THE EFFECTS OF PARENTAL FIGHTS AND SEPARATION ON FILIPINO TEENAGERS AGED 13-20 YEARS OLD

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APPROVAL SHEET

This thesis entitled **"The Effects of Parental Fights and Separation on Filipino Teenagers Aged 13-20 Years old"** has been prepared and submitted by **Olivia Wenceslao Valleramos**, in partial fulfillment of the course requirements for the degree of Bachelor of Arts in Social Science, Major in Behavioral Studies.

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ABSTRACT

In this study, the researcher described the physiological and psychological effects of marital conflict and separation to teenagers. The behavior and attitudes exhibited by the subjects during and after the conflict and separation were explored as well. In addition, the financial stability, social life, academic performance and familial and marital outlook of the subjects after the parental upheaval were given utmost attention. Differences among the adjustment of males and females were also be taken in account. The study included 42 Filipino teenagers, (21 males and 21 females) aged 13 to 20 years old residing mostly in Luzon and Visayas. This descriptive study utilized qualitative and quantitative measures in gathering the information. Questionnaires were given to the respondents who were sampled using the purposive and snowballing methods. The mean rating of the respondents were used to analyze the data. Qualitative responses were looked into to see if there are emerging trends in the answers of the respondents. Results for the males and females were then separated for further examination.

From the data gathered, it can be seen that the effects of parental fights and separation are most pronounced in familial and marital adjustment and outlook, financial stability and parent-child relationships of the respondents. Most of the participants think that parents should stay together for the children's sake. Males are still optimistic about marriage more than the females. In addition, they are more assertive in the provision of counseling to children from broken homes and their parents. Financial problems ensued as a result of marital separation. Female respondents suggest that parents share the financial responsibility. Father-daughter relationships were adversely affected by the domestic upheaval. Majority of the female participants took their mother's side. Interestingly, respondents generally exhibited "productive" coping mechanisms. They concentrated on their studies and honed their talents. Meaningful conversations with their peer group and intimate partners helped them cope as well. Prayers, too, became useful in their adjustment process.

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CHAPTER 1

THE PROBLEM

INTRODUCTION

A family is a social structure that provides a stable framework for the roles and functions of the members making the relationships more enduring (Panopio et. al., 1994). In the Philippines, "the basic social units of the society are the nuclear family, which includes the father, mother, and children, and the bilaterally extended kinship group, which embraces all relatives of the father and mother. Other important relationships are those of the siblings and the cousins and of the grandparents and grandchildren" (Ibid). However, when change happens to the family, the seemingly permanent roles of its members might be altered drastically. When parents bicker and part ways, the stability of roles and functions of the parents and children may take a different course. Family therapists regard the individual members of the family as extensions of the unit. Therefore when parents experience marital upheaval, the children experience the tension as well.

The topic of divorce has received extreme reactions from the different spectrums of the Philippine society. Studies reveal that majority of Filipinos disapprove of the legalization of divorce (Bulatao, 1978b; Vancio, 1977). However, recent studies might have different results considering the years that have elapsed since Bulatao's and Vancio's studies were conducted. An indicator of the changing winds is the recently proposed divorce bill by the House of the Representatives. The passing of this proposed law, however, does not imply that disunity among married couples is not currently common among Filipinos. The monetary expenditures that come with the legalization of separation

serves as a deterrent for couples to file such cases. As such, many resort to separation without legal proceedings. This makes the rate of marital dissolution difficult to ascertain in the Philippines (Go, 1993).

Then again, the number of teenagers who have separated parents caught the researcher's attention, having met a considerable number of individuals who have domestic problems. The researcher wanted to investigate the changes happening in their lives and how they were able to cope up with the situation. This curiosity resulted to several college research papers about the effects of parental fights and separation to children. This undergraduate thesis is the third inquiry that the researcher has made regarding the topic. The researcher had started with an informal survey and followed it with a case study research in collaboration with another colleague.

The realm of this research focuses on the subjects' familial and marital outlook, parent-child relationships, relationships with the authority figures, academic performance, self-esteem, financial stability, health, social life, coping mechanisms and attitudes towards the separation.

STATEMENT OF THE PROBLEM

With the exhausting activities teenagers are engaged in and family problems adding more to these, the youth might be found incapable of dealing with life's burdens.

What are the general effects of parental fights and separation on Filipino teenagers aged 13 to 20? To stipulate, the researcher will answer the following:

- What are the physiological (i.e., on physical well being) and psychological effects (i.e., on self-concept) of parental conflict and separation on Filipino adolescents?

- What are the behaviors (relationships with parents and other authority figures) and attitudes exhibited by the subjects during the conflict and after the separation of their parents?
- How are the financial stability, social life, academic performance and familial and marital outlook of the subjects affected by the marital break-up of their parents?
- How were they able to cope up with the situation? What were the coping mechanisms exhibited by these adolescents?
- Are there differences in the behavior of males and females who are experiencing the said domestic situation?
- How are the males different from the females in coping with the domestic situation?

OBJECTIVES

In taking up this research project, the researcher has one general objective in mind, that is, to illustrate the EFFECTS OF PARENTAL FIGHTS AND SEPARATION ON FILIPINO TEENAGERS aged 13-20 years old.

The following are the specific objectives of this study:

- Describe the physiological (i.e., on physical well being) and psychological effects (self-concept) of parental conflict and separation to Filipino adolescents.
- Illustrate the behavior (relationship with parents and other authority figures) and attitudes exhibited by the subjects during and after the conflict and separation of their parents.

- Describe how the financial stability, social life, academic performance and familial and marital outlook of the subjects are affected by the marital break-up of their parents.
- Describe the ways by which the adolescents were able to cope up with the situation.
- Elucidate the differences in the behavior and experiences of males and females who are having the said domestic situation
- Characterize how the males are different from the females in coping with the domestic situation

SIGNIFICANCE OF THE STUDY

The study will benefit several sectors of the society but most especially the sector of the youth. When published, this research will assist the **children of separated parents** in understanding their own behavior and attitudes. Self-analysis and awareness will result. Self-blame (a reaction of children with separating parents) can gradually be eliminated. Also, the awareness that there are others who have gone thru the same experience will reassure them that they are not alone. To add, the awareness that an individual from a broken home is no different compared to those who belong to intact families will pervade.

To the parents, consciousness and insights on how they can be of help to their children will be given. This will be brought about by the comprehensive descriptions of why these teenagers act the way they do after witnessing their parents' marital conflict and split up.

The society and institutions will be contributed with insightful and firsthand information. With such details, they might be influenced to put up agencies that will

specifically focus on the needs of these kinds of teenagers. Public understanding will also lessen the societal stigma usually attached to children from broken homes.

To the government, the study will show the need for program policies and agencies that are necessary in improving the state of children from broken homes in this country.

DEFINITION OF TERMS

The following terms will be used for this study:

1. Teenagers- Filipino aged 13-20 years old who have experienced parental conflict and separation.
2. Parental conflict- includes verbal (e.g., shouting, cursing, calling names, belittling the spouse, saying bad words); physical (e.g., punching, hitting, slapping, throwing things... etc); and emotional (e.g., crying spells, drunkenness due to the conflict, not in speaking terms, not sleeping in the same room etc...) disputes between the parents of the teenagers.
3. Parental separation- includes legal separation, annulment and divorce. This also includes separations without the legal proceedings.

ASSUMPTIONS

The researcher assumes that the location from where the respondents and participants reside does not affect the reliability of their answers. For this reason, the respondents were not sampled from a single institution or organization. In relation, it is also assumed that all the participants answered the questionnaire honestly and sincerely.

SCOPE AND DELIMITATIONS

The study includes only Filipino teenagers aged 13-20 years old. There is an equal number of male and female subjects (21 male and 21 female subjects).

The research is focused only on the financial, academic, physiological, social marital outlook, family situations and perceptions of the subjects during and after the inter-parental conflict and separation. In addition, their self-concepts were also be described. Their relationships with other authority figures and with their parents are also looked into by this research. The coping mechanisms exhibited by these teenagers were elaborated as well. However, the sex of the custodial parent was not correlated with the variables given.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

ADOLESCENTS

"Adolescence is a time of rapid physical growth and development, more so than any other period except early infancy. Babies, though, are not aware (as far as we know) of the changes in their bodies while adolescents most certainly are" (Bee et. al. 1984). This period of transition, roughly extends from the age of 12 to the late teens. During this time, adolescents assert themselves as individuals distinct from their family (Atkinson et. al. 1996). The process of maturation, however, can be accompanied by the erratic and unpredictable behaviors of teenagers (Papalia et. al. 1999) "Socially, the adolescents experience disequilibrium with increased problems in parent-child relationships, maximum influence of peer pressure, and peak of behavior problems and depression" (Bee et. al. 1984). In the desire to gain more independence, teenagers also experience rough relationships with their parents (Hurlock, 1955).

The changes that accompany the period of adolescence may confound these young individuals. Others even engage in maladaptive behaviors like promiscuity and drug abuse. Adding injurious events at home may catch them unprepared to adjust and accept domestic tension while dealing with the changes happening with them emotionally, socially and physically. Recently, westerners and even Filipinos have been alarmed of its effects on children as well.

According to Wallerstein and Kelly authors of *Joint Custody and Shared Parenting* (1991), "children experience inner turmoil when their parents' marriage is strained with bitterness and anger." The critical stage of adolescence makes adjusting to domestic friction even harder. Teenagers often have violent emotional reactions to family break-up. "While it is possible for parents to put up a false front before their very young brood, it is impossible to shield teenagers from such a painful upheaval. Adolescents become very upset and mixed up. They feel threatened and insecure. Their normal anxieties become aggravated. The youngsters feel terrified that they would repeat their parents' mistake" (Tan, 1999)

According to Hodges (1991), the characteristics of adolescents have several implications for understanding their responses to marital conflict and separation:

1. Egocentrism is high. Adolescents tend to perceive that everyone else is concerned with their own predicaments. They feel that they should come first in the priorities of their parents for the reason that they should. However, when married couples encounter marital difficulty they tend to center on their personal uncertainties. This frustrates the teenagers.
2. Empathy goes down. The child can no longer use the concrete operational empathy of understanding the parent, but the ability to appreciate the parents' points of view has not yet developed at a more abstract level. This lack of understanding (and sympathy) on the part of the early adolescent is hard for most parents to accept. Not until the child is 15-16 years of age has the formal operational logic developed to such a point that the child is likely to start appreciating the parental *point of view.*
3. The adolescent makes judgments on an absolute basis.

   Ambivalence is handled by splitting. The adolescent judges a person as either all good or all bad. Thus, loyalty conflicts are likely to increase as the adolescent makes judgments about who was right and who was wrong. The ability to see both parents as having admirable qualities and sharing responsibilities has not yet developed. The child moves from seeing the parent as near perfect with few flaws to seeing the parent as seriously flawed and unworthy of respect. The overvalued parent is now the target of rage and underevaluation.

It is difficult to predict which parent will be chosen as the enemy. Some adolescents will chose the parent who leaves, but others will blame the remaining parent for not being lovable or supportive enough.

4. Adolescents have difficulty with their own sexuality and the sexuality of parents.

   The most striking changes of adolescence are not those of height and weight, nor even of body composition, but those that concern the development of sexual characteristics" (Bee et. al. 1984). In fact, their primary and secondary sex characteristics prepare them for reproduction (Ibid). Adolescence is the stage when they start to discover their own sexuality. However with the onset of the separation, the child will soon realize that her parents are sexual beings as well. For one, they will have to deal with their parents' current sexual partner (boyfriend/girlfriend). Some teenagers become confused with this situation.

5. Self-esteem goes down. When teenagers describe themselves, they are more negative than they were younger. Feelings about how acceptable one's self is becomes a major issue. Since the child identifies with both parents, continuing parental conflict, including character assassinations, is likely to substantially reduce self-esteem.

PARENTAL CONFLICT AND SEPARATION

Disunion of married individuals should not be attributed on their heated discussions and conversations per se. These exchanges of words are natural for we may have different opinions and reactions to similar issues. These are brought about by the varied cultures and upbringings that we have been exposed to. However, frustrations and disappointments arise when couples fail to compromise. When differences are not talked about and remain unresolved, they can trigger separation (Tan, 1989).

What can be the major cause of broken homes in the Philippines? "The practice of engaging in extramarital relationships is not new in the country. However, because of the sensitivity of its nature, very little systematic research has been conducted on the topic" (Go, 1993). Still, some studies have pinpointed marital infidelity as one of the major causes of marital break up among Filipino couples (Meily, 1976; Vancio 1977). The

querida—mistress (and *querido*) system exhibited by Filipino males (and females) has been threatening the strength of Filipino homes (Ramirez, 1984).

"Separation is always a major emotional upheaval regardless of the quality of the relationship between two persons. In marriage, it becomes doubly traumatic when there are children involved" (Tan, 1999)

Studies reveal that psychological maladjustments in children are correlated with marital discord. According to Ms. Emma Tan, author of *Questions and Answers on Bringing Up Children (1989),* fighting in front of the child is not desirable. When parents differ and contradict on certain issues, children are not inevitably distressed. It becomes psychologically harmful only when confrontations are as follows:

1. When one parent uses it to belittle the other.
2. When one parent questions the other's truthfulness, wisdom or judgment.
3. When one gives a child reason to doubt the other's love and concern for the child.
   These forms of disagreements involve the child's feelings and loyalties. His confidence in his parents is likely to be shaken.[1]

Ms. Tita Agravante-Go of the Ateneo de Manila University undertook another local research in relation to this topic. During the Afro-Asian Psychological Association Conference (held at the University of the Philippines-Diliman in 1998), she presented her research which involved 36 children from the middle-income group whose parents have separated within the last 5 years.

Agravante-Go's study, entitled *Toward an Understanding of the Psychological Dynamics of Filipino Children of Separated Parents* (1998) found the following results:

[1] Tan, Emma Questions and Answers on Bringing Up Children (Bookmark Inc. 1989), p. 210

> ". . . parental reunification is foremost in the minds of children whose parents have separated. This however, slows down the healing and adjustment process, she says.
>
> They "find it difficult if they are not with both Mommy and Daddy: "I have two homes. It is tiring to shuttle from one to the other .
>
> They have to "grapple with the feeling that their parents, especially the one no longer living with them, don't love them anymore. They also have to deal with the realization that their parents don't love each other anymore."

"It also helps if the custodial parent does not talk negatively about the other parent. In this case, the response and support of the other parent matters a lot" (Agravante-Go, 1998).

