adjust to new peers, new schools, not once, but often a number of times during their childhood



(Clark, 1981).

### Possible Consequences

The researcher believes that adequate causes were presented in the study as to the non-observance of some Filipino childrearing practices but one other objective the researcher hopes to achieve is to place emphasis on the possible consequences as well as on the causes.

In the Philippines, the idea of dependency pattern is balanced by the reciprocal pattern that comes into play because of the nature of the value or kind of regard, gratitude (utang na loob), love and respect that the child learns early in life (Aquino, 1981).

What happens then when there is no more emphasis placed on the value of dependency and respect for elders? What happens when the children no longer feel a sense of gratitude to their parents when they grow old?

The question that is of utmost significant is; When the child who is being reared/prepared to be independent reaches adulthood and becomes self-sufficient and/or self-reliant, will the parents be prepared to face the consequences that engulf the value of independence? Will the Filipino parents face the same problem of old age, as elderly Americans are having?

In the home culture, old people are regarded as figures of authority. They are respected for their opinions and looked up to for their wisdom and knowledge. To the traditional Filipino, old age marks the beginning of a loftier and more respect status.

On the other hand, for an average American, the approach of old age means the end of almost everything that gives life meaning. The first

consequence of old age, in the American society, according to Hsu (1981) is the loss of economic independence. Another is social isolation. He/she finds himself/herself alone. The children have grown up and have their own friends. His/her advise, especially if it goes contrary to the inclination of the young, is unsought for and unheeded. The children often are too busy with their own activities and tend to neglect, if not totally abandon, their elders. When the children grow up, get married and raise their own families, no one is willing to look after, much less, serve the aging parents.

## CHAPTER VI

### CONCLUSION

The Survey indicates that the Filipino parents desire traits associated with the Host culture, like independence and learning at an early age. However, they would also like to retain the main traditional Filipino qualities, like respect for elders and obedience. Therefore, the study suggests that although many overt aspects of behavior seem to be characteristic of the host culture, the United States, there is a core of Filipino values which remains unchanged.

Although parents foster the desirable traits from both the host and the home culture, the Filipino-American children seem to demonstrate strongly the features characteristic of the host culture.

Factors that are attributed to the non-observance of the main Filipino traditional values were noted such as: change in the type of family organization, peer pressure, economic and social pressures.

The question that is of utmost significance presented in the paper is a result of the finding is: when the child who is being reared/ prepared to be independent reaches adulthood and becomes self-sufficient, will the parents be prepared to face the consequences that engulfs the value of independence?

#### Directions for Future Research

The study should not be taken as establishing the validity of the findings beyond reasonable doubt. It should rather be taken as contributing some evidence of their validity, and as showing clearly that

they are worthy of further investigation.

There are two important suggestions worth considering for further study:

1. The data in the study are handicapped by the small number of sampling material. Therefore, the researcher suggests the need to reexamine the problems presented in the study with a larger number of samples.

2. Formulation of further correlation studies (e.g., length of stay in the host culture and acceptance of the host culture, number of adults in one household and acceptance of the home culture, etc.) designed to establish valid findings.

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APPENDIX

APPENDIX\*

General Profile

1. Children - List ages from eldest to youngest. Indicate after each age, the sex, i.e., whether a girl or a boy.

NOTE: If there are more than one boy and girl in the family,  
encircle only one boy and one girl as the subject of reference.

2. How many of your children were born and raised in the Philippines?  
Who are they? (Write the ages.)
3. How many of your children were born and raised in the United States?  
Who are they? (Again, write ages for identification.)
4. Were you born and raised in the Philippines?
5. Were you born and raised in the United States?
6. Other adults at home--ages, relationship to the children.

\*Model from which this questionnaire is patterned: George M. Guthrie and Pepita Jimenez-Jacobs (see 1966 citation in the bibliography).

## Filipino-American Practices

Now that you are here in the United States, you must have had some experience in observing American child rearing practices.

1. What American child rearing practice would you like to adopt?  
Why?
2. What American child rearing practices would you not like to adopt?  
Why?
3. What are some Filipino child rearing practices you believe should be maintained?
4. As parents, have you been successful in maintaining these practices?
5. What Filipino child rearing practices have you observed which are no longer being practiced?
6. What could be a possible explanation for the non-observance of such practices?

Instruction: Encircle the number with the most appropriate answer and this also applies to the "yes" or "no" answers.

I. Value A. Emotional Closeness and Security in a Family

Communication:

1. a. How communicative is he with you?
  1. Very Communicative
  2. Fairly Communicative
  3. Moderately Communicative
  4. Slightly Communicative
  5. Not at all Communicative
- b. How communicative is she with you?
  1. Very communicative
  2. Fairly communicative
  3. Moderately communicative
  4. Slightly communicative
  5. Not at all communicative
2. a. Does he tell you everything?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
- b. Does she tell you everything?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
3. a. When he needs something or something bothers him, or something has made him so happy, does he tell you or confide in you?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
- b. When she needs something or something bothers her, or something has made her so happy, does she tell you or confide in you?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never

4. Do you encourage your children to confide in you?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
  
5. How do you encourage your children to confide in you?

The next five questions (6-10) pertain to the attitude of the child towards other children.

