



**QUALITATIVE PRE-ASSESSMENT STUDY OF THE RELATIONSHIP BETWEEN  
CAREGIVERS AND CHILDREN  
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Prepared by:

CONNIE JANE V. CUYOS, DPA  
Researcher

## **INTRODUCTION**

Save the Children Eastern Visayas Program Office (EVPO) through its Ormoc Office is set to roll out a parenting module which focuses on the quality of relationship between caregivers and children. A qualitative pre-assessment data has to be collected before the start of project implementation. It is on this basis that the qualitative baseline study was anchored upon.

The research was conducted in Barangays San Marcelino, Cansoso, Naulayan and Mansalip in the Municipality of Matag-ob. Respondents were caregivers and children who are beneficiaries of Pantawid Pamilyang Pilipino Program or popularly called as 4Ps. There were four (4) activities which the research respondents engaged with. These were the a three (3)- minute speech by caregiver about their child, perform household chores or common bonding activity caregiver and child do together and two (2) separate Focus Group Discussions (FGDS) for children and caregivers.

The data collected and analyze shall be kept and will be revisited after the project implementation phase. A qualitative post assessment study will be conducted. A comparison will be made between the data collected on these two studies.

## **RESEARCH METHODOLOGY**

### **RESEARCH METHOD:**

This study utilizes Likert Scale to evaluate the relationship between the caregiver and children. According to study.com, Likert Scale is a psychological measurement device that is commonly used to gauge attitudes, values and opinions. It was name after Rensis Likert who developed it in 1932. Likert Scale is the most commonly type of scale in surveys research.

The Community Facilitators of Save the Children Ormoc Office chose the research responders with the main qualification that they must be 4Ps beneficiaries. There was a total of 40 respondents, 32 of which were caregivers and 16 were children. Of the 32 caregivers, 3 are grandmothers and the remaining 29 are mothers. Children were from ages 8-13 years old.

Moreover, these Community Facilitators also served as observers who would rate the responders in the 3-minute interview and Activity for Caregiver with Children using the indicators in the Likert Scale. The Activity for Caregiver and Children has nine (9) indicators while 3-minute speech has (5) indicators.



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### **3-Minute Speech**

3-minute speech there were 6 mothers and 2 grandmothers. Barangays Naulayan and San Marcelino had 1 mother and 1 grandmother respectfully as respondents. All respondents from Barangays Cansoso and Mansalip were mothers.

Before the video recording, the caregivers are informed that the desired duration of speech is 3 minutes. However, the sharing can be shorter or longer than 3 minutes, depending on how long they want to share. In the speech, the caregiver shared their memories about their child. They are given the freedom to talk about their child from infancy to the current age. Discuss what the child has been doing at home, in school, hobbies, characteristics, anything they want and they can share.

### **Activity for Caregivers and Children**

Moreover, in the activity for caregivers and children, respondents were 8 mothers and 8 children. In Mansalip, a pair of mother and 12-year-old son cooked rice and pulled out grasses and weeds at the backyard using bolos while a mother and her 8-year-old daughter tandem prepared the ingredients needed for cooking a viand. 2 activities were performed by each pair in barangay Naulayan. A mother and her 11-year-old daughter washed the dishes and folded clothes; while a mother and 14-year-old son pair had a story telling and cooked rice, the son also prepared the fire before cooking. In Barangay Cansoso, respondents were mothers and daughters. The first pair, the mother guided her 12 year-old-daughter on how to properly clean the cooking utensils and prepare the fire for cooking. For the second pair, the mother combed the hair of her 9-year-old-daughter and accompanied her for a fashion show/beauty contest role playing. Barangay Marcelino's responders did one activity each. A mother taught her daughter on how to properly fold bedsheets and pillow cases and the other mother tutored his 11-year-old son on his Math lessons.

### **FGDs with Children**

For FGD for Children there were 8 respondents, 6 were male and 2 were females. They were from ages 9-13 years old. Barangay Mansalip had 2 representatives while Barangays Cansoso and Nauluyan had 3 each. San Marcelino did not have any respondent.

At the beginning, children were engaged in ice breaker games to overcome their shyness and for them to feel comfortable being part of the group. Participants were then asked to introduced their names, share what have they been doing in the past days. Moreover, drawing and role-playing activities were also done to explore the interaction of these children with their caregivers from their point of view. The children were then divided into 2 groups and were asked to do role playing.