There are several other areas that might be taken into consideration in studying the impact of parental conflict and separation to Filipino teenagers. In what ways are teenagers affected by marital discord and break up? In what areas in their lives do conflict and separation have the greatest impression?

EFFECTS OF PARENTAL CONFLICT AND SEPARATION

"Impact of parental rift on teenagers may take its toll after years of dormancy or it may appear immediately. Still others claim that parental separation has minimal effects on children. Three trends, on the other hand, seem to surface when one deals with the consequences of parental separation to teenagers. Some researches indicate that parental separation is accompanied by considerable emotional distress, psychological confusion, relationship strain and life upheaval for parents and for children" (Emery 1994). Adolescent children of separated parents are less likely to graduate from school, tend to marry at an earlier age and have a higher probability of getting divorced or never marry at all. Others commit delinquent act, experience problems in peer relations, and are highly associated with family-related offences, such as running away and truancy (Wells &

Ranken, 1991; Demo and Acock, 1988). Are these findings the result of separation as the central event in shaping the lives of children? Furstenberg and Teitler (1994) who wrote about *Reconsidering the Effects Marital Disruption: What happens to Children of Divorce in Early Adulthood* in the Journal of Family Issues note that to focus on the impact of divorce itself makes it easy to overlook the circumstances leading up to the separation, some of which may begin even before the birth of the children. These circumstances and processes that often end in separation may be harmful to children whether the parents stay together or separate (Emery, 1994).

Still, other researches "clearly indicate that most children act competently following parental separation despite the often-dramatic changes in their family life. Research to date may overestimate the psychological disturbance produced by separation because studies have examined children's psychological functioning only after parental disunion. Psychological difficulties among children may develop before the marital disruption, and if they do, they cannot be the consequences of it" (Ibid.). To support the foregoing, a study showed that one-parent family is not more detrimental to the well being of children than other family forms, and that divorce and separation of the conjugal pair can leave them unscathed. "Single-parent households are not pathological or incomplete. It, however, generates situational contingencies to which the individuals must adjust" (Bilge et. al. 1983).

Some studies reveal that marital disruption often results to taut relationships between the child and his parents. Teenagers show frustration, longing and antipathy towards their estranged parents (Emery, 1994). More information about parent-child relations after marital rift will be elaborated on proceeding discussions.

In mentioning more data on the impact of marital tension and disruption to adolescents, it is important to note that related literatures point to specific areas of concern. These are gender, family and marital outlook, parent-child relationships, relations with other authorities, academic performance, self-esteem, financial stability, health, social life and coping mechanisms of the children involved.

Gender Differences

Boys were found to have difficulty in adjusting before the actual marital break up takes place. On the other hand, girls find it hard to adapt to the situation after the separation has occurred (Shepherd, 2000). Shepherd discusses about an ongoing 10-year study funded by the U.S. National Institute of Mental Health which examined boys and girls belonging to broken homes. The study has found that:

> "Pre-divorce conflict increases the incidence of depression in boys, while post-divorce conflict increases the chances of behavioral problems -- such as acting out -- in girls. The study, conducted by a team at Iowa State University in Ames, involved 534 families: 328 of which were two-parent families, and the remaining 206 were divorced families with the mother as the primary caregiver. Researchers found that boys in divorced families are more at risk for depression than their counterparts in intact families; and this was true even when the circumstances following divorce were fairly ideal. One likely explanation for these phenomena is that their father's departure from the family home may be more traumatic for boys than girls, and a good post-divorce situation simply doesn't make up for the loss of their father. If fathers stay involved in their sons' lives, however, the likelihood of behavioral problems is reduced."

Relationship with parents are also predisposed to change as was stated by the third trend of research about the impact of martial dissolution to teenagers. According to Lamana and Riedman (1997), girls from broken homes have more rough relationship with their custodial mothers than boys. Researchers take this as the projection of anger (felt

towards the father) to the mother. It is possible, too, that these girls experience role reversal in parent-child relations more than boys. Mothers may assign a confidante role to their teenager daughters that they resent or resist assuming. However, there are also girls who converse more with parents and this interaction is generally regarded more favorably. Mothers are seen as more considerate, patient and able to negotiate. In contrast, fathers are seen as more critical and less likely to discuss (Frydenberg, 1997)

"Older adolescents, nonetheless, show better degree of adjustment and approach the situation with more mature perspective" (Bigner, 1989). Nevertheless, there are still exceptions to this. Kalter (1987) discusses the effects of parental fights and separation to teenage adult populations. According to him, "for some teenage and adult populations of females, parental separation has been linked with lower self-esteem, precocious sexual activity, greater delinquent-like behavior, and more difficulty establishing gratifying, lasting adult heterosexual relationships. When the father leaves the family home and becomes progressively less involved with his children over the ensuing years, it appears that young girls experience the emotional loss of father egocentrically as a rejection of them". Many girls attribute this rejection to their not being pretty enough, affectionate enough, athletic enough, or smart enough to please father and engage him in regular, frequent contacts. They also lack the experience of being able to spend time with a man who truly appreciates them and lets them feel the importance of being a woman"

Long-term effects of early marital disruption have been studied. According to Frost and Pakiz (1990):

> "Adolescent girls who had experienced parental divorce when they were younger than six or between six and nine years old reported becoming involved with alcohol or drugs in proportions higher than did girls from intact families. Adolescent girls whose

> experience of divorce occurred before they were six more frequently reported skipping school than did girls from intact families or girls whose parents divorced when they were between the ages of six and nine. These findings point out the vulnerability of adolescents whose parents have divorced within the last five years. The impact of the marital disruption was most pronounced among girls, who skipped school more frequently, reported more depressed behavior, and described social support in more negative terms than did boys from recently disrupted homes"

Family and Marital Outlook

When parents finally separate ways, teenagers will eventually feel its aftermath. His reactions and sentiments with regards to their family may shape his future behavior towards marital unity and kin. The parents' split up can be the source from which he establishes his attitudes towards intimate relationships (Landis & Lanids, 1950).

One major psychological task of children from broken homes, according to Wallerstein (1983), is to achieve an understanding that they are individuals capable of loving and forming intimate relationships. However it becomes difficult for them because they feel unable to trust and give trust to their partners. However, if the child can look more or less objectively at his parents' failure he can perhaps understand why they failed and he can consciously try not to make the same mistake when he marries (Landis & Landis, 1950).

Still, there are teenagers who have positive positions about married life. They are optimistic about marriage but are not disregarding the possibility of separation between wedded couples. In addition, some children of separated parents are especially careful in choosing a partner and marry with a strong will to make a success of their marriage (Ibid).

Parent-Child Relationship

"Conflicts between adolescents and their parents during high school years center mainly on their desire to gain independence on their new social lives. The most common conflicts relate to the hour of returning home at night, the number of times the adolescent goes out on school nights, the person the adolescent dates, the boys and girls the adolescent selects as friends, home duties, spending money, the use of the family car, grades in school, and the clothes worn for different occasions" (Hurlock, 1955).

Adolescence among Filipinos is generally not a turbulent period characterized by tension, rebellion, and confusion similar to adolescence in the West (Mendez et. al., 1974). However the rate of change in urban areas in the country, makes adolescents residing in these areas difficult and harder to discipline (Medina, 1991). Conflicts between Filipino parents and children center on the visitation of suitors, curfews and clothing (Mendez, 1969). However, despite the adolescents' pursuance of independence and autonomy, they still need parental guide. (Bernstein, 1989).

Parents may not be aware of it but they influence their children both by the way they behave towards their offspring and by the way they interact with one another (Lamb, Pleck, & Levine, 1986). It is essential for them to realize that marital conflict is invasive. The relationship of the parents to their children will also receive its blow. The *parental adjustment perspective* notes the importance of the custodial parents' psychological adjustment. Sympathetic and affectionate parents facilitate their children's well-being. However, the stress of separation impairs a parent's child-rearing skills. This can result to negative consequences for children. Reduced affection and ineffective communication may ensue. Warmth and comfort will be lessened for the parent is preoccupied with his/her own

troubles (Lamana & Riedman, 1997). Researchers have found out that an explanation of the reasons for the marital separation is beneficial for the child's adjustment process (Teyber, 1992)

Accepting the facts of how and why his parents had to separate will be painful for the child. Nevertheless, there are adolescents who express relief after the marital rift. These teenagers are usually older and have witnessed physical violence or open conflict between their parents (Wallerstein, 1978). Nonetheless, this does not mean that he will not take sides. "Abetted by one parent, the child may develop an obsessive, irrational hatred of the other, who is viewed as the incarnation of the evil", said Dr, Gardner, a child psychiatrist at the Columbia University College of Physicians and Surgeons, New York. The child can find nothing he dislikes about his mother and nothing he likes about his father.[2]

Relationships with Other Authority Figures

Disruptions or omissions in the parents' applications of family support and management practices are consistently linked with antisocial behavior by children and adolescents (Moran, Chang, & Pettit, 1994; Novy & others, 1992; Rosenbaum, 1989). These family support and management practices include monitoring adolescents' whereabouts, using effective discipline for antisocial behavior, calling on effective problem-solving skill and supporting the development of prosocial skills (Offord & Boyle, 1988).

Unfortunately, at times the custodial parent's abilities are compromised by the emotional and financial strains engendered by marital separation. It stands to reason that a

[2] Family Practice News, Vol. 20, #24, Dec 25-31 1990 p.7

depressed or angry parent is unlikely to be able to provide the nurturing required by children during this difficult period. If the separated parents are able to cope with their own challenges and continue to be good parents to their children – which includes being loving, supportive, and consistent with discipline -- the risk for behavioral problems for their children is no greater than for children in intact families.[3]

When teenagers become affected by their parents' marital discord and rift, they tend to do things which have more serious repercussions compared to the younger ones. This may be due to the fact that they perceive themselves as independent individuals. According to Bier (1965), a "large group of grade school and high school aged children who come to the attention of the police or are referred to social agencies because of juvenile delinquent behavior such as assaults upon the person or possessions of others, fire setting . . . etc come from broken homes. Although one may conclude that broken homes are not the efficient cause of juvenile delinquency, all authorities affirm that this condition is a major contributing factor."

Parents of nondelinquents are able to discourage anti-social conduct. Guidance of parents is a usual determinant of delinquent-like behaviors of teenagers. (Santrock, 1996). "Mothers who have separated with their husbands report being less able to discipline or influence their children after separation. This is partly because the children are upset and put a lot of the blame for the absence of their father on the mother. Some mothers too, feel guilty about the separation and in an effort to win the teenagers' favor, are not as strict with them. To add, some mothers are working full time and therefore are not around to guide the children" (Rice, 1992)

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[3] Shepherd, Diana. "Divorce has different effects on boys, girls" Divorcemagazine.com newsletter: week of July 30, 2000.

Academic Performance

Adolescence is a critical juncture in achievement (Henderson and Dweck, 1990). It is the time when they feel more responsible for their accomplishments and failures. As demands on adolescents intensify, different areas of their lives may come into conflict (Santrock 1996). Every so often, they have to spend more time in school in place of their other social activities. However their concentration on schoolwork and other extracurricular activities can be hampered by domestic strife.

Parental participation in the child's education is thought to have positive outcome. This may be the reason why behavioral problems are seen as the result of lack of disciplining at home. To add, single-parent household is viewed with extra suspicion (Bilge, 1983). Marital discord and separation are thus accorded with the same misgiving.

According to the study of L. Bisnaire, PhD and his colleagues (1990) in their research entitled, *Factors Associated with Academic Achievement in Children Following Parental Separation*,

> "... 30% of the children in the present study experienced a marked decrease in their academic performance following parental separation, and this was evident three years later. Access to both parents seemed to be the most protective factor, in that it was associated with better academic adjustment...Moreover, data revealed that noncustodial parents (mostly fathers) were very influential in their children's development...These data also support the interpretation that the more time a child spends with the noncustodial parent the better the overall adjustment of the child."

Some adolescents are academically affected during the period of readjustment. However, this does not happen to all. Usually, some remain academically competent and adjusted (Rice, 1992). Joyce Epstein who wrote about *School and family connections: Theory, research and implications for integrating sociologies of education and family.*

(1990) has provided a framework for understanding how parental involvement in adolescents' schooling can be improved. She suggests that parents' involvement in the teenagers' education must be increased. Parents and family members of broken homes may discuss with the teachers their current domestic tension. By informing the educators of their current domestic situation, assistance may be given to the adolescent. To add, the guidance counselor of the academe may abet the child in coping up with the situation to lessen the academic consequences.

Self-Concept

The adolescent's self-concept also importantly affects his capacity to cope with his personal and nonpersonal environment. If he thinks of himself as competent and successful, he is likely to persist longer against difficulty than when he sees himself as average in ability and attainment (Iffert, 1958).

For most adolescents, low self-esteem results in only temporary emotional discomfort (Damon, 1991). Such low self-esteem, however, may branch out to other serious problems. In fact when low self-esteem is compounded with difficult school transitions or family life, or by other stressful events, the adolescent' problems can intensify (Rutter and Garmezy, 1983; Simmons and Blyth, 1987).

Emotional support and social approval in the form of confirmation from others also powerfully influence adolescents' self-esteem (Harter, 1990). However when parents become so engrossed with their marital situation, support for the child might be neglected. This can be a contributing factor to the academic failure of some teenagers coming from broken homes.

Children from broken families are caught in the middle of parental conflicts significantly more often and experience more tension than children from intact homes. [4] Maris Rosenberg (1965) examined this question relative to adolescents and their self-esteem:

> "Does the broken home have an effect upon the emotional state of the child? . . . "It depends" First it depends on religion: if the child is Catholic or Jewish, there appears to be a clear effect; if the child is protestant, there appears to be little or no effect. Second it depends on the mother's age at the time of the marital rupture if the mother was very young, there appears to be a clear effect; . . . if older, their appears to be little effect. Third . . . children whose mothers remarried appear to be more disturbed than those whose mothers did not remarry."

Researchers agree the teenagers rarely feel guilty about the marital conflict and break up. They take the domestic tension as a product of their parents' unresolved differences- of which they do not have control. (Butler, 1984). However, their attachment to their parents might take a different course following marital discord and separation. "Emotional attachments are established early in a relationship that promotes positive interactions. For a variety of reasons, the emotional tone turns sour and becomes negative as parental separation becomes more of a reality. The stress of emotional detachment is seen when the separation involves the deliberate rejection of one person by the other. The emotional aspects of marital rift inevitably revolve around loss of self-esteem" (Bigner, 1989).