6. Do your children have playmates?                      YES                      NO
  
7. a. When you hear from his playmates or from the neighbors that he is/has been misbehaving, what do you do?
  1. Scold the child
  2. Punish him by spanking
  3. Pretend you did not hear anything
  4. Ask him to stay home
  5. Other: \_\_\_\_\_
  
- b. When you hear from her playmates or from the neighbors that she is/has been misbehaving, what do you do?
  1. Scold the child
  2. Punish her by spanking
  3. Pretend you didn't hear anything
  4. Other: \_\_\_\_\_
  
8. Can he take care of himself when he is with other children?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
  
9. How does he behave in play activities with other children?
  1. Very enthusiastic
  2. Fairly enthusiastic
  3. Moderately enthusiastic
  4. Slightly enthusiastic
  5. Not at all
  
10. Who does he choose as playmates?
  1. Relatives
  2. Neighbors
  3. Brothers and sisters
  4. Relatives and non-relatives
  
11. Do they choose their playmates themselves?                      YES                      NO

12. Who do they usually play with?
  1. Neighbor kids
  2. School mates
  3. Relatives (cousins)
  4. Brothers and sisters
  
13. What do you do when he/she has a fight with a neighbor's child?
  1. Not at all permissive. Parents try to prevent fights. Child severely punished for fighting.
  2. Slightly permissive.
  3. Moderately permissive. Parents will not interfere unless someone is getting hurt. Child may be scolded for fighting, but not severely punished. Mother will let quite a bit of it go on.
  4. Quite permissive.
  5. Entirely permissive. Mother never interferes, never talks to child that she does not want him/her to fight. Considers it natural part of growing up.

Family Closeness:

14. a. Does he often come to you for help?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never  
 b. Does she often come to you for help?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
  
15. Does it irritate you especially when you are busy?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never

NOTE: The next six questions are addressed to the father.

16. a. How often does he go to you for help?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never

16. b. How often does she go to you for help?
1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
17. a. How close is he to you?
1. Very close
  2. Fairly close
  3. Moderately close
  4. Slightly close
  5. Not at all close
- b. How close is she to you?
1. Very close
  2. Moderately close
  3. Slightly close
  4. Not close at all
18. a. What help does he ask of you?
19. What help does she ask of you?
20. Besides being close to both of you (mother and father) to whom else is he very close?

Child Affection:

21. There are children who are overtly affectionate and those who are not.
- a. How about this boy?
1. Very affectionate
  2. Fairly affectionate
  3. Slightly affectionate
  4. Not at all affectionate
- b. How about this girl?
1. Very affectionate
  2. Fairly affectionate
  3. Slightly affectionate
  4. Not at all
22. a. With whom does he usually show it?
- b. With whom does she usually show it?

Dependency:

23. Although we believe we should love our children equally we usually are partial (we favor) to a particular child. Have you felt this way about any of your children? YES NO

24. Do the children notice this?            YES      NO
25. What do they say?
26. Does the "favorite" child know it?      YES      NO
27. How does hit "favorite" child feel about it?
28. Do any of your children feel that one of them gets more care from you?
1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
29. When does this usually happen?

Sex Curiosities:

30. Children say things or ask questions, in all innocence, and we wonder if we should laugh or get angry or be serious about them.
- YES            NO
31. Does your child ever ask questions about where he/she came from or where babies come from?            YES            NO
32. If yes, how did/do you answer him?
33. If no, do you think he wonders about where babies come from:
- YES            NO
34. Why do you think so?
35. How old was he/she when she/he showed some curiosity?
36. In your case, how old were you when you started to wonder where babies come from?
37. Where and how did you know about where babies come from?
38. Does he/she ask you questions about why he is physically different from his/her brother or sister?      YES      NO
39. What do you do or say when he asks such questions?
40. Are there times when you feel he/she has some questions relative to this which he hesitates asking you?



41. Would there be any other person who he/she would be likely to approach to ask such questions?

Health and Cleanliness:

42. Does the child find bathing enjoyable? YES NO
43. Can he/she take a bath alone? YES NO
44. Can he/she change his/her clothes along? YES NO
45. How old was he when he started doing these himself/herself?
46. Who helped him/her earlier with this?
47. What was the reason for him/her to being doing things by himself/herself?

Parental Values:

48. What did you like best in him as a young child?
1. Outgoing
  2. Happy
  3. Reserves
  4. Affectionate
  5. Other \_\_\_\_\_
49. What is the thing that you would like him most to be as a child?
1. Independent
  2. Well-behaved
  3. Respectful
  4. Obedient
  5. Affectionate
50. Do you make him aware of these things? YES NO
51. How do you make him aware of what you would like him most to be as a child?

Manner of Child Rearing:

52. From whom did you learn your way of rearing your children?
53. Are you raising your children differently from the way you were raised? YES NO
54. If Yes, in what ways?

55. If No, in what ways?
56. What practice in the manner of raising you that you are not using would you want to use in bringing up your children?
57. Why is that so?
58. What manner child rearing practices of other parents, including your relatives, that you strongly disagree with?
59. Why?