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### **FGDs with Caregivers**

For FGD for Caregivers, there were also 8 participants, 1 was a grandmother, 57-year-old and who is from Barangay Naulyan. She was joined by 2 mothers ages 46 and 25. Barangay Cansoso was represented by 3 mothers ages 45, 42 and 27. Lastly, Mansalip had 2 respondents who are ages 38 and 48 years old.

Ice breaker games were also played at the beginning of the session. The games were done to introduced the participants to one other in a creative way so they would overcome their shyness and to let them feel comfortable with each other. Discussions about how they were raise and how they are raising their children then followed.

## **PRESENTATION AND ANALYSIS OF DATA**

### **3-Minute Speech**

The table 1 reveals the 3-minute speech which evaluates the following indicators: (Please click the link below )

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- (a) *How do you show positive feelings, that you love your child?*
- (b) *How do you praise and give approval for what the child does?*
- (c) *How do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences?*
- (d) *How do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives?*
- (e) *How do you offer gradual support to your child's activities and plan step by step to achieve the goal?*

For the respondent 1 (mother 42 years of age with a 7-year-old daughter), the observers gave a rate of 4 for the following indicators: *how do you show positive feelings, that you love your child* and *how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences*. The indicators *how do you praise and give approval for what the child does*, *how do you support your child by setting limits in a positive way, by pointing out consequences & offering* and *how do you offer gradual support to your child's activities and plan step by step to achieve the goal* obtained a rate of 1.

These are the following observations that were jotted down by the researcher during the conduct of the study: *the mother described her daughter as a good child because she is diligent in going to school and is an achiever, she praised her child for listening to her almost all the time but did not share how she*



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*verbally expresses this praise to her child, the mother expresses her love for her child by taking care of her needs in going to school and at home but does not express it verbally and the mother put a lot of emphasis on academic performance of the child.*

Respondent 2, (female 70 years of age has a grandson age 10), was given a rate of 2 for *how do you show positive feelings, that you love your child* and 3 for indicator *how do you praise and give approval for what the child does* by the observers. A rate of 2 and 1 was given respectively by the observers to the mother for the indicator *how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences*. The observers gave a rate of 1 for the following indicators: *how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives and how do you offer gradual support to your child's activities and plan step by step to achieve the goal*.

The researcher noted the following observations: *the grandmother did have a lot to share about the child when he was still young to the present, for her doing things together means teaching a child how to perform house chores, the grandmother shared she would praise her grandchild if he has done good deeds but did not elaborate how she does it.*

The third sharer, (female 31 years old with 8-year-old son), got a rating of 2 and 1 from the observers for the indicator *how do you show positive feelings, that you love your child*. A score of 1 was given to her for the following: *how do you praise and give approval for what the child does, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives, and how do you offer gradual support to your child's activities and plan step by step to achieve the goal*.

These observations: *the mother look comfortable and happy visiting memory lane about her child during infancy until toddler years, the mother shared equally the positive and not so good side of the child at present and the mother discussed how she handles her son when he whines but did not share how she appreciate her son for doing household chores* were written by the researcher during the duration of the sharing.

Respondent number 4, (female, 45 years old with 11-year-old son), was rated 4 and 3 for the indicator *how do you show positive feelings, that you love your child*. Both responder gave this mother a rate of 1 for *how do you praise and give approval for what the child does* indicator. A rating of 2 was given to her for the indicator *how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives*. Observers rated the respondent 1 and 2 respectively for these indicators: *how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences and how do you offer gradual support to your child's activities and plan step by step to achieve the goal*.

These observations were noted by the researcher: *the respondent shared how she and her husband are working so hard in raising their children, sending them to school, teaching them household*



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*chores and how they verbally expressed their love for their children, the mother shared the household chores her son does daily but did not share how they show appreciation for doing the routine task, the mother also shared the child's aspiration which is to help her family in getting out from poverty when he grows up, the mother discussed that raising children entails a lot of sacrifice. She also believes that children need guidance so they can finish their studies, he mother put too much emphasis on education and doing daily household chores and She also shared her happiness every time her son would kiss on her on the cheek upon going to school but did not share how would she respond on this sweet gesture.*

For respondent 5, (female, 47 years old with a son age 10), got a rating of 1 for indicator *how do you show positive feelings, that you love your child*. The observer gave the mother a rating of 1 for the following indicators: *how do you praise and give approval for what the child does, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives and how do you offer gradual support to your child's activities and plan step by step to achieve the goal.*