Financial Stability

When parents do separate, economic stability can be affected. Marital separation entails a variety of economic challenges, as well as social and psychological changes. "The most prominent is the lowered standard of living of custodial mothers and children"

[4] www.divorcereform.org/fights.html

(Emery, 1994). Furthermore, an increasing number of studies reveal that income is a significant factor in the adjustment of parents and adolescents in broken families (Kalil, 1994). Children from broken homes may experience economic deprivation. This makes teenagers insecure of their domestic finances. (Lamana & Riedman, 1997). "Mothers who go through separation suffer a significant reduction or loss of income. Many live in poverty and are forced to raise their children in poor sections of town under adverse conditions. Problems develop with the children not because the absence of the father but as a by-product of poverty and low social status" (Rice, 1992). If the noncustodial parent is unable to give alimony to the child, the other parent will have no choice but to make ends meet (Lamana & Riedman, 1997). However, it is beneficial when extended kin supports the finances of the family. It becomes less of a burden to the custodial parent.

Health

"Adolescents often reach a level of health, strength and energy they never will match during the remainder of their lives. They also have the sense of invulnerability and uniqueness that leads them to think that illness and disorder will not enter their lives" (Santrock, 1996). Teenagers with separated parents, are not exemptions to this. There are a number of them who for one, engage in delinquent-like behaviors (Moran, Chang, & Pettit, 1994; Novy & others, 1992; Rosenbaum, 1989).

However, the stress brought about by family tension can sometimes take its toll on the child's physiological stability. Too much pressure can be debilitating to their well being. The significance of the family's stability to the adolescents' health cannot be denied. In truth, the family is an important aspect of social support for adolescents' health. Positive health behaviors are best achieved when adolescents develop a sense of autonomy within a

supportive family context (Allen, Aber and Leadbetter, in press; Melby, 1995; Turner et. al., 1991). However, the once sensitive family members can be preoccupied with the domestic upheaval during and after marital rift and discord and fail to realize the needs of these teenagers. In effect, some adolescents are well cared for, others are ignored when there is separation or divorce, death, illness or foster placement in the family (Williamson and Borduin, 1989).

Adolescent health can benefit from the cooperation and integration of a number of societal institutions: the family, school, the health-care system, media, and the community organization (Hamburg et. al., 1993). However, when the custodial parent and other extended kin are ready to assist the child in whatever needs she may have, there is a greater possibility that she can recover faster.

Social Life

When Filipinos experience conflict within the family, the immediate household members are not the only ones affected. Even the grandparents and the cousins are disturbed as well. When husbands and wives separate, even the neighbors will come to know about it (Jocano, 1969). The family, including the children becomes the topic of their conversations. This becomes more traumatic for the adolescents (Clayton, 1979).

According to Agravante-Go's research (1998), Filipino children of separated parents suffer the stigma of being different from their classmates or friends whose parents are still together. Still, there are more social implications that should also be given attention.

> ". . . the study shows that the children are embarrassed by their situation: "I feel embarrassed [my] parents are separated and that my family is broken;" "It is sinful. Why did she marry again?

That's bad;" "I was ashamed when my classmates saw my father with another woman and they learned that he left us for her."

However, "the study shows that the feeling of embarrassment is a learned feeling, one largely influenced by the other adults around the child, the study shows" (Agravante-Go, 1998).

Furthermore, teenagers with separated parents experience the loss of their identity as a member of an intact family. This, along with the loss of daily interaction with one of their parents, may lead to a self-consciousness of being from a "broken home" (Amato, 1991). This feeling can permeate to his relations with the other members of the society. The way the society treats the teenagers from broken homes may cause him to have a hard time in forming stable social relationships. Inability to form a smooth connection with the opposite sex was observed from a female subject of an informal survey conducted in UP Manila in 1999 (Valleramos, 1999). The study involved 15 college students who have witnessed marital conflict at home. The female respondent claimed to generally hate males. She had the tendency to initiate vexing conversations with them. She would often shout at them (boys) causing unreasonable quarrels. The interviewee seemed to be confused. She is not aware of the reasons why she indulges in these heated discussions. She is often irritable-- having unpleasant relationships with her peers (girls and boys alike). When asked about her future plans in life she said, *"'Yang mga lalaking 'yan, parepareho silang lahat. 'Pag laki ko gusto kong magkaanak. Magpapabuntis ako sa taong mahal ko pero hindi ako magpapakasal"* (These men are all alike. When I become an adult, I want to bear a child. I will only have a child with the person I love, but I will not marry him). Furthermore, teenagers with separated parents may fail to learn what living in a husband-wife-children family is like. If his parents parted ways because they could not cope with

each other, the child might develop a distorted view of how relationships work. It is possible too that the conflict between the married individuals will result in the teaching of conflicting ideas, attitudes and ways to behave, leaving the child uncertain or confused about marriage and family (Klein, 1986).

This could be the reason why certain individuals who do not understand children from broken homes entirely often regard them as imbalanced and incomplete. Pessimistic expectations from these teenagers cause people to generalize and expect unconfirmed data to materialize from their behavior. Research found that this negative prototype of children of separated parents leads people to recall unfavorable information and fail to recall favorable information about such children. This may lead to self-fulfilling prophecy when teachers, counselors, social workers, and parents expect children from broken families to have more than their share of problems and treat them in ways that exacerbate or even generate these very problems (Eshleman, 1997).

Coping Mechanisms

Close positive attachments to others, especially to family and friends, consistently show as important buffers to stress in adolescents' lives (East, 1989; Gottleib, 1991; O'Brien, 1990; Seiffge-Krenke, 1995; Youniss & Smollar,1985). However, during parental break up, the attachment with other kinfolks is constantly bombarded with numerous struggles and changes. To endure, teenagers have to cope with the circumstances. The ways by which they do this vary from individual to individual.

Richard Lazarus who conducted researches about coping and stress (1966, 1990, 1993) believes that coping takes one of two forms. *Problem-focused coping* is coping with stress by individuals who face their troubles by trying to solve them. On the other hand,

emotion-focused coping is coping with stress in which individuals respond to stress in an emotional manner usually through defense mechanisms. Valleramos and Abogado (2001) of the University of the Philippines-Manila conducted a case study among eight Filipino teenagers from Metro Manila. They found out that Filipino teenagers exhibit both problem and emotion-focused coping mechanisms. A respondent reported to have talked with her siblings to seek for advice in taking the right course of action regarding their domestic situation. However, a number of teenagers did have crying spells.

To add there are several ways by which adolescents deal with stress. "Approach strategies include cognitive attempts to understand the stressor by dealing directly with it or its consequences. Avoidance strategies include cognitive attempts to deny or minimize the stressor and behavioral attempts to withdraw from or avoid the stressor" (Santrock, 1996). Some Filipino teenagers with separated parents tried to withdraw from parental conflict by turning on the radio to a volume loud enough to cover the voices of their parents. Others reported spending time with friends when their father and mother had heated arguments at home (Valleramos and Abogado, 2001). Advantages of avoidance strategies cannot be neglected, however. Sometimes it becomes beneficial if you try to postpone thinking about the problem to concentrate on a more urgent responsibility. For example, teenagers from broken homes can delay having to deal with their parents' break up to focus more on an upcoming examination. Nevertheless, "approach strategies are associated with better adjustment in adolescence than are avoidance strategies" (Santrock 1996).

Agravante-Go (1998) elaborates more on how children from broken homes handle the domestic upheaval:

> "So how do the children cope? Mostly by praying, which is a manifestation of the Filipinos' religiosity, points out Agravante-Go. Talking to other family members has also helped, affirming the role of the extended family. The children recognize and appreciate the physical presence of family members living with them.
>
> Males seem to be more emotionally and behaviorally affected. . . females were found to be more sensitive to the needs of the custodial parent than the males."

CONCEPTUAL FRAMEWORK

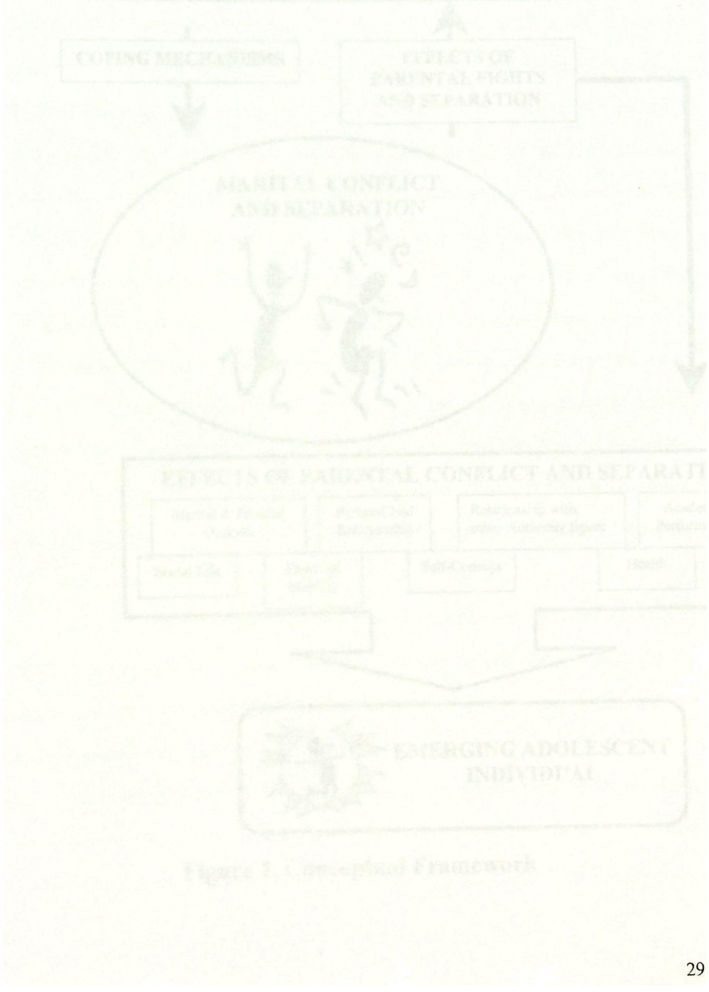
There are several perspectives and theories explaining the behavior of adolescents belonging to families in conflict. When parents fight, they may tend to forget their significant other- including their children. Preoccupations are likely to be focused on the martial conflict and separation. These make adolescents more vulnerable to stress. The teenagers' behavior often reflects how they are affected by parental discord. Observations have shown that teenagers who have disciplinary problems have difficulty expressing themselves verbally. In effect, they act out what they cannot say. Their behavior speaks more eloquently than their words[5]

When parents fight about their own differences, children are affected in many different ways. They may have a hard time in concentrating in their lessons (Bisnaire et al, 1990). Activities outside the house may be extra inviting for them. Their being teenagers may also add up to these. By this time friends become very important because he needs to feel a sense of belonging to a peer group (Fenwick and Smith, 1993).

Eventually, when their parents separate, different adjustments have to be made. For one, children may experience the loss of a parent while living with another. The relationship with the other parent may go sour. Several other aspects might be affected- among these are her academic excellence, attendance and leadership, her behavioral records, her financial

[5] Arellano-Carandang, The Filipino Children Under Stress: Family Dynamics and Therapy (Ateneo de Manila Press, 1987)

stability, social perceptions, relationship with her parents, views about marriage and family, physiological well-being and her self-concept. All of which are seen in figure 1.



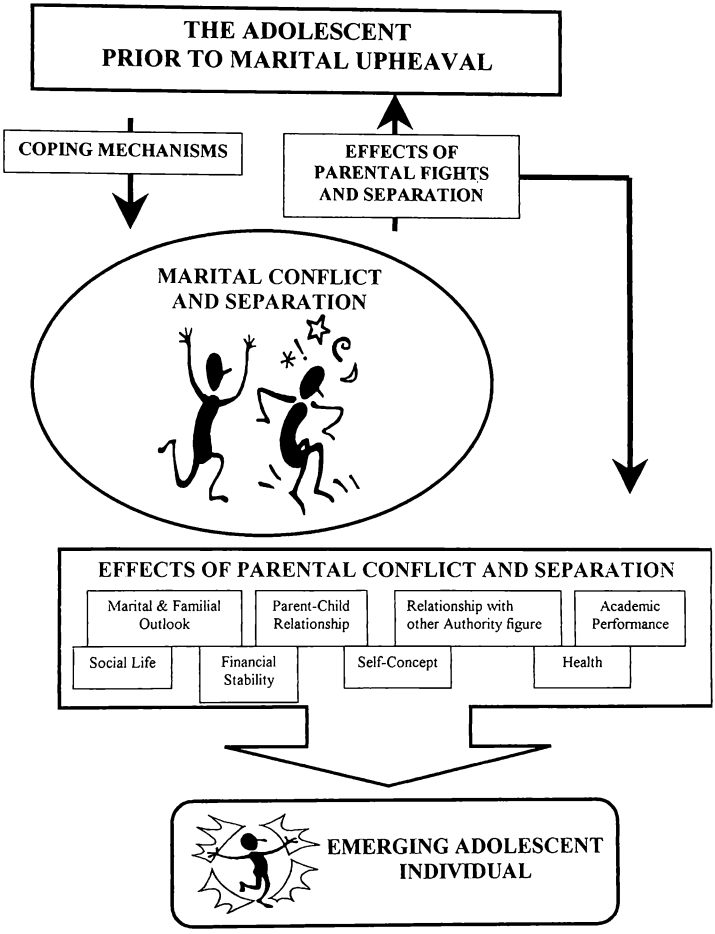


Figure 1. Conceptual Framework

The *multiple-factor model of parental separation effects* is one of the major models that have been proposed to explain how parental split up affects the adolescents' development. "The model takes into account the complexity of the separation context and examines a number of influences on the adolescent's development, including not only family structure, but also the strengths and weaknesses of the adolescent prior to the separation, the nature of the events surrounding the break up itself, the type of custody involved and visitation patterns, socioeconomic status, and post separation family functioning" (Santrock, 1996). Researchers are finding out that the availability and use of support systems (relatives, friends, housekeepers), an on-going positive relationship between the custodial parent and the ex-spouse, authoritative parenting, financial resources, and the adolescent's competencies at the time of the parental split up are important factors in how successfully the adolescent adapt to the separation of parents (Barber& Eccless, 1992; Barber et. al, 1992; Block, Block, & Gjerde, 1986; Ceballo & Olson, 1993; Gunnoe, 1994; Hetherington, in press; Hetherington, Anderson, & Hagan, 1991; Hetherington & Clingempeel, 1992; Hetherington & Stanley-Hagan, 1995; Miller, Kliewer, & Burkeman, 1993; Santrock & Warshak, 1986; Wallerstein & Kelly, 1980).

