Academic achievement in Filipino children

Muriel del Castillo López

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ACADEMIC ACHIEVEMENT
IN FILIPINO CHILDREN

A Thesis
Presented to the
Faculty of
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by
Muriel del Castillo López
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Bronfenbrenner's paradigm of family ecology suggests that individual, parental, and peer processes influence developmental outcomes in children. Utilizing the mesosystem model, this project focuses on the relationship between individual, home environment, and peer variables, and their impact on academic achievement. Existing research has reported on Asian Americans as one group, ignoring the potentially wide variability in their psychosocial and cultural processes as a result of national or ethnic origin. In addition, only a handful of research focuses on Filipinos although they are one of the fastest growing ethnic groups in the United States. In order to examine naturally-occurring relationships influencing academic achievement prior to the introduction of acculturative stress resulting from immigration, this project explores variables in the Philippines. Specifically, the impact of locus of control, coping styles, family environment, parenting styles, and peer variables are explored. Two hundred and thirty-seven elementary school children in Bacolod City, Philippines between the ages of 9 and 12 served as subjects. Questionnaires were translated and administered in both English and Ilonggo, the dialect used by the target group. Utilizing correlations and multiple regression, our findings partially support our hypotheses. Results show an association between problem-focused coping, personal growth
in family environment, and grade point average, but no relationship was found between internal locus of control, authoritarian parenting, academically supportive peer behavior, and grade point average. Further post-hoc analyses were performed to investigate variables' correlation with achievement in English and Math courses. Analyses revealed correlations between perceived control over stressful events and Math, while personal growth was associated with performance in English. It is hoped that our findings begin to provide information on Filipino achievement, motives and behavior distinct from other Asian groups to assist teachers, counselors, and academicians in their understanding of Filipino immigrant children. It is also hoped that increased sensitivity to cultural influence on