Researcher listed down the following observations: *the mother shared that the child wants to be babied but she refuses to because he is a boy, the mother also narrated that her child in the past years was an academic achiever, studied diligently and used to listen to her. However, after their transfer to Matag-ob and the boy has developed friendship with his cousins, the child would spend more time playing with his cousins and does not listen easily as much as before and the mother discussed that her son would like to learn and do household chores, especially in the kitchen but she only entrusts him light chores because he is still young*

A female age 39 with a 12-year old son is the 6<sup>th</sup> respondent. She was given a rate of 3 and 1 for the *how do you show positive feelings, that you love your child* indicator. The observer gave the mother a rating of 1 for the following indicators: *how do you praise and give approval for what the child does, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives and how do you offer gradual support to your child's activities and plan step by step to achieve the goal.*

The following observations were noted: *The mother narrated that she did not had a hard time raising the child when he was still an infant because her son was not a cry baby, the mother proudly shared that the academic achievements of her son from pre-school to grade 5, the speech showed that her child needs her mother's full attention as evident in the problematic academic performance of the child in the first 2 quarters where she was away, the child's school performance dramatically improved upon her returned to their house and the sharing of the mother was mostly focus on child's academic performance.*

Respondent 7, (female 58 years old with a 9-year old grandson), was given a rating of 2 and 1 for the indicator *how do you show positive feelings*. Observers rated the grandmother 1 for the following indicators: *how do you praise and give approval for what the child does, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you support*



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*your child by setting limits in a positive way, by pointing out consequences & offering alternatives and how do you offer gradual support to your child's activities and plan step by step to achieve the goal.*

These observations were written down by the researchers: *the grandmother shared that her grandson loves her dearly and worries a lot about her health but did not discuss how she would respond to these gestures, she narrated her grandson's love for basketball which she opposes due to the past injury incurred by the child and despite a certain sleeping issue of the child, her grandson helps the grandmother in doing farm work.*

The 8<sup>th</sup> respondent is female 49 years old with a son age 11. She was rated 2 by the observer for the indicator *how do you show positive feelings, that you love your child*, on the other hand for the indicator *how do you praise and give approval for what the child does*, she got a score of 2 and 1. A rating of 1 was given to her for the following indicators: *how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives and how do you offer gradual support to your child's activities and plan step by step to achieve the goal.*

The researcher wrote these observations: *the mother also mentioned more than twice that her son is a slow learner in school but compensates this shortcoming by attending school diligently, the sharing also reflects that the feminine nature of the son is the reason why he teaches his son a number of household chores such as doing laundry, cooking and cleaning the house and the activity that the mother and child do together is doing the laundry.*



In general, Table 1 above shows that majority of the caregivers believes that taking care of the child's daily needs in school is a way of showing their positive feelings and love towards them but does not utter it verbally. They also put too much emphasis on the academic performance and assigning of household chores but almost all of them did not share how they would praise or give approval to what their children are doing. They also stressed to the children the value of education as a way of getting out from poverty and for them to have a brighter and better future.

Moreover, almost everyone who shared showed that it is them who dictates on what the children should do and ought to do at home which is commonly going to school and doing household chores such as cooking, fetching water, feeding the farm animals but no one discussed about giving the child the choice of what chore they want to do. The emphasis was on completing certain tasks and achieving academic awards but no discussion on the specific support extended to children on how to accomplish the things their caregivers want them.

In addition, the respondents would describe their children as good if the children perform well in school and helps them at home. It was also easy for parents to narrate their children's academic performance as achiever or slow learner and mostly caregiver compare their children with the other siblings.

Lastly, gender sensitivity is somehow an "issue" in the household. A mother was quoted saying she assigned tasks such as cooking and doing the laundry for her feminine son. Another mother shared that she did not babied her child who wanted to be treated one because he is a boy.