## II. Value B. Authority Value

1. How do you feel about your child talking back?
  1. Entirely tolerant
  2. Quite tolerant
  3. Slightly tolerant
  4. Not at all tolerant
2. How often do you punish the child?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
3. What punishment does he fear most or which you think is the most effective?
4. Are there things you prohibit him from doing that he does anyway?
 

	YES	NO
--	-----	----
5. Does he give reasons when he does it?
 

	YES	NO
--	-----	----
6. Does he always have to obey his older brothers and sisters?
 

	YES	NO
--	-----	----
7. Does he talk back to them?
 

	YES	NO
--	-----	----
8. What do you do when he quarrels or fights with his brothers and sisters?
  1. Not at all permissive. Try to stop the quarreling and fighting immediately. Punish severely.
  2. Moderately permissive. Stop if somebody gets hurt; may allow verbal battles if they don't go on too long. Scolding given but not severe punishment.
  3. Quite permissive. Never interferes in children's quarrels; they are allowed to fight it out. Parents do not try to stop or prevent fight.

9. Does the child get angry also with older persons (relatives and non-relatives)?            YES            NO
10. What does he do when he get angry?
  1. Speaks out loud
  2. Murmurs
  3. Take it out on something
  4. Throws anything within reach
11. Do you allow the children to speak out loud, murmur or take it out on something?            YES            NO
12. If Yes, why is that so?
13. If No, why is that so?
14. Does teasing occur among brothers and sisters as well as between you and your husband/wife and between you (mother and father) and your children?
15. Does this particular child being refined to tease more than the others?
16. What does he do when he is teased?
17. What are the things about him that he doesn't like you to talk about with other people?
18. What does he do when he overhears it?
19. When did he start being sensitive about this?
20. What do you do when he shows that he is angry at you?
  1. Entirely tolerant
  2. Moderately tolerant. Feels that one must expect a certain degree of this
  3. Is not at all tolerant. Believes this is something one should not permit under any circumstances. Always attempts to stop child immediately; neither verbal nor physical aggression permitted.

21. How much do you have to do to control him in the house?
1. Many restrictions. Very important for child to be careful about marking and jumping. Must take off shoes before putting feet up. All furniture and parts of the house must be treated carefully. Not allowed to touch a large number of objects.
  2. Considerable restrictions. Important for child to be careful of household furnishings.
  3. Moderate restrictions. May jump on some things. Not others.
  4. No restrictions. Child may jump on furniture, mark on walls, put feet up, play with other people's things.
22. Do you set regular bedtime hours for your children.
- YES                      NO
23. How much do you insist that he goes to bed on time?
1. Very strict--no leeway. Child must be in bed on the dot, lights out, door closed, no getting up for company. Punishment for deviation.
  2. Fairly strict. Will not stretch bedtime very much or very often, considerable pressure for conformity.
  3. Some limitations. Child supposed to be in bed at a certain time, but parents allow some leeway. Mild scolding or not conforming.
  4. A few restrictions. Parents have bedtime in mind, but allow deviations fairly often, consider child's special need at time.
  5. Not at all strict--no particular rule. Child goes to bed when sleepy; may have lights on and door open if he/she wishes.
24. How much do you try to control the noise he makes?
1. Very strict. Children may never run in the house, shout or yell, bang doors. Punishment for making noise.
  2. Quite strict about noise.
  3. Moderately strict. Children must not shout, must avoid banging and loud games, but quite a bit of leeway allowed.
  4. A few restrictions on noise.
  5. Not at all strict. Child may yell, run, bang--without reprimand. Rough, loud games permitted. After all, you expect noise from children.

25. Some parents expect their children to obey immediately when they tell them to be quiet or pick something up and so on. Others don't think it is terribly important for a child to obey right away. How do you feel about this?
1. Expects instant obedience; does not tolerate any delay.
  2. Wants and expects obedience. Generally expect child to obey in first or second demand; considerable pressure for conformity.
  3. Wants child to obey, but expects some delay. Whether tolerant delay depends on what the situation is. Some scolding or other pressures for not obeying.
  4. Expects some obedience, but will speak several times; tolerant attitude toward noncompliance.
  5. Does not expect obedience. May say one should not expect it of a child this young or that parents can be wrong too, and does not have the right to expect children to snap to attention

### III. Value C. Socioeconomic Value

1. How many of your children are going to school?
2. How many of your school age children are going to school and at the same time working?
3. How many of your school age children are not going to school but are working?
4. How often do you believe that the interest of the individual must be sacrificed for the good of the family?
  1. All the time
  2. Most of the time
  3. Sometimes
  4. Never
5. Do you make it a point to instill in the minds of your older children that they should sacrifice for younger ones, such as temporarily giving up school to work so the younger ones can go to school?
 

YES	NO
-----	----
6. How do you do that?

APPROVAL SHEET

The thesis submitted by Heda K. Dimasuay has been read and approved by the following committee:

Dr. Amparo B. Ojeda  
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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements of the degree of M.A. Anthropology.

April 22, 1983  
Date

Amparo B. Ojeda  
Signature