Figure 1 shows the aspects of the lives of teenagers that might be affected by parental rift. It follows the assumptions of the multiple-factor model and states that the effects of parental conflict and separation to the development of the adolescents could not be determined from a single factor like the family structure.

Additionally, Amato (1993) has mentioned five theoretical perspectives concerning the reasons for the negative effects of parental conflict and separation among children from broken homes. Two of these are essential for establishing the framework of this study.

The *life-stress perspective* implies that just as separation is stressful for the adults, it must also be hurtful for the children involved. "The perspective sees separation as a process and not just a single event that should only be taken as itself. It also holds that the accumulation of negative stressors results in problems for children of separated parents" (Lamana & Riedman, 1997).

Secondly, the *interparental conflict perspective* holds that conflict between parents prior to, during and after the parental disunion is responsible for the lowered well-being of the children. "Conflict is a critical aspect of family functioning that often outweighs the influence of family structure on the adolescent's development" (Santrock, 1996). It implies that even children from intact families experience stress when there is domestic tension. Conflict at home becomes detrimental regardless of the family structure. This study gives emphasis on the impact of parental tension and not just of the separation. This emphasis was essential to further consider the coping mechanisms of the adolescents during the domestic conflict.

To further understand how parental separation affects the children. The **Family Systems Theory** has to be elaborated. The **Family Systems Theory** states that all members of the family will inevitably feel the stress undergone by a single member (Arellano-Carandang, 1987). Stress and conflict within the family could be a sign of a structure in trouble (Rosenblatt, 1994).

What is Family Systems Theory (FST)?

"**Family Systems Theory** provides an understanding of the family. It focuses both on the mutual interplay of family member dispositions and on supraindividual family properties. It provides insight into the ways in which family members create a system of

mutual interlock, the intergenerational carryover of patterns, the patterns that arise and persist without written or voiced agreement, and much, much more" (Rosenblatt, 1994).

Interlock of family member dispositions is therefore affected when separation among married couples happen. Smooth relationships may become annoyingly troublesome. Happy conversions may change to unhealthy and tiresome shouts and cries. Further, the relationship of the parents with the children may take a different course. Older adolescents tend to be less self-absorbed. These teenagers are likely to appreciate the parental point of view regarding the marital upheaval (Hodges, 1991) In cases such as these, there is a great possibility that the teenager may cooperate with her parents. However, we could not also deny that conflicts happen between parents and adolescents (Hurlock, 1955; Bernstein, 1989)

The intergenerational carryover of patterns can be linked to the teenager's behavioral patterns and its disruption as affected by their parents' discord and separation. Some teenagers fear having intimate relationships with the opposite sex because of their parents' failed marriage (Kalter, 1987).

What is a system according to the FST?

The system metaphor may be applied to families in two ways. Bateson, whose books Mind and Nature (1980) and Steps to Ecology of Mind (1972) have been influential in stimulating family systems thought, directed attention to the larger system that connects all of nature (Rosenblatt, 1994). According to Bateson (1972, 1980), there are three essentials that we should know about family patterns. These are internal communication, transference from past relationships and interaction with the environment.

When parents behave the way they do, the children take this as of part of their family pattern and internal communication. As a system, they have specific pattern of communication and behavior. These patterns are also, in Bateson's view, recurrent and yet ever changing, intimately tied to human biology and of a piece with other patterns of nature. Patterned interaction between the family members are affected when parents have their own conflict. This may eventually cause them to separate. When parents focus on their personal problems during marital separation, the teenagers might be left unnoticed. When she senses this, she may become rebellious and resort to defiant behavior (Fenwick & Smith, 1993).

Experiences and lessons from past relationships can be carried over when parents interact with their children. When parents fight with each other, it can be difficult for them to change their disposition (right away) when dealing with their children's academic difficulty, for instance. There is some degree of transference of relational conflict between the married couple to their children. This explains why past relationships can be crucial in parent-child relationships.

The Family is a Rock

The **Family Systems Theory** likens a family to a rock. According to the theory, the family, like a rock, has a certain organization. The family has its own "chemical bonds" within its members. Certain factors keep the family members together. Happiness, contentment and financial reasons could be some of them (Rosenblatt, 1994).

Rocks are governed by nature. Gravity, erosion, and floods cause the rocks to weather. In the same way, all families undergo changes as time passes by. When these alterations seem to be uncontrollable, some families break apart. When this takes place, the

whole family will feel its aftermath. The rock (family) that seemed so strong may crumble (Ibid.)

All children are individuals and therefore tend to react differently in given situations. As a result there is no specific response pattern which every child can be expected to follow when his parents get separated. (Butler,1984). It best to reiterate, as well, that reactions from both the parents and the child during interparental conflict and separation differ from culture to culture. Vygotsky's sociocultural theory (1956, 1962, 1978) suggests that the child belonging to another culture may have a different set of norms as compared to his counterparts in other cultural group. Further it emphasizes the role of social interaction of children with the adults. According to Vygotsky, the adults must first systematize the child's learning before the child can master and internalize it. The transitory assistance given by the parents to the child is called *scaffolding.* Therefore different forms of scaffolding can be seen because there are diversities in culture. Filipino teenagers with separated parents may have reactions different from those in western countries. For one, Filipinos have close family ties and this can provide varied interactions with the adults within the family.

Relatedly, Urie Bronfenbrenner's Ecological Systems Theory (1979, 1986, 1994) supports the foregoing. Ecological Systems Theory deals with how influences (on a developing individual) can be classified depending on the immediacy of impact. He characterizes his five levels of environmental influence as a "set of nested structures, each inside the other like a set of Russian dolls." The first level of environmental influence is the *microsystems* which includes home, school, work and neighborhood. This includes direct contact with parents, siblings, caregivers, classmates and teachers. Parental fights

and separation are included within the microsystem. The teenager's immediate environment casts a strong influence in his personality development. In Dr. Tita Agravante-Go's study (*Psychodynamics of Filipino Children of Separated Parents*) which included 36 children aged 6-16 from middle class families, a 15-year-old boy said that he became spiritual after his parents separated. It was his grandmother who told him to pray so that his parents will reconcile.

The *mesosystem* is the interconnections of various microsystems. This may include associations between school and work or parents and teachers. Some teenagers caught between their parents' marital battle are affected in their academic performance (Bisnaire et. al., 1990). When teachers are concerned and observant, they may come to the aid of these children. There are teachers who extend their helping hand to save the teenager's future by summoning the parents to a dialogue. In their discussions, she may report the performance of the child to the parents. Possible solutions may be formulated to help the adolescent cope up with his studies.

The *exosystem* includes two settings but at least one does not include the developing person but affect him implicitly, nonetheless. The exosystem includes the quality of financial benefits the custodial parent receives in his/her office. This also determines the financial capability of the family. When parents separate, economic problems may take its toll. The most notable is a lowered standard of living, particularly of divorced women and their custodial children (Emery, 1994) Children are forced to enroll in public schools because their custodial parent cannot afford the expenses in the private institutions.

The *macrosystem* involves the cultural make-up of the community the developing person belongs to. The conservative culture of the Philippines is often magnified by the Filipinos' reactions towards children from broken homes. Some children have difficulty in sharing their domestic situation because of the prejudice they may receive from the society. Some children are ashamed to discuss the separation even with their immediate kin (Agravante-Go, 1998).

Economic hardships brought about by the marital rift may also cause the child to adjust to new environment. Both he and his custodial parent may move to a cheaper apartment. These events are within the *chronosystem* (the last level of environmental influence) which involves change in residence of the developing person.

CHAPTER III

METHODOLOGY

The study utilized both the qualitative and quantitative measures to exhaust all essential answers from the respondents. The descriptive method of research was applied in this study. A descriptive study is a fact-finding research with complete interpretation. This is the most appropriate method to be employed because we can interpret data that actually existed and continues to exist in the lives of these Filipino teenagers.

INSTRUMENTATION

After reading data from the local and foreign related literatures, the researcher was able to come up with a questionnaire which involves the following areas: self-esteem or self-concept, financial stability, health, social life, education, relationship with parents and other authority figures, familial and marital outlook and coping mechanisms of the teenagers.

The feedback form was originally in English and was translated to Filipino for convenience. A third party decoded the instrument to English to see whether the second set of questionnaire corresponds to the to the original one. Appendix A shows the sample questionnaire distributed to respondents. Appendix B shows the original questionnaire in the English language.

SAMPLING DESIGN

POPULATION SIZE

The researcher surveyed 42 Filipino teenagers aged 13-20 years old. There are 21 female and 21 male subjects involved in the study.

Table 1 No. of Male Respondents by Age

Age of respondents	Number of respondents
13 years old	1
14 years old	3
15 years old	3
16 years old	3
17 years old	1
18 years old	2
19 years old	3
20 years old	5

Total: 21 respondents

Table 2 No. of Female Respondents by Age

Age of respondents	Number of respondents
13 years old	1
14 years old	2
15 years old	3
16 years old	2
17 years old	1
18 years old	2
19 years old	7
20 years old	3

Total: 21 respondents

STUDY POPULATION

Subjects surveyed are Filipino teenagers aged 13-20 years old. In particular, these teenagers have experienced parental conflict and/or separation at home. Two (4.76%) participants are 13 years old, 5 (11.90%) are 14 years old, 6 (14.29%) are 15 years old, 5 (11.90%) are 16 years old, 2 (4.76%) are 17 years old 4 (9.52%) are 18 years old, 10 (23.81%) are 19 years old and 8 (19.04%) are 20 years old. Five of these teenagers live with their grandmother and other relatives. The rest are living with their custodial parent (either father or mother). Nine of them are first-born (3 males and 6 females), 10 are second-born (6 males and 4 females), 9 are third among their siblings (2 males and 7 females), 5 are fourth among their siblings (2 males and 3 females), 2 are 5^{th} among their siblings (1 male and 1 female) and 1 is 6^{th} among his siblings. Six respondents failed to answer the question.

One respondent is an only child. Eight participants have 1 sibling, 6 have 2 siblings, 8 participants have 3 siblings, 6 participants have 4 siblings, 4 participants have 5 siblings, 1 has 6 siblings, 1 has 7 siblings and 2 have 10 siblings. Five failed to answer the question.

Identification was optional, however 16 respondents decided to give their names (6 males and 10 females). The rest gave code names or simply did not write anything on the space provided.

Table 3 No. of Respondents by Age

Age of respondents	Number of respondents
13 years old	2
14 years old	5
15 years old	6
16 years old	5
17 years old	2
18 years old	4
19 years old	10
20 years old	8
	Total no: 42 respondents

LOCALE OF THE STUDY

Subjects surveyed reside all over the Philippines. Eighteen respondents are from the National Capital Region. There are 4 respondents

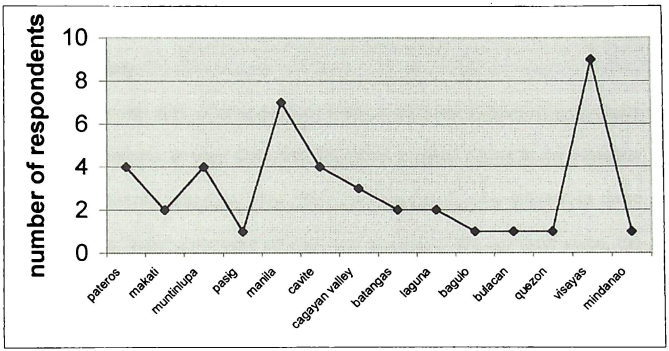


Figure 2 Location Distribution of Respondents

from Pateros, 2 from Makati, 4 from Muntinlupa, 1 from Pasig and 7 from Manila. Teenagers from other parts of Luzon were also given questionnaires. There are 4 respondents from Cavite; 3 subjects from Cagayan Valley; 2 from Batangas and Laguna; and 1 from Baguio, Bulacan and Quezon.

Nine respondents came from the Visayas area. From the Mindanao province, a participant was surveyed as well.

SAMPLING METHOD

Two methods are of value in gathering the respondents of this study. Purposive and snowballing sampling techniques were utilized given the specificity of the topic at hand.

Purposive sampling is appropriate since there is a need to select unique cases of teenagers (with separated parents) who are especially informative, specialized and willing to participate in the study.

The researcher was able to be acquainted with a significant number of individuals who have separated parents. In turn, these individuals were asked if they know someone who has the same domestic situation. The researcher requested to be referred to these people. If in case the respondents have siblings who are within the age limit given, the researcher also gave them questionnaires. By this, the researcher utilized the snowballing process. This is also called chain or referral sampling. It is used in culling the cases in a network-- in this instance, network of children from broken homes.

ANALYSIS OF DATA

The goal of this study is to assess reliably the effects of parental fights and separation to Filipino teenagers. To do this, the researcher used multiple domain questions to assess reporter's bias that might result when using youth reports.

Data from the different domains (self-concept, academic performance, financial stability, social and behavioral changes, physiological well-being, family and marital outlook, parental relationships, and coping mechanisms) were considered to determine the situational and behavioral trends among these teenagers.

The researcher computed the mean scores for every domain.

Formula:

Individual Rating: IR

Mean score: $\bar{x}$

$$\bar{x} = \frac{1^{st}\ IR + 2^{nd}\ IR + 3^{rd}\ IR \ldots n^{th}\ IR}{\text{no. of respondents}}$$

The mean scores of the males were then separated from the females to see the trends among the different groups of people.

Female Individual Rating: FIR

Male Individual Rating: MIR

Mean scores for female respondents: $f\bar{x}$

Mean scores for male respondents: $m\bar{x}$

For females:
$$f\bar{x} = \frac{1^{st}\ FIR + 2^{nd}\ FIR + 3^{rd}\ FIR \ldots n^{th}\ FIR}{\text{no. of female respondents}}$$

For males:
$$m\bar{x} = \frac{1^{st}\ MIR + 2^{nd}\ MIR + 3^{rd}\ MIR \ldots n^{th}\ MIR}{\text{no. of male respondents}}$$

Third part of the questionnaire was analyzed by tallying the number of yes and no answers. Again, the answers of male and female respondents were analyzed separately.