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### **Activity for Caregivers and Children**

The following scale was measured in the Activity for Caregivers and Children: (Please click the link below)  
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- (a) *How do you show positive feelings, that you love your child?*
- (b) *How do you follow and respond to the initiatives of your child?*
- (c) *How do you hold an intimate dialogue with your child with and without words?*
- (d) *How do you praise and give approval for what the child does?*
- (e) *How do you share experiences and focus your child's attention with yours?*
- (f) *How do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences?*
- (g) *How do you expand and enrich your child's experiences by connecting through imagination and logic?*
- (h) *How do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives?*
- (i) *How do you offer gradual support to your child's activities and plan step by step to achieve the goal?*

Respondent 1, a pair of mother 36 years old and 13-year-old son who pulled out the grasses & weeds at the backyard using bolos and cooked rice. They were rated 1 in their 2 activities for the following indicators: *how do you show positive feelings, that you love your child, how do you praise and give approval for what the child does, how do you expand and enrich your child's experiences by connecting through imagination and logic and how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives*. The observers give them a rating of 2 and 1 respectively for the *how do you follow and respond to the initiatives of your child, how do you hold an intimate dialogue with your child with and without words, how do you share experiences and focus your child's attention with yours, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences and how do you offer gradual support to your child's activities and plan step by step to achieve the goal*.

The following were the observations written by the researcher: *the mother gave directions on how things are to be done, the mother did not affirm, praise or said thank you to his child after doing the chore properly and mother's love and support is observable through gestures but failed to convey it verbally*.

The 2<sup>nd</sup> respondent, mother and daughter tandem (mother 30 years old and daughter 8 years old), prepared ingredients for cooking. They were rated 4 and 1 by the observers for the indicators *how do you show positive feelings, that you love your child and how do you hold an intimate dialogue with your child with and without words*. The tandem got a rate 1 from both observers for *how do you follow and respond to the initiatives of your child, how do you praise and give approval for what the child does and how do you expand and enrich your child's experiences by connecting through imagination and logic indicators*.



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The observations listed down by the researcher are the following: *the child was very shy to the camera. She did not utter a word during the task although her mother encouraged her to speak, the mother compared her daughter to her siblings and expressed that her other daughter would have perform better and the mother re-assured the child of her love and care by hugging and kissing her daughter when the child cried after the filming of the task.*

For respondent number 3, another mother and daughter tandem (mother age 44 and 11-year-old daughter) who washed the dishes and folded the clean clothes. A rating of 2 and 1 were given to them by the observers for the indicators *how do you show positive feelings, that you love your child and how do you follow and respond to the initiatives of your child.* For indicators *how do you follow and respond to the initiatives of your child, how do you share experiences and focus your child's attention with yours and how do you offer gradual support to your child's activities and plan step by step to achieve the goal* a rating of 1 and 2 were given to the tandem. Observers rated the pair with 2 for indicators *how do you hold an intimate dialogue with your child with and without words and how do you expand and enrich your child's experiences by connecting through imagination and logic.* Lastly, for indicators *how do you praise and give approval for what the child does and how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences,* a rating of 1 was given to them.

Observations such as the mother encouraged her daughter to asked questions *on how to perform the tasked, the mother was focused on how to complete the task and do not praise the child once a step is properly done and the mother did not thank her daughter for performing 2 house chores* were jotted by the researcher.

Respondent 4 consist of a 38-year-old mother and son age 14. They performed story telling and cooked rice. A rating of 2 was given by the observers to the duo for the following indicators: *how do you share experiences and focus your child's attention with yours, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you expand and enrich your child's experiences by connecting through imagination and logic and how do you offer gradual support to your child's activities and plan step by step to achieve the goal.* Moreover, for indicators, *how do you praise and give approval for what the child does and how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives* got a rating of 1 from the observers. A score of 3 and 2 were given by the observers for indicator *how do you show positive feelings, that you love your child.* The indicator *how do you follow and respond to the initiatives of your child* got a rating of 1 and 2 while the indicator *how do you hold an intimate dialogue with your child with and without words* has a rating of 2 and 1 from the observers.

Researcher noted the following observations: *the mother put emphasis on the importance of studying hard and in finishing school, Storytelling was mostly controlled by the mother, the child was not asked of what his dreams and aspirations and the mother are did not thanked and praised the child for completing the task.*



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The 5<sup>th</sup> respondent is a pair of 37-year old mother and 12-year-old daughter who washed cooking utensils and produced fire for cooking. A rating of 1 was given by the observers for the following indicators: *how do you show positive feelings, that you love your child, how do you hold an intimate dialogue with your child with and without words, how do you praise and give approval for what the child does, how do you share experiences and focus your child's attention with yours, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you expand and enrich your child's experiences by connecting through imagination and logic, and how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives.* For indicators: *how do you follow and respond to the initiatives of your child and how do you offer gradual support to your child's activities and plan step by step to achieve the goal* a rating of 1 and 2 were given to the tandem.