Individual female yes answer: IFYA

Individual female no answer: IFNA

Individual male yes answer: IMYA

Individual male no answer: IMNA

For females:

Total no. of IFYA: 1^{st} IFYA + 2^{nd} IFYA+3^{rd} IFYA . . . n^{th} IFYA

Total no. of IFNA: 1^{st} IFNA + 2^{nd} IFNA+3^{rd} IFNA . . . n^{th} IFNA

For males:

Total no. of IMYA:1^{st} IMYA+2^{nd} IMYA+3^{rd} IMYA... n^{th} IMYA

Total no. of IMNA:1^{st} IMNA+2^{nd} IMNA+3^{rd} IMNA... n^{th} IMNA

The last part of the instrument involves open-ended questions. The method used was qualitative. The respondents have the freedom to describe their domestic situation and coping mechanisms using their own words. Therefore, the details given by the subjects were also taken into consideration. The researcher tallied the results to see if trends are present.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Family and Marriage

Twenty-five teenagers (60%) saw their parents in conflict before the separation. A number of female teenagers reported to have chaotic home environment, infested with physical and verbal fights. Generally, the teenagers isolated themselves from the married couple's heated arguments. Many of them locked themselves in their rooms. To survive, some respondents recounted to have called friends or to have prayed when their parents bickered. Accordingly, the respondents showed approval in protecting the children from witnessing parental fights at home. Findings support Lamb et. als' (1986) claim that "parents influence their children through their interaction with each other".

Forty-eight percent heard their parent belittle and question the other parent's fidelity. "This form of disagreement involves the child's feelings and loyalties. His confidence in his parents is likely to be shaken" (Tan, 1989). Despite this, they feel that married individuals should save the relationship for the sake of the children. In fact, 7 respondents (16%) still think that their parents should reconcile and live together. The reaction may be due to the domestic situations these teenagers detailed. After the marital break up, the male respondents said that they lost the sense of family. Family members had less communication because they seldom see each other. According to Lamana and Riedman (1997), girls from broken homes find difficulty in relating to their mother

compared to the males. In this study, however, a male respondent had misunderstandings with his mother. The mother was perceived to be having difficulty in starting all over again. Some of the respondents expressed hurt feelings and could not accept their family situation. A number of females, on the other hand, complained of financial hardships.

Table 4 Mean Ratings for Questions About Family and Marriage

Some Questions about Family and Marriage	Mean rating of respondents	Female's mean rating	Male's mean rating
1. Hindi dapat makita ng mga bata ang pag-aaway ng kanilang mga magulang	4.26	4.15	4.38
5. Dapat ay gawing legal ang deborsiyo sa Pilipinas?	2.95	3.43	2.47
7. Dapat pa ring mag-sama ang mga magulang na araw-araw na nag-aaway?	2.5	2.14	2.52
12. Makasalanan ang mga magulang na naghihiwalay?	2.95	2.71	3.19
13. Malaya dapat na nakapag-hahanap ang mga taong hiwalay sa asawa ng panibagong makakasama sa buhay/	3.08	3.04	3.13
14.Kinakailangang sagipin ng magulang ang kanilang pagsasama alang-alang sa kanilang mga anak?	3.9	3.57	4.26
15. Ang kasal ay nag-papayaman at nag-papaganda sa katauhan at personalidad ng mag-asawa?	3.93	4.04	3.75

Female respondents had more positive reports about domestic situations compared to the males. Some reported to be in good terms with other family members. They felt happy to be closer to their siblings and father, even after the separation. They described their home as less turbulent after the split up. Others felt happy that the storm inside their house is finally over. Though they value having an intact family, it is more significant for them that their parents have a smooth relationship and that they spend time with each other.

In addition, the females feel that parents in continuous disagreement should not live together. Despite this, they have a mean rate of 4.42 for having a complete family (*pagkakaroon ng buong pamilya*). It is extremely significant for them that their parents have a smooth relationship, having a mean rate of 4.71 (as compared to males' 4.3 rating).

Although more than 70% of the subjects understood why their parents had to separate, half of the study population were caught unaware of their parents' break up. They were shocked and had many questions inside their heads. This may, at times, happen because some parents have the notion that the children will eventually take the hint that all is not well from the father's failure to return home. Females were relatively more aware of the marital conflict of their parents. Sixty-two percent of them knew that their parents were about to separate. A respondent claimed that the continuous strife between her parents seemed to be going to the direction of marital disruption.

The male respondents showed concern in the extension of assistance and counseling both for the children and parents from broken homes. Respondents' mean rating was 4.2 (1.0 being extremely unimportant and 5.0 being extremely important). Then again, the male respondents feel that it is irrelevant to pity and sympathize children from broken homes.

The male respondents are more in favor of the legalization of divorce as compared to their female counterparts. A reason may be that more male respondents have witnessed parental tiffs. However, it is still important for them that family members have time for each other (mean rate of 4.66). They, too, have a more positive attitude towards marriage (17 out of 21respondents). When a male respondent was asked why, he said:

> *"Iba naman ako sa mga parents ko. Tsaka naintindihan ko kasi kung bakit sila naghiwalay. Syempre iiwasan ko rin ung mga mali nila. Pero 'di ko rin masisiguradong walang paghihiwalay na maaaring mangyari."* (I am a different person compared to my

parents. Besides, I understood why they had to separate. That is why, I do not want to repeat their mistakes. Still, I cannot assure myself that marital separation will not happen to me and my partner.)

Financial Stability

The permanence of their residence and school attended to are most significant to the teenagers involved in this study. They were rated (mean rating) 4.59 and 4.29 respectively. Eight subjects had to change schools after the break up. In addition, a respondent had to stop schooling and had to work to meet their needs in the house. Not surprisingly, the adolescents still give importance to having clothes and things that are in fashion. For these reasons, these teenagers feel that financial responsibilities should be shared by the two parties (mother and father) involved.

Table 5 Mean Ratings for Question About Financial Stability

Question on Financial Stability	Mean rating of respondents	Females' mean rating	Males' mean rating
2. **Ang problemang pinansyal ay hindi dapat pinagtutulungan ng mga magulang pagkatapos nilang mag-hiwalay?**	1.95	1.76	2.26

In some degree, the female respondents expressed more disapproval of parents not sharing the financial burden after the separation. A mean rating of 1.76 (females) was compared with the males' 2.26 rating.

Social Life

Generally, the respondents' social activities were minimally affected. Having a group of friends and being given curfews are still given value. The teenagers seemed to be uncertain, however, with the societal treatment they get for having been a member of a

broken family. The preceding statement, gauged according to the degree of agreement or disagreement, was rated 2.95 (1.0 being extremely disagree and 5.0 being extremely agree). These children are neither open nor secretive of their domestic situation. It seems that they would not talk about the separation with their friends unless they are asked about it directly.

Table 6 Mean Ratings for Questions About Social Life

Some Questions about Social Life	Mean rating of respondents	Females' mean rating	Males' mean rating
8. Komportable at madali para sa aking pag-usapan naming magkaibigan ang pag-hihiwalay ng aking mga magulang?	3.24	3.43	3.01
9. Iba ang tingin ng mga tao sa mga batang may magkahiwalay na magulang?	2.95	3.14	2.95
10. Mas mataas ang bilang ng mga kabataang nakikipagtalik bago ang kasal mula sa pamilyang may magkahiwalay na magulang kaysa sa buong pamilya?	3.2	3.14	3.24
16. Nagbibigay ng tulong ang mga kamag-anak pagkatapos ng paghihiwalay ng mga magulang?	3.33	3.28	3.42

Males give more importance to having a group of friends, having a mean rating of 4.0, as compared to females' 3.48 rating. Having dates with chaperones and maintaining a serious relationship (having boyfriends and girlfriends) are regarded with more value by the males than the females, as well.

Academic Performance and Relationship with Other Authority Figures

The respondents do not suppose that they can only attain academic excellence if their family is intact. It seems, too, that the teenagers are aware of the importance of education. They value academic awards, leadership in school organizations, discipline and good conduct and college education. However, 12 respondents claim that they had more academic awards before their parents separated.

Only two respondents (both female) said that they were frequently called to the disciplinary office after their parents' split up. This goes to show that most of the respondents have not exhibited aggressive/disruptive behavior as triggered by their parent's conflict and marital rupture.

Table 7 Mean Ratings for Questions About Academic Performance

Some Questions about Academic Performance	Mean rating of respondents	Females' mean rating	Males' mean rating
3. Ang pagkakaroon ng parangal sa eskwela o akademya ay mangyayari lamang kung may buong pamilya?	1.9	1.52	2.3
6. Makakabuti ang pagbibigay ng espesyal na atensyon ng mga guro sa mga batang may magkahiwalay na magulang?	3.43	2.86	3.76
11. Ang problema sa pamilya ay nakaapekto sa kagalingang mamuno ng isang estudyante	3.05	3.15	2.95

Male respondents are inclined to think that it would be best if their teachers give them special attention at school. They have a mean rating of 3.76 as compared to the females' 2.86 rating. They also give premium on being leaders in school compared to the females. Nonetheless, the females were more concerned with their college courses. Their mean rating was 4.52 against the males' 3.76.

Parent-Child Relationship

The nature of the parent-child relationship is altered when adolescent children experience the separation of their parents (Bigner, 1989). Varied descriptions were given to illustrate the relationship of the child with their parents before and after the separation. Some had open communication with their parents; others were not verbal at all.

Table 8 Mean Ratings for Question About Parent-Child Relationships

Question about Parent–child relationship	Mean rating of respondents	Females' mean rating	Males' mean rating
4. Ang mga ama ay mas makapag-bibigay ng mabuting buhay sa kanilang mga anak?	2.26	2.05	2.45

When asked about source of daily provision, the teenagers do not perceive the father as a more reliable provider, although it was not established if they see their mothers as a better one.

Twenty-five respondents (60%) said that a smoother relationship with their parents ensued after the separation. In fact, 21 respondents claimed to have spent more time with their parents after the break up. The rest of the respondents had lesser communication with their parents and were even angry with them.

The male and female respondents have the same regard towards a good relationship with their father. They feel that it is extremely important.

According to Landis and Landis (1950), "it is hard for the child of separating parents not to take sides in the conflict". Still, seventy-one percent of the respondents did not take sides when the marital conflict and separation occurred. However, statistically, more females took the side of their mother when the martial disruption happened. In addition, more of the female respondents have conflicting relationships with their parents. Males seem to manifest neutral reactions. More than 50% of them did not take sides during the separation.

Health

Parents who are going through separation often believe it is in the best interest of the children to be shielded from the stress of the situation. Regardless of the parents' good intentions, children often find themselves caught in an emotional whirlpool during these times. All these can take its toll on their health.

Table 9 Mean Ratings for Question About Health

Item about Health	Mean rating of the respondents	Females' mean rating	Males' mean rating
Pagkakaroon ng maayos na kalusugan	4.73	4.76	4.71

Physiological well-being is highly valued by these teenagers. Females have the mean rating of 4.76 while males have 4.71. However, only 45% of the total participants had better health conditions after the marital split up.

Self-Concept

The continued parental conflict that resulted to separation may affect the teenagers' self-esteem. Adolescence brings upon numerous changes in the child. One of which is his

view towards his worth. When teenagers describe themselves, they are more negative than they were younger. "The feeling of how acceptable the self is a major issue" (Hodges 1991).

Table 10 Frequency of Yes and No Answers on Questions about Self-Concept

Some Questions about Self-Concept	Yes ans. of the respondents	No ans. of the respondents	Yes ans.: females	No ans: females	Yes ans: males	No ans: Males
*Ako ang dahilan ng paghihiwalay ng aking mga magulang	2	36	2	17	0	19
*Hindi ako kaiba sa mga kaibigan kong may buong pamilya	26	14	12	9	14	5

On the contrary, eighty-six percent of the respondents are aware that they were not the reason for the marital disruption. The measure of one's own value and dignity seemed to be firmly established. They feel that they are no different from their counterparts who belong to intact families.

Coping Mechanisms

During parental conflict at home, the respondents tended to disengage themselves from their families. Some female respondents cried inside their room. Still others prayed and called their friends. Many of them went to the mall to keep themselves from witnessing their parents' arguments. A respondent, however, took an active part in the conflict by acting as a moderator for her parents.

Boys generally entertained themselves by playing outside the house with their friends. A young male respondent opted to go to his grandparents during the heated dialogue of his parents.

Family history has a significant effect on children's emotional response to separation (Arendell, 1986). This means that children may have varied reactions to separation because they have different family backgrounds. After the separation, some of the respondents felt sadness and emptiness. Others even felt hopelessness. They longed for their parents and for the other relatives affected by the separation. A male respondent was dismayed with the separation. When asked what he felt after the split up, he said "nakakapanghinayang". These teenagers sought for the love they used to feel.

Female respondents expressed anger towards their fathers and sympathy for their mothers. Nonetheless, there were female respondents who had positive reactions towards the split up. They were happy because there were fewer fights inside their house. Relief from the tension was reported as well. They described their homes as more peaceful. Some female respondents were even thankful for the separation.

It is now significant to expound how these teenagers coped during and after the marital conflict and separation. Both sexes opted to pray after the marital disruption. Peer groups became a source of solitude for these teenagers. Some males played video games outside the house. They, too, established serious relationships. Their partner became their support and confidante. In contrast, the extended family of the female respondents became their refuge.

Males and females tried to focus on their education, work and other personal goals. A male respondent reported to have formed a band and even joined essay-writing contests.

A female respondent achieved self-realization by honing her talents. Nevertheless, there are participants who resorted to drinking alcohol and joining peer groups to forget the domestic conflict.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECCOMMENDATIONS

SUMMARY

The following are the findings of this research:

Family and Marriage

Filipino children of separated parents generally think that parents should stay together for the sake of the children. In addition, it is significant for the respondents that they spend time with each other. However, they show approval in protecting the children from witnessing parental altercation at home. Females view marital rift in a more positive light compared to their male counterparts. They are more in pleasant terms with the family members as well. Though they value having an intact family, it is more significant for females that their parents are able to maintain a smooth relationship even after the separation. Males on the other hand, are more in favor of divorce. Then again, they think that it unnecessary that the society pity and sympathize children from broken homes. Majority of the male respondents are not jaded towards marriage even with their domestic situation compared to their female counterparts. Male participants agree that counseling for both the children and parents from broken homes is apt for their immediate acceptance of the situation compared to the female respondents.

Parent-Child Relationship

Majority of the participants had smoother relationships with their parents after the separation. In fact, they reported to giving premium to having a good bond with their father. Respondents do not perceive their father as a more reliable provider although it was

not established if they consider their mother as a more reliable one. Majority of the female participants took the side of their mother. Additionally, some expressed anger towards their father. Males, on the contrary, did not take the side of any parent at all.

Academic Performance and Relationship with Other Authority Figures

The respondents do not suppose that they can only attain academic excellence if their family is intact. They have very high regard for their education. Generally, the respondents did not exhibit aggressive behavior. Male respondents give premium on being leaders at school. Males believe that it is best if teachers give them special attention at school. Females, on the other hand, are concerned with their college courses (and education).

Self-Concept

Respondents know that they are not the reason for the marital disruption. They think that they are not different from their counterparts who have intact families.

Financial Stability

Financial problems were encountered as a result of the parental separation. This is evident with their changing schools (to schools with significantly lower tuition fees) and having to stop schooling (to work) after their parents parted ways.

Females feel that it is necessary that couple share the economic burden even after the marital break up as compared to males.

Health

The respondents value highly their physical well-being. They reported to have better health conditions after the marital separation.

Social Life

The social activities of these children were minimally affected. It still important for them to be given curfews and to have a peer group.

However, they showed inhibitions in conversing their domestic situations even with their cliques. When not asked by their friends they would not initiate the conversation about their domestic situation.

Coping Mechanisms

Respondents concentrated on their studies during and after the marital conflict and break up. Teenagers focused on their self-improvement (honing of talents, formed a band) and self-expression (joined essay-writing contests).

Male and female participants both prayed during and after the marital strife and rupture. Peer groups became their solitude. Male respondents confided to their "intimate" partner their domestic problems. Female respondents considered their extended kin as their confidante.

CONCLUSION

Effects of parental fights and separation are most pronounced in familial and marital adjustment and outlook, financial stability and parent-child relationships of the respondents.

Participants think that parents should stay together for children's sake. However, if separation is inevitable, they prefer that their parents have smooth relationship even after the split up. Males are more optimistic about marriage. In addition, they are more assertive in the provision of counseling to children from broken homes and their parents.

Financial problems ensued as a result of marital separation. To solve this, female respondents suggest that parents (custodial and noncustodial) share the financial responsibility.

Father-daughter relationships were adversely affected by the domestic upheaval. Majority of the female participants took their mother's side. Some even expressed anger towards their father.

Respondents generally exhibited "productive" coping mechanisms. Participants concentrated on their studies during and after the marital conflict and break-up. Others honed their talents, formed bands and joined essay-writing contests. Meaningful conversations with their peer group and intimate partners helped them coped as well. Prayers became useful in their adjustment process.

RECOMMENDATIONS

From the data gathered the researcher recommends the following:

- Future studies may well consider the veracity of the research by extending the locale of the study. They may start with region-wide surveys and consolidate the data to come up with a national research project.
- Future undertakings with this kind of study may also consider the interview of the parents of the child. By this, the researcher can validate all the responses of the subjects.
- Age groups may also be subdivided further to early adolescence, middle adolescence and late adolescence to identify different effects at each specific stage.

- Future researchers may also consider a more in-depth study by including a longer interview schedule with the respondents. Of course, this will take a longer time for data processing.
- Proper government agencies should be established to look after the welfare of the children from broken homes. The quest for pertinent information resulted to the discovery of the inadequacy of a government organization that caters specifically for the needs of these children.
- Counseling for students from broken homes should be provided by the school administration to help the child adjust emotionally to the situation. Class advisers may also call for a meeting with the parents to discuss the matters concerning the performance and behavior of the adolescent.
- It would be for the child's interest if the father (rarely the custodial parent) spends more time with his children to avoid a rough relationship with them.
- The parents are advised to explain the situation and the reasons behind the break up to their children with all honesty. This will reduce if not eliminate all the confusion among these teenagers.

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APPENDICES

SAMPLE QUESTIONNAIRE

Pangalan (opsyonal):_____ Edad:_____

Kasarian:_____ Ilan ang iyong mga kapatid?_____

Pang-ilan kang anak (panganay, pangalawa, pangatlo . . .etc)?_____

Pumili ng numero mula sa eskala na naglalarawan ng iyong pagsang-ayon o pagsalungat sa mga pahayag na mababanggit. Ilagay ang sagot sa patlang pagkatapos ng mga pangungusap.

Eskala	5	lubos na sumasang-ayon
	4	sumasang-ayon
	3	walang pagpanig
	2	hindi sumasang-ayon
	1	lubos na hindi sumasang-ayon

1. Hindi dapat makita ng mga bata ang pag-aaway ng kanilang mga magulang. _____
2. Ang problemang pinansyal ay hindi dapat pinagtutulungan ng mga magulang pagkatapos nilang maghiwalay _____
3. Ang pagkakaroon ng parangal sa eskwela o akademiya ay mangyayari lamang kung may buong pamilya _____
4. Ang mga ama ay mas makapagbibigay ng mabuting buhay sa kanilang mga anak _____
5. Dapat ay gawing ligal ang diborsyo sa Pilipinas _____

6. Makabubuti ang pagbibigay ng espesyal na atensyon ng mga guro sa mga batang may magkahiwalay na magulang _____
7. Dapat pa ring magsama ang mga magulang na araw-araw na nag-away _____
8. Komportable at madali para sa aking pag-usapan naming magkakaibigan ang paghihiwalay ng aking mga magulang _____
9. Iba ang tingin ng mga tao sa mga batang may magkahiwalay na magulang _____
10. Mas mataas ang bilang ng mga kabataang nakikipagtalik bago ang kasal mula sa pamilyang may magkahiwalay na magulang kaysa sa buong pamilya _____
11. Ang problema sa pamilya ay nakaaapekto sa kagalingang mamuno ng isang estudyante _____
12. Makasalanan ang mga magulang na naghihiwalay _____
13. Malaya dapat na nakapaghahanap ang mga taong hiwalay sa asawa ng panibagong makakasama sa buhay _____
14. Kinakailangang sagipin ng magulang ang kanilang pagsasama alang-alang sa kanilang mga anak _____
15. Ang kasal ay nagpapayaman at nagpapaganda sa katauhan at personalidad ng mag-asawa _____
16. Nagbibigay ng tulong ang mga kamag-anak pagkatapos ng paghihiwalay ng mga magulang _____

Gaano kahalaga sa iyo ang sumusunod na isyu?

Kung sa iyong palagay ay mahalagang mahalaga ang mga isyung nabanggit, pumili ng numerong na sa pinakakanan at ilagay ito sa patlang matapos ang mga pangungusap. Kung sa iyong palagay naman ay walang halaga ang isyung nabanggit pumili ng numerong na sa pinakakaliwa. Kung ang halaga nito ay na sa pagitan ng dalawa, pumili ng numero sa may bandang gitna ng eskala.

ESKALA

Walang halaga 1 2 3 4 5 Mahalagang mahalaga

Pagtatakda ng oras ng pag-uwi _____	Pagkakaroon ng seryosong relasyon (*boyfriends/girlfriends*) _____
Pagtulong sa mga batang magkahiwalay ang mga magulang _____	Pagsasama ng "chaperone" o alalay sa pakikipag-*date* _____
Pagkakaroon ng "video games" sa bahay _____	Pagkakaroon ng malinis na record sa *disciplinary office* ng paaralan (hindi nakikipag-away) _____
"Counselling" o pagtulong sa mga mag-asawang nagkakaproblema sa relasyon _____	Pagkakaroon ng maayos na relasyon sa mga magulang _____
Pagpayag sa diborsyo at paghihiwalay ng mga magulang _____	Maayos na pagsasama ng mga magulang _____
Pagkakaroon ng permanenteng tirahan _____	Pagdalo sa mga kasiyahan o handaan *(parties)* _____
Pagkakaroon ng maayos na kalususgan _____	Pagkakaroon ng panahon sa pamilya _____
Pagkapalagian sa isang paaralan _____	Pagkakaroon ng mga barkada _____
Pagkakaroon ng parangal pang-akademya _____	Pagkakaroon ng buong pamilya _____
Awa at simpatya sa mga batang magkahiwalay ang mga magulang _____	Pagkakaroon ng bago at usong kagamitan _____
Pagiging lider sa mga organisasyon sa loob at labas ng paaralan _____	Pagpili ng kurso sa kolehiyo _____

Oo o hindi? Sagutin ang mga tanong at ipakita ang sagot sa pamamagitan ng paglagay ng tsek sa mga patlang.

	OO	HINDI
Mas marami akong parangal sa eskwela bago naghiway ang mga magulang ko	____	____
Kinailangan kong lumipat ng paaralan matapos silang maghiwalay	____	____
Mas mabuti at maayos ang kalusugan ko bago sila naghiwalay	____	____
Nakita kong nag-aaway ang mga magulang ko bago sila naghiwalay	____	____
Mas madalas akong napatawag sa *disciplinary office* ng aking paaralan matapos maghiwalay ng aking mga magulang	____	____
Alam ko nang maghihiwalay ang mga magulang ko	____	____
Naintindihan kong mabuti kung bakit sila naghiwalay	____	____
Ipinaliwanag sa akin (ng magulang o kamag-anak) kung bakit nagkaroon ng hiwalayan	____	____
Maganda pa rin ang pananaw ko sa pag-aasawa.	____	____
Hindi ako kaiba sa aking mga kaibigang may buong pamilya	____	____
Ako ang dahilan ng paghihiwalay ng aking mga magulang	____	____
Kinampihan ko ang aking ama nang nagkahiwalay sila ng aking ina	____	____
Kinampihan ko ang aking ina nang nagkahiwalay sila ng aking ama	____	____
Naging maayos ang relasyon ko sa aking mga magulang nang naghiwalay sila	____	____
Noong nag-aaway sila, narinig kong minamaliit ng isang magulang ang katayuan ng isa	____	____
Narinig kong kinikwestyon nila ang katapatan sa bawat isa	____	____

	OO	HINDI
Mas marami kaming oras para sa isa't isa noong magkasama pa ang aking mga magulang	____	____
Wala akong pakialam sa paghihiwalay ng aking mga magulang	____	____
Alam kong magkakabalikan pa ang aking mga magulang	____	____

Ilan pang katanungan .

1. Ilarawan ang inyong pamilya bago at matapos maghiwalay ang mga magulang mo

2. Tuwing nag-aaway sila, anong ginagawa mo upang hindi masyadong maapektuhan?

3. Nang maghiwalay sila, anong ginawa mo upang hindi masyadong maapektuhan?

4. Sabihin kung ano ang naramdaman mo pagkatapos ang paghihiwalay ng iyong mga magulang

5. Kamusta ang relasyon mo sa iyong mga magulang bago at matapos silang maghiwalay?

Original Questionnaire in the English Language

Name:_____ Age: _____

Sex: _____ How many siblings do you have? _____

Are you a first-born child, second, third . . . etc? _____

Please pick a number from the scale to show how much you agree or disagree with each statement and jot it in the space to the right of the item

Scale: **1 - Strongly agree**
2 - Agree
3 - Neutral
4 - Disagree
5 - Strongly disagree

Children should never see their parent's fighting_____

Parents should not share the economic burden for their children after their separation_____

Academic achievement can only be possible with an intact family____

Fathers can give better lives to their children compared to his wife_____

Divorce should be legalized in the Philippines_____

Special attention (given by teachers) to children from broken homes is beneficial_____

Parents should stay together even if they are furiously fighting everyday_____

It is comfortable and easy for me to talk about my parents' separation to my friends_____

People think differently about children from broken family_____

Children from broken homes engage in premarital sex more than children from intact families_____

Family conflicts affect student's leadership skills_____

Separated parents are sinful_____

Separated individuals are free to look for another partner after their previous marriage___

Parents should try to save their marriage for the children's sake_____

I see marriage as a process of enrichment for myself and my partner _____

Extended family members give support and help after the marital separation _____

How important to you are the issues listed below?

If you feel that the issue presented is extremely important, pick a number from the far right side of the scale and jot it in the space beside the item. If you feel that it is extremely unimportant, pick a number from the far left, and if you feel the importance is between these extremes, pick a number from someplace in the middle of the scale of show your opinion.

Scale

Extremely unimportant 1 2 3 4 5 Extremely important

o Giving of curfews by parents _____	o Having intimate relationships with the opposite sex_____
o Assistance to children of broken homes_____	o Having dates with chaperone_____
o Presence of video games at home_____	o Having no record in the disciplinary office_____
o Counseling of parents having trouble with their marriage_____	o Having smooth relationship with parents_____
o Having complete attendance in the class_____	o Smooth relationship between parents _____
o Approval of marital divorce and separation ____	o Going out on parties_____
o Permanence of residence_____	o Spending time with the whole family_____
o Having a good health_____	o Presence of peer groups_____
o Permanence of the school attended to_____	o Having an intact families____
o Academic achievement/performance_____	o Having new and fashionable clothes_____
o Pity and sympathy towards children with separated parents _____	o Choosing the right course in college_____
o Leadership in organizations inside and outside school _____	

Yes or No? Answer the questions by checking the corresponding blanks for yes and no answers.

	Oo	Hindi
I had more academic awards before my parents separated	___	___
I had to move to another school when my parents separated	___	___
I had better health condition before they separated	___	___

	Oo	Hindi
I saw my parents fight before they separated	___	___
I was called more often to the disciplinary office after my parents separated	___	___
I knew my parents were to separate	___	___
I understood clearly why my parents had to separate	___	___
My parents or other relatives explained to me the reasons for the separation	___	___
I still have a positive outlook towards marriage	___	___
I am not different compared to teenagers from intact families	___	___
I am the reason for my parents' separation	___	___
I took the side of my mother when the separation took place	___	___
I took the side of my father when the separation took place	___	___
My relationship with my parents became smooth when they separated	___	___
I heard my parent belittle the other when they had conflict	___	___
I heard my parents question their fidelity to each other	___	___
We had more time for each other when my parents were still together	___	___
I do not care about my parents' separation	___	___
I know my parents can still reunite	___	___

More questions.