The following were the observations pointed by the researcher during the entire activity: *the mother was more focused on completing the task than giving a step by step instructions on how to do the chore, the mother easily expressed her frustrations when her daughter failed to produce the fire but did not praise or thank the child when she finished washing the cooking utensils and the mother gave her daughter the freedom to choose what food to cook.*

Respondent 6 is a 49-year-old mother with a 9-year-old daughter. The mother accompanied her daughter to her favorite past time which is to role play a fashion show/beauty contest. Observers gave the duo a rate of 1 for the following indicators: *how do you praise and give approval for what the child does, how do you share experiences and focus your child's attention with yours and how do you expand and enrich your child's experiences by connecting through imagination and logic.* A rate of 4 and 2 was given to them for the indicator *how do you show positive feelings, that you love your child* and 4 and 1 for *how you follow and respond to the initiatives of your child* indicator. A rating of 3 and 2 was given for the indicator *how do you hold an intimate dialogue with your child with and without words.* A rate of 2 and 1 was given for the indicator *how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences.* The mother and daughter tandem got a rating of 1 and 2 from the observers for the *how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives and how do you offer gradual support to your child's activities and plan step by step to achieve the goal* indicators.

The researcher drew the following observations: *the mother showed her loving gesture through hugging, kissing, combing the hair of her daughter and encouraged her not to be shy in performing the act she usually does with her playmates, the mother's motivation in encouraging her daughter was getting out of poverty in the future, the child was able to overcome her shyness in the role playing the fashion show. Her confidence was noticeable during the introduction of herself, however, this act was not applauded by the mother, instead she asked her daughter to perform more like talent showcase.*



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Respondent number 7 is a 54-year-old mother with a daughter age 12, they folded clean bedsheets and pillow cases together. The observers give them a rating of 1 for the following indicators: *how do you follow and respond to the initiatives of your child, how do you hold an intimate dialogue with your child with and without words, how do you praise and give approval for what the child does, how do you share experiences and focus your child's attention with yours, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you expand and enrich your child's experiences by connecting through imagination and logic and how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives.* On the other hand, observers rated them 1 and 2 for the indicators *how do you show positive feelings, that you love your child and how do you offer gradual support to your child's activities and plan step by step to achieve the goal.*

*The mother was focus on doing the task properly rather than by giving step by step instruction. She kept on telling her daughter to fold the bedsheets well and the mother did not thank her daughter after completing the task were the observations listed down by the researcher.*

The 8<sup>th</sup> or last respondent is a 33-year-old mother with her 11-year-old son. The mother had a tutorial session with her son for his math subject. A rating of 1 was given to them for the two indicators which are: *how do you praise and give approval for what the child does and how do you share experiences and focus your child's attention with yours.* Observers rated the duo with 1 and 2 for the following indicators: *How do you hold an intimate dialogue with your child with and without words, how do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences, how do you support your child by setting limits in a positive way, by pointing out consequences & offering alternatives and how do you offer gradual support to your child's activities and plan step by step to achieve the goal.* The mother and son tandem was rated 1 and 3 for the indicator *how do you show positive feelings, that you love your child,* a grade of 2 for *how you follow and respond to the initiatives of your child* and got a rate of 1 and 2 for *how you hold an intimate dialogue with your child with and without words indicator.*

For this group, the researcher jotted the following observations: the mother guided his son on the step by step process of answering each multiplication exercise, the mother only pointed out the errors made by the child in answering the exercises and the mother did not give affirmation and praise her son on the exercises he correctly answered.



The table above generally shows that the caregivers are capable of showing love and positive feelings to their children through hugging and kissing them. However, the caregivers do not normally convey verbally these positive feelings and love to their children.

Moreover, majority of the caregivers are more focus on completing the specific tasks assigned to their children but fail to give the step by step process on how to accomplished a certain task. If the child cannot do the task correctly they would immediately tell them to do it properly or point out that what they are doing is wrong before giving instruction of how it should be done. If the child does the chore properly or is doing the right way while on the process of completing the task no caregiver praised or give affirmation to their children that what they are doing is correct. In fact, no single caregiver thanked or praised their children after performing the activity together.

Furthermore, almost all children in the activity were conscious and got shy with the camera. They seldom say word or ask questions while performing the tasks. The parents on the other hand would encouraged their children to say something or ask something.