1. Describe your family before and after the marital separation.

2. When your parents are having a fight, how do you cope up with the situation?

3. When your parents separated, how did cope up with the situation?

4. What did you feel when your parents separated?

5. How is your relationship with your parents before and after the separation?

How the respondents described their family before the separation

Relational descriptions	Situational and environmental descriptions
➢ Magulo, hindi [kami] magkasundo *Chaotic, we cannot understand each other.* ➢ Hindi [ako] malapit sa kapatid [ko]. *I am not close with my siblings.* ➢ Takot [ako] sa ama. *I am afraid of my father.* ➢ May respeto [ako] sa ina kasi siya ang madalas sa bahay. *I have respect for my mother because she was always around.* ➢ Malapit kami sa isa't isa *Close with one another.*	➢ Hindi [kami] masaya *We were not happy.* ➢ Nakakita [ako] ng physical fights *I witnessed physical fights* ➢ Masaya [kami] kasi may pera *We were happy for we were financially stable.* ➢ Walang [kaming] pera *We were financially unstable* ➢ Laging wala ang ama [ako] *My father was always not around* ➢ Maligaya [kami]. *We were happy.* ➢ Walang away *No fights* ➢ *There is the sense of family*

How the respondents described their family after the separation

Relational descriptions	Situational and environmental descriptions
➢ Naging close [ako] sa kapatid *I became closer to my siblings* ➢ Hindi [kami] nagkalapit ng aking mga kapatid *There was a gap between me and my siblings.* ➢ Mas gumanda ang relasyon (ko) sa ama *Relationship with my father improved.* ➢ *In good terms with the family members* ➢ May mga di pagkakasunduan sa ina *Had misunderstandings with the mother*	➢ Wala na ang tatay [ko] sa bahay *My father is not around the house.* ➢ Masaya; mas masaya [kami] *We were happy; happier* ➢ Nagkaroon ng kalayaan sa loob ng bahay *Freedom ensued.* ➢ Malungkot *Sad* ➢ Mas naging tahimik *Peaceful* ➢ *Financially unstable* ➢ Nahirapan kaming magsimula muli *We had a hard time to start all over again.* ➢ *No sense of family* ➢ *We became self-sufficient* ➢ There was less communication ➢ Hindi madalas magkita ng mga kapamilya *We seldom see each other.*

Coping Mechanisms During Parental Separation

- Humanap ng barkada at doon binuhos ang oras *Joined peer groups and spent time with them.*
- Pumunta [ako] sa ibang kamag-anak
  I went to our other relatives
- Naging seryoso [ako] sa pag-aaral
  I became serious with my studies
- Sumama sa pagdesisyon
  Joined my parents to decide whether to separate or not.
- Nagpahusay ng talento
  Improved my talents.
- Nagbigay ng oras para sa self-realization
  Gave time for self-realization.
- Nagdasal kay God
  Prayed to God
- Nagtrabaho
  Worked
- Naglasing
  Drunk alcohol
- Naglaro ng video games
  Played video games
- Kinausap ang girlfriend tungkol sa problema
  Talked about the problem with the girlfriend.
- Bumuo ng banda
  Formed a band
- Sumali sa essay-writing contests
  Joined essay -writing contests

Feelings Of The Respondents After The Separation

- Naghanap ng pagmamahal at karamay
  Longed for love and support
- Nalungkot; *Felt sad*
- Parang kulang
  Felt incomplete
- Natutong humarap sa reyalidad
  Learned to face reality
- Nagulat; *Shocked*
- Nagpapasalamat at masaya
  Thankful and happy
- *Worried*
- Nagtatanong
  Have questions inside their heads
- Nasaktan; *Hurt*
- Hindi matanggap
  Cannot accept the situation
- Nagalit sa ama
  Anger towards the father
- Naawa sa ina
  Sympathy towards the mother.
- *Relieved*
- *(I feel) alone*
- Nangungulila sa mga magulang
  Miss the parents.
- *Emptiness*
- *Hopelessness*

Relationship With The Parents Before And After The Separation

Before	After
➢ Hindi *open* sa isa't isa *We were not open to each other* ➢ Mayroong komyunikasyon*n* *We had communication* ➢ Mas kaunti ang responsibilidad sa bahay. *We had lesser responsibilities at home* ➢ Takot sa ama *Afraid of the father* ➢ Malapit sa ina *Close to the mother*	➢ Naging maayos ang relationship sa ina at ama *Had a smoother relationship with the father and the mother* ➢ *Napagsasabihan ng mali yung mga* magulang *Can inform the parents of their mistakes* ➢ Walang komyunikasyon sa ama *No communication with the father* ➢ Hindi makausap ang parents *Cannot talk to the parents* ➢ Galit sa mga magulang *Angry with the parents*

ITEM DISTRIBUTION PER DOMAIN AND MEAN RATINGS AND ANSWER FREQUENCY OF ALL THE RESPONDENTS

I. Pagsang-ayon o pagsalungat sa mga pahayag

DOMAINS	RATINGS 1	2	3	4	5	MEAN
FAMILY AND MARRIAGE						
1. Hindi dapat makita ng mga bata ang pag-aaway ng kanilang mga magulang	2	1	3	13	22	4.26
5. Dapat ay gawing legal ang deborsiyo sa Pilipinas.	10	5	12	7	8	2.95
7. Dapat pa ring mag-sama ang mga magulang na araw-araw na nag-aaway.	10	18	7	4	3	2.5
12. Makasalanan ang mga magulang na naghihiwalay.	4	12	13	8	5	2.95
13. Malaya dapat na nakapag-hahanap ang mga taong hiwalay sa isawa ng pambagong makakasama sa buhay	5	5	12	12	3	3.08
14.Kinakailangang sagipin ng magulang ang kanilang pagsusama lang-alang sa kanilang mga anak	1	5	8	9	17	3.9
15. Ang kasal ay nag-papayaman at nag-papaganda sa katauhan at ersonalidad ng mag-asawa.	1	2	10	14	14	3.93
FINANCIAL STABILITY						
Ang problemang pinansyal ay hindi dapat pinagtutulungan ng mga agulang pagkatapos nilang mag-hiwalay	19	9	7	3	2	1.95
SOCIAL LIFE						
. Komportable at madali para sa aking pag-usapan naming agkaibigan ang pag-hihiwalay ng aking mga magulang	6	4	9	20	3	3.24
. Iba ang tingin ng mga tao sa mga batang may magkahiwalay na agulang.	7	5	14	11	5	2.95
0. Mas mataas ang bilang ng mga kabataang nakikipagtalik bago ang asal mula as pamilyang may magkahiwalay na magulang kaysa sa uong pamilya	5	3	19	9	6	3.2
6. Nagbibigay ng tulong ang mga kamag-anak pagkatapos ng aghihiwalay ng mga magulang.	4	4	13	11	7	3.33
ACADEMIC PERFORMANCE/RELATIONS WITH OTHER UTHORITY FIGURE						
Ang pagkakaroon ng parangal sa eskwela o akademya ay angyayari lamang kung may buong pamilya	17	14	7	3	0	1.9
. Makakabuti ang pagbibigay ng espesyal na atensyon ng mga guro i mga batang may magkahiwalay na magulang.	3	6	7	22	4	3.43
1. Ang problema sa pamilya ay nakaapekto sa kagalingang mamuno g isang estudyante	5	9	9	15	3	3.05
PARENT-CHILD RELATIONSHIP						
Ang mga ama ay mas makapag-bibigay ng mabuting buhay sa nilang mga anak	11	11	14	2	2	2.26

II. Gaano kahalaga sa iyo ang sumusunod na isyu?

DOMAINS	RATINGS					
	1	2	3	4	5	MEAN
HEALTH						
Pagkakaroon ng maayos na kalusugan	0	0	1	9	32	4.73
FAMILY AND MARRIAGE						
Pagtulong sa mga batang magkahiwalay ang mga magulang	2	2	5	20	12	3.92
'Counselling' o pagtulong sa mga mag-asawang nagkaka-problema sa relasyon.	2	2	4	11	22	4.2
Pagpayag sa diborsyo at paghihiwalay ng mga magulang.	8	2	11	8	12	3.34
Awa at simpatya para sa mga batang magkahiwalay ang mga magulang.	8	7	17	4	5	2.78
Pagkakaroon ng buong pamilya.	5	7	6	5	19	3.62
Pagkakaroon ng panahon sa pamilya	1	0	4	8	29	4.52
Maayos na pagsasama ng mga magulang	0	1	4	9	27	4.51
FINANCIAL STABILITY						
Pagkukaroon ng ' video games' sa bahay	6	10	5	2	19	3.43
Pagkakaroon ng bago at usong kagamitan.	3	6	9	5	18	3.7
Pagkapalagian sa isang paaralan	1	1	5	12	22	4.29
Pagkakroon ng permanenteng tirahan	0	1	2	10	29	**4.59**
ACADEMIC PERFORMANCE/ RELATIONS WITH OTHER AUTHORITIES						
Pagkakaroon ng parangal pang-akademiya.	1	1	9	14	17	**4.07**
Pagiging lider sa mga organisasyon sa loob at labas ng paaralan.	1	4	16	11	9	**3.56**
Pagpili ng kurso sa kolehiyo	0	2	10	10	18	**4.1**
Pagkakaroon ng malinis na record sa disciplinary office ng paaralan.	1	3	1	14	23	**4.31**
SOCIAL LIFE						
Pagkakaroon ng mga barkada.	3	3	8	16	12	**3.74**
Pagtatakda ng oras ng paguwi	1	3	7	16	15	**3.98**
Pagkakaroon ng seryosong relasyon	6	2	14	8	9	**3.31**
Pagsasama sa chaperone o alalay sa pakikipag-date	9	5	17	6	4	**2.78**
PARENT-CHILD RELATIONSHIP						
Pagkakaroon ng maayos na relasyon sa aking mga magulang.	0	0	3	9	30	**4.64**

III. Sagutin ng OO o HINDI.

	Oo	Hindi	No answer
HEALTH			
*Mas mabuti at maayos ang kalusugan ko bago sila naghiwalay.	19	19	4
FAMILY LIFE			
*Nakita kong nagaaway ang mga magulang ko bago sila maghiwalay.	25	15	2
*Noong nagaaway sila, narinig kong minamaliit ng isa ang katayuan ng isa.	16	22	4
*Narinig kong kinikwestyon nila ang katapatan sa bawat isa.	20	18	4
*Alam kong magkakabalikan pa rin ang aking mga magulang	7	31	4
*Alam ko nang maghihiwalay ang aking mga magulang.	19	20	3
*Naintindihan kong mabuti kung bakit sila naghiwalay.	31	10	1
*Ipinaliwanag sa akin kung bakit nagkaroon ng hiwalayan.	30	9	3
SELF-CONCEPT			
*Ako ang dahilan ng paghihiwalay ng aking mga magulang	2	36	4
*Hindi ako kaiba sa mga kaibigan kong may buong pamilya	26	14	2
MARRIAGE			
*Maganda pa rin ang pananaw ko sa pagaasawa	31	8	3
PARENT-CHILD RELATIONSHIP			
*Kinampihan ko ang aking ama ng maghiwalay sila ng aking ina.	9	30	3
*Kinampihan ko ang aking ina ng maghiwalay sila ng aking ama.	9	30	3
*Naging maayos ang relasyon ko sa akin magulang ng maghiwalay sila.	15	25	2
*Mas marami kaming oras sa isat-isa noong magkasama pa ang aking magulang.	21	17	4
*Wala akong pakialam sa paghihiwalay ng aking mga magulang.	12	27	3
ACADEMIC PERFORMANCE/RELATIONS WITH OTHER AUTHORITY FIGURES			
*Mas marami akong parangal sa eskwela bago naghiwalay ang mga magulang ko.	12	26	4
*Kinailangan kong lumipat ng paaralan matapos maghiwalay ng aking mga magulang	8	31	3
*Mas madalas akong napatawag sa *disciplinary office* ng aking paaralan matapos maghiwalay ng aking mga magulang.	2	37	3

ITEM DISTRIBUTION PER DOMAIN AND MEAN RATINGS AND ANSWER FREQUENCY OF MALE RESPONDENTS

I. Pagsang-ayon o pagsalungat sa mga pahayag

DOMAINS	RATINGS					
	1	2	3	4	5	MEAN
FAMILY AND MARRIAGE						
1. Hindi dapat makita ng mga bata ang pag-aaway ng kanilang mga magulang.	1	0	1	7	12	4.38
5. Dapat ay gawing legal ang deborsiyo sa Pilipinas.	8	3	5	2	3	2.47
7. Dapat pa ring mag-sama ang mga magulang na araw-araw na nag-aaway.	3	9	5	3	1	2.52
12. Makasalanan ang mga magulang na naghihiwalay.	1	4	9	4	3	3.19
13. Malaya dapat na nakapag-hahanap ang mga taong hiwalay sa asawa ng panibagong makakasama sa buhay.	3	2	3	6	2	3.13
14.Kinakailangang sagipin ng magulang ang kanilang pagsasama alang-alang sa kanilang mga anak.	0	2	3	2	12	4.26
15. Ang kasal ay nag-papayaman at nag-papaganda sa katauhan at personalidad ng mag-asawa.	1	1	6	5	7	3.75
FINANCIAL STABILITY						
2. Ang problemang pinansyal ay hindi dapat pinagtutulungan ng mga magulang pagkatapos nilang mag-hiwalay.	8	3	5	1	2	2.26
SOCIAL LIFE						
8. Komportable at madali para sa aking pag-usapan naming magkaibigan ang pag-hihiwalay ng aking mga magulang.	4	2	6	7	2	3.01
9. Iba nag tingin ng mga tao sa mga batang may magkahiwalay na magulang.	4	3	6	6	2	2.95
10. Mas mataas ang bilang ng mga kabataang nakikipagtalik bago ang kasal mula as pamilyang may magkahiwalay na magulang kaysa sa buong pamilya.	2	2	8	7	2	3.24
16. Nagbibigay ng tulong ang mga kamag-anak pagkatapos ng paghihiwalay ng mga magulang.	2	2	5	9	3	3.42
ACADEMIC PERFORMANCE/ RELATIONS WITH OTHER AUTHORITY FIGURES						
3. Ang pagkakaroon ng parangal sa eskwela o akademya ay mangyayari lamang kung may buong pamilya.	6	5	6	3	0	2.3
6. Makakabuti ang pagbibigay ng espesyal na atensyon ng mga guro sa mga batang may magkahiwalay na magulang.	0	2	4	12	3	3.76
11. Ang problema sa pamilya ay nakaapekto sa kagalingang mamuno ng isang estudyante.	4	2	7	7	1	2.95
PARENT-CHILD RELATIONSHIP						
4. Ang mga ama ay mas makapag-bibigay ng mabuting buhay sa kanilang mga anak.	4	6	8	1	1	2.45

II Gaano kahalaga sa iyo ang sumusunod na isyu?

DOMAINS	RATINGS					
	1	2	3	4	5	MEAN
HEALTH						
Pagkakaroon ng maayos na kalusugan	0	0	1	4	16	4.71
FAMILY LIFE AND MARRIAGE						
Pagtulong sa mga batang magkahiwalay ang mga magulang	1	0	4	10	5	3.9
'Counselling' o pagtulong sa mga mag-asawang nagkaka-problema sa relasyon	2	1	3	4	10	3.95
Pagpayag sa diborsyo at paghihiwalay ng mga magulang.	2	1	3	4	10	3.76
Awa at simpatya para sa mga batang magkahiwalay ang mga magulang.	7	3	6	2	2	2.45
Pagkakaroon ng buong pamilya.	5	5	4	3	4	2.8
Pagkakaroon ng panahon sa pamilya	0	0	1	5	15	4.66
Maayos na pagsasama ng mga magulang	0	1	4	3	12	4.3
FINANCIAL STABILITY						
Pagkakaroon ng 'video games' sa bahay.	0	1	2	1	17	4.62
Pagkakaroon ng bago at usong kagamitan.	3	4	7	3	3	2.95
Pagkapalagian sa isang paaralan	1	0	2	5	12	4.35
Pagkakroon ng permanenteng tirahan	0	0	1	5	15	**4.66**
ACADEMIC PERFORMANCE/ RELATIONS WITH OTHER AUTHORITY FIGURES						
Pagkakaroon ng parangal pang-akademiya.	1	0	3	5	12	**4.28**
Pagiging lider sa mga organisasyon sa loob at labas ng paaralan.	1	0	8	4	7	**3.8**
Pagpili ng kurso sa kolehiyo	0	2	8	4	7	**3.76**
Pagkakaroon ng malinis na record sa disciplinary office ng paaralan.	1	2	1	5	12	**4.19**
SOCIAL LIFE						
Pagkakaroon ng mga barkada.	1	2	3	5	10	**4**
Pagtatakda ng oras ng paguwi	0	1	4	7	9	**4.14**
Pagkakaroon ng seryosong relasyon	1	1	8	4	6	**3.65**
Pagsasama sa chaperone o alalay sa pakikipag-date	2	1	11	2	4	**3.25**
PARENT-CHILD RELATIONSHIP						
Pagkakaroon ng maayos na relasyon sa aking mga magulang.	0	0	2	3	16	**4.66**

III. Sagutin ng OO o HINDI.			
	Oo	**Hindi**	**No answer**
HEALTH			
*Mas mabuti at maayos ang kalusugan ko bago sila naghiwalay.	9	10	2
FAMILY LIFE			
*Nakita kong nagaaway ang mga magulang ko bago sila maghiwalay.	14	5	2
*Noong nagaaway sila, narinig kong minamaliit ng isa ang katayuan ng isa.	10	9	2
*Narinig kong kinikwestyon nila ang katapatan sa bawat isa.	10	9	2
*Alam kong magkakabalikan pa rin ang aking mga magulang	5	14	2
*Alam ko nang maghihiwalay ang aking mga magulang.	6	13	2
*Naintindihan kong mabuti kung bakit sila naghiwalay.	14	6	1
*Ipinaliwanag sa akin kung bakit nagkaroon ng hiwalayan.	14	5	2
SELF-CONCEPT			
*Ako ang dahilan ng paghihiwalay ng aking mga magulang		19	2
*Hindi ako kaiba sa mga kaibigan kong may buong pamilya	14	5	2
MARRIAGE			
*Maganda pa rin ang pananaw ko sa pagaasawa	17	2	2
PARENT-CHILD RELATIONSHIP			
*Kinampihan ko ang aking ama ng maghiwalay sila ng aking ina.	1	18	2
*Kinampihan ko ang aking ina ng maghiwalay sila ng aking ama.	8	11	2
*Naging maayos ang relasyon ko sa akin magulang ng maghiwalay sila.	6	13	2
*Mas marami kaming oras sa isat-isa noong magkasama pa ang aking magulang.	11	8	2
*Wala akong pakialam sa paghihiwalay ng aking mga magulang.	5	14	2
ACADEMIC PERFORMANCE/RELATIONS WITH OTHER AUTHORITY FIGURES			
*Mas marami akong parangal sa eskwela bago maghiwalay ang mga magulang ko.	5	14	2
*Kinailangan kong lumipat ng paaralan matapos maghiwalay ng aking mga magulang	4	15	2
*Mas madalas akong napatawag sa *disciplinary office* ng aking paaralan matapos maghiwalay ng aking mga magulang.	0	19	2

ITEM DISTRIBUTION PER DOMAIN AND MEAN RATINGS AND ANSWER FREQUENCY OF FEMALE RESPONDENTS

I. Pagsang-ayon o pagsalungat sa mga pahayag						
DOMAINS	RATINGS					
	1	2	3	4	5	MEAN
FAMILY AND MARRIAGE						
1. Hindi dapat makita ng mga bata ang pag-aaway ng kanilang mga magulang.	1	1	2	6	10	4.15
5. Dapat ay gawing legal ang deborsiyo sa Pilipinas.	2	2	7	5	5	3.43
7. Dapat pa ring mag-sama ang mga magulang na araw-araw na nag-aaway.	7	9	2	1	2	2.14
12. Makasalanan ang mga magulang na naghihiwalay.	3	8	4	4	2	2.71
13. Malaya dapat na nakapag-hahanap ang mga taong hiwalay sa asawa ng panibagong makakasama sa buhay.	2	3	9	6	1	3.04
14.Kinakailangang sagipin ng magulang ang kanilang pagsasama alang-alang sa kanilang mga anak.	1	3	5	7	5	3.57
15. Ang kasal ay nag-papayaman at nag-papaganda sa katauhan at personalidad ng mag-asawa.	0	1	4	9	7	4.04
FINANCIAL STABILITY						
2. Ang problemang pinansyal ay hindi dapat pinagtutulungan ng mga magulang pagkatapos nilang mag-hiwalay.	11	6	2	2	0	1.76
SOCIAL LIFE						
8. Komportable at madali para sa aking pag-usapan naming magkaibigan ang pag-hihiwalay ng aking mga magulang.	2	2	3	13	1	3.43
9. Iba nag tingin ng mga tao sa mga batang may magkahiwalay na magulang.	3	2	8	5	3	3.14
10. Mas mataas ang bilang ng mga kabataang nakikipagtalik bago ang kasal mula as pamilyang may magkahiwalay na magulang kaysa sa buong pamilya.	3	1	11	2	4	3.14
16. Nagbibigay ng tulong ang mga kamag-anak pagkatapos ng paghihiwalay ng mga magulang.	2	2	8	6	3	3.28
ACADEMIC PERFORMNACE/ RELATIONS WITH OTHER AUTHORITY FIGURES						
3. Ang pagkakaroon ng parangal sa eskwela o akademya ay mangyayari lamang kung may buong pamilya.	11	9	1	0	0	1.52
6. Makakabuti ang pagbibigay ng espesyal na atensyon ng mga guro sa mga batang may magkahiwalay na magulang.	3	4	3	10	1	2.86
11. Ang problema sa pamilya ay nakaapekto sa kagalingang mamuno ng isang estudyante.	1	7	2	8	2	3.15
PARENT-CHILD RELATIONSHIP						
4. Ang mga ama ay mas makapag-bibigay ng mabuting buhay sa kanilang mga anak.	7	5	6	1	0	2.05

II. Gaano kahalaga sa iyo ang sumusunod na isyu?

DOMAINS	RATINGS					
	1	2	3	4	5	MEAN
HEALTH						
Pagkakaroon ng maayos na kalusugan	0	0	0	5	16	4.76
FAMILY LIFE AND MARRIAGE						
Pagtulong sa mga batang magkahiwalay ang mga magulang	1	2	1	10	7	3.95
'Counselling' o pagtulong sa mga mag-asawang nagkaka-problema sa relasyon.	0	1	1	7	12	4.43
Pagpayag sa diborsyo at paghihiwalay ng mga magulang.	6	1	8	4	2	1.62
Awa at simpatya para sa mga batang magkahiwalay ang mga magulang.	1	4	11	2	3	3.09
Pagkakaroon ng buong pamilya.	0	2	2	2	15	4.42
Pagkakaroon ng panahon sa pamilya	1	0	3	3	14	4.38
Maayos na pagsasama ng mga magulang	0	0	0	6	15	4.71
FINANCIAL STABILITY						
Pagkakaroon ng 'video games' sa bahay.	6	9	3	1	2	2.23
Pagkakaroon ng bago at usong kagamitan.	3	3	10	3	2	2.9
Pagkapalagian sa isang paaralan	0	1	1	5	14	4.52
Pagkakroon ng permanenteng tirahan	0	1	3	7	10	4.23
ACADEMIC PERFORMANCE/ RELATIONS WITH OTHER AUTHORITY FIGURES						
Pagkakaroon ng parangal pang-akademiya.	0	1	6	9	5	3.86
Pagiging lider sa mga organisasyon sa loob at labas ng paaralan.	0	4	8	7	2	3.33
Pagpili ng kurso sa kolehiyo	0	0	2	6	13	4.52
Pagkakaroon ng malinis na record sa disciplinary office ng paaralan.	0	1	0	9	11	4.43
SOCIAL LIFE						
Pagkakaroon ng mga barkada.	2	1	5	11	2	3.48
Pagtatakda ng oras ng paguwi	1	2	3	9	6	3.81
Pagkakaroon ng seryosong relasyon	5	1	6	4	3	2.94
Pagsasama sa chaperone o alalay sa pakikipag-date	7	4	6	4	0	2.33
PARENT-CHILD RELATIONSHIP						
Pagkakaroon ng maayos na relasyon sa aking mga magulang.	0	0	1	6	14	4.62

III. Sagutin ng OO o HINDI.			
	Oo	**Hindi**	**No answer**
HEALTH			
*Mas mabuti at maayos ang kalusugan ko bago sila naghiwalay.	10	9	2
FAMILY LIFE			
*Nakita kong nagaaway ang mga magulang ko bago sila maghiwalay.	11	10	
*Noong nagaaway sila, narinig kong minamaliit ng isa ang katayuan ng isa.	6	13	2
*Narinig kong kinikwestyon nila ang katapatan sa bawat isa.	10	9	2
*Alam kong magkakabalikan pa rin ang aking mga magulang	2	17	2
*Alam ko nang maghihiwalay ang aking mga magulang.	13	7	1
*Naintindihan kong mabuti kung bakit sila naghiwalay.	17	4	
*Ipinaliwanag sa akin kung bakit nagkaroon ng hiwalayan.	16	4	1
SELF-CONCEPT			
*Ako ang dahilan ng paghihiwalay ng aking mga magulang	2	17	2
*Hindi ako kaiba sa mga kaibigan kong may buong pamilya	12	9	
MARRIAGE			
*Maganda pa rin ang pananaw ko sa pagaasawa	14	6	1
PARENT-CHILD RELATIONSHIP			
*Kinampihan ko ang aking ama ng maghiwalay sila ng aking ina.	8	12	1
*Kinampihan ko ang aking ina ng maghiwalay sila ng aking ama.	1	19	1
*Naging maayos ang relasyon ko sa akin magulang ng maghiwalay sila.	9	12	
*Mas marami kaming oras sa isat-isa noong magkasama pa ang aking magulang.	10	9	2
*Wala akong pakialam sa paghihiwalay ng aking mga magulang.	7	13	1
ACADEMIC PERFORMANCE/ RELATIONS WITH OTHER AUTHORITY FIGURES			
*Mas marami akong parangal sa eskwela bago naghiwalay ang mga magulang ko.	7	12	2
*Kinailangan kong lumipat ng paaralan matapos maghiwalay ng aking mga magulang	4	16	1
*Mas madalas akong napatawag sa *disciplinary office* ng aking paaralan matapos maghiwalay ng aking mga magulang.	2	18	1

BIO-DATA OF THE RESEARCHER

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0917-4032827

EDUCATIONAL ATTAINMENT

College	:	BA Behavioral Studies U.P. Manila
High School		Colegio de Santa Rosa Makati City

HONORS AND ACHIEVEMENTS

University Scholar, 3 semesters
College Scholar, 4 semesters
University of the Philippines Presidential Scholar (2000-2002)
Philippine Star Writer of the week (July 9-13,2001)
Philippine Star Writer of the month of July 2001
48th Carlos Palanca Memorial Awards Kabataan Essay 2nd prize winner (Filipino Division)
1997 Philippine National Police Essay Writing Contest 1st prize (Filipino Division)
Nominated as "best student" (Student Choice Awards sponsored by Alpha Phi Omega Fraternity), September 2001
Certificate of Good Performance- Colegio de Sta. Rosa, Makati (1995, 1996, 1998)
Efficiency Awardee-Citizen's Army Training (1998)

WORK EXPERIENCE

On-the-job training: Human Resource Department -**Bank of the Philippine Islands,** Head Office (March-May 2001)

CO-CURRICULAR ACTIVITIES

Intercity Homes Two Hearts Choir
Member (2001-)
Lectors and Commentators Group
Member (1998-)
BA Behavioral Studies, Block Secretary
UP Behavioral Studies Society
Information Systems member (2001-2002)
Projects Committee member (2000-2001)
Project Coordinator, "Konting Barya Lang Po" (2000)
Kanlungan sa Erma Outreach Program participant (2001)

UP Nature's Crusaders Community
- Chairperson/President (2001-2002)
- Recruitment planning committee member (2001-2002)
- Exhibit planning committee member (2001-2002)
- Teambuilding activity planning head (2001-2002)
- Tagaytay and Manila Zoo assessor (2001-2002)
- Anniversary exhibit (*Island Adventure with N.C.C.*) artist (January 2002)
- The "Green Challenge-environmental quiz bee" school coordinator (2000-2001)
- The "Green Challenge" Set-up Committee
- Green Pipol (organization newsletter) writer and researcher (2000-2001)
- Legal Chairperson (2000-2001)
- Program Committee member (1999)

UP Pahinungod
- Member (2000-2002)
- Production Committee Member, "Iba't-ibang Pintig, Sama-samang Tinig" Program for Street children

SEMINARS ATTENDED

June 1998	Lector and Commentator Training Seminar Archdiocese of Manila
November 1999	Media-Mindset 2000: 21st Century Media Professionals: Conference for Students on Professionalism and Excellence in Mass Media
August 2001	"Unraveling the Secrets of Power Presentation" UP Manila
September 2001	"Time First"- Time Management Seminar UP Manila
November 2001	Sikolohiyang Pilipino 26th Conference, "Ang Sikolohiya ng Sekswalidad at Spiritualidad sa Kontekstong Pilipino" UP Diliman
November 2001	Entrepreneurship: An Alternative to Employment UP Manila
January 2002	Student Organization Leadership Seminar UP Manila

SPECIAL SKILLS

Proficient in English and Filipino
Skilled in MS Word, Publisher, Power Point

PERSONAL INFORMATION

Date of Birth — April 16, 1981
Civil Status — Single

REFERENCES — Available upon request