In addition, the conversation during activities were mostly controlled by the caregivers. The gestures and comments of the caregivers showed that they have high expectations from their children. This resulted of the caregivers getting frustrated once the task is not properly done.

Lastly, there was a tendency of the caregiver to compare their child with the other siblings if the task is not completed or properly executed. A parent even openly expressed that it would have been better if the chore was performed with the older sibling. This was said in front of the child to whom she did the activity with.

### **Focus Group Discussion (FGD) with Children**

#### ***Tell us one thing you like. What are you doing these days?***

Three (3) children, specifically boys revealed that they like playing basketball, 1 boy said he loves taking care of his pet dog. A girl told the group she loves to draw and the other girl shared she loves singing. She even sang for the group. The other 2 boys did not share what they like doing.

Four (4) expressed that they have been in school in the past days. Other shared that aside from schooling they have cleaned their house, cooked rice and washed the dishes.



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***Draw a picture of examples of things your parent does with you. Tell me about what you have drawn.***

Seven (7) out of 8 (eight) children draw household chores they perform after school and during weekends. There was no single chore that the children do with their caregivers. However, these children are doing chores in harmony with other family members. A female child shared that she would sweep the backyard while her mother waters the plants. Two boys shared that they fetch water while their mother is doing laundry. One boy said he hangs the clean clothes for sun drying after when his mother is done with the laundry. A boy drew an entire family with their designated tasks at home. He shared she fetch the water, her mother does the laundry, her father works in the farm, her sister hangs the clean clothes and her brother collects wood. Another boy, under the care of his grandmother shared that he does most of the household chores because his grandfather is sickly and his grandmother is working to earn a living. He expressed verbally not in drawing that he and his grandmother would go together collect woods at least once a week. Lastly, one female child, draw dresses and wrote her desire to become a fashion designer. She explained that this is the thing she loves doing at home but she does alone.

***What are the good things about the ways parents treat children where you live?***

- The children expressed that one good thing the way parents treat them is when they show their care and compassion to them once they encounter untoward event, such as stumbling or getting hurt while playing (as depicted in the role play).
- Sending them to school is another answered given by the children
- Feeding them was another answered solicited from the crowd.

***What are the not so good (bad) things about the ways parents treat children where you live?***

- The children shared that when their parents scolded them after meeting an accident such as stumbling or getting hurt while playing is one of the not so good things the way parents treat them.

***What kind of things does a good child do? (Who do they play with?)***

- Children who help in the household chores and children who help other children are the things a good child will according to the participants.

***What makes a child a bad child?***

- The children answered that when the child is untidy, disorganized, does not mind what is happening to the surroundings are the things that make the child bad.
- Children who are bully, or who hurt other children makes the child bad according to the participants.

***How can parents guide/practice children to be good children?***

- When parents/grandparents instill to them the value of education. The importance of finishing school so that when they grow up they can help their families in getting out from poverty.

***Are boys and girls brought up differently? How?***

- The children said there was no difference in raising a girl and a boy at home.

***How do your parents show you positive feelings, that they love you? Give examples.***

- A child answered my parents raised us, which was unanimously approved by the rest of the group.

***How do your parents praise you and give you approval for what you have done? Give examples.***

- A child shared that sometimes his mother would tell him he is a good child.
- Another child told the group that sometimes his mother would compliment him by telling him that is a bright child while a girl narrated that her mother would tell her she is beautiful.
- Some children shared that when they come home from school bringing good news such as getting perfect score in the exam of having good grades, their caregivers would not give any comment. They would not hear any praises.

***Are mothers and fathers behaving differently in how they are bringing children up?***

- Majority of the children expressed that their mothers/grandmother would praise them and not their fathers/grandfather.
- A child shared that both her parents praise him.
- Most of the children expressed that they are closer to their mothers than their fathers because their fathers got angry easily. They are afraid of their fathers when their fathers got mad.



- A male child shared that his grandfather would scold him if he commits mistakes but would later explain to him the reason why he was scolded.
- The children also narrated that they are closer with their mothers because their fathers are out of the house most of the time due to work.

***What responsibilities does the mother have?***

- The children in unison answered that mothers stay at home and take care of the children.

***What responsibilities does the father have?***

- The children answered that their fathers' responsibility is to work for a living.

**Focus Group Discussion (FGD) with Caregivers**

***Tell me about your children. (Tell me about the oldest, etc..... How are your children and teenagers doing? How are they doing in school?) What are you most pleased about? What are you most worried about?***

- Majority of the caregivers who have teenagers are already married and or in relationship, especially the male teenagers.
- Some caregivers who have female teenagers are still in school and performing well academically.
- Participants expressed that their children's good performance in school or just by attending school diligently makes them happy.
- Moreover, others shared that having children who helped in household chores such as fetching water, cooking or even just light tasks please them.

***What are you most worried about?***

- One parent voiced out that when her children go home late from school due to distance plus the need to pass through a river make her worried.
- Another worry of the parents is when their children don't finish school. they are worried that the children will have a difficult life later as a consequence of not being able to complete schooling.



***What are important values in child-rearing – both past and present? Think about your own upbringing: What were important values then? What are important values now?***

- Majority of the shared not so pleasant experienced when they were younger which motivated them to become better parents to their children. Practices before such as not sending their children to high school after elementary to do farm work because rice is not harvested in school but in the farm.
- Another parent shared she was asked by parents not to go to school because she was sickly and nobody dies if they don't finish school.
- One participant narrated that she decided to stop going to school because she was often asked to be absent to help in farm.
- A young mother expressed her frustrations from her parents when she and her younger siblings were asked to stopped schooling in favor of her older sibling who was finishing high school.

***What are important values now?***

- All participants believe that education is the key for a better future and more comfortable life for their children.
- Everyone emphasized to their children the value of education and the importance of completing school and studying well.
- They would remind their children not to be like their parents who did not finish school.

***Which are the qualities you would like to see develop in your children? (How would you know your child is a good child?)***

- The following were the answers given by the participants: respectful to their parents and to older people around them, being helpful in the house, obedient, do not belittle other people, hardworking, have a sense of initiative and no need to be reminded of their assigned house chore and God fearing.

***Which qualities would you not like to see develop in your children?***

- The participants share the following answers: getting married early, disobedient, curse a lot, fight with siblings, unable to finish school and involved with *barkada* (clique).

***What kind of caregiving guides the child to develop into a good adult? (What are important qualities for the caregiver to have in order to guide the good development of the child?)***

- Majority of the parents answered the need to discipline the children but avoid hitting them.
- One mother narrated she constantly monitor the child's performance in school by having a regular visit to the teachers.
- Most of the participants expressed that they often remind their children to be always respectful to their teachers.
- One mother shared that she would let her children choose their punishment either to kneel down or be hit (bunalan).

***How is parenting a girl child different from parenting a boy child?***

- All participants, specifically those with both daughters and sons expressed that there is no difference in raising a boy and a child. They practiced equality in terms of house rules, reminders and household chores.

***How do you guide your children? What is a good way to guide? What is a bad way to guide?***

- One parent shared that she has set rules to her children on how they behave outside their home and on how to properly mingle with neighbors.
- Majority of the parents narrated that they would constantly give gentle reminder to their children on behaving well.
- Most of the parents expressed that they have pre-assigned household chores for all their children so no need for them to constantly remind of what to do at home.

***How do you know a good relationship between parents and children? (What shows you that the relationship is good?)***

- The following were the answers given by the participants: their children respect them and their children obeys them.
- One parent pointed out that good relationship exists when parents show love, care and understanding to their young children.



**Save the Children**

***Think about the following situations and say how you would react:***

***A. A teenage boy or girl comes home very late in the evening.***

-The participants answered that they would scold their children and remind them of the curfew.

***B. Your child comes home from school with a very good result from school.***

- Everyone expressed that they would feel very happy and will thank the child for studying well.

-One parent said she will be happy but will remind her child to continue to do well,

-Another parent shared she will tell the child to keep up the good work and that a reward will be given to her at the end of the school year.

***C. Your child breaks something at home.***

-A young mother with a 2-year-old son said she will not scold her child and just understand him.

-Majority of the participants narrated that they would gently remind the child to be careful in what they are doing.

-A parent shared that she replaced the kitchenware with plastic instead of glass to avoid further incident glass/plate breaking when the child washed the dishes.

***D. Your child is involved in a conflict or bullying episode.***

-Majority of the participants said they would reprimand the child.

-Some parents expressed they would not take sides so not to complicate the conflict between children.

-One mother said that when her children used to quarrel with their playmates she just let them be because the children know how to resolved the matter on their own and become friends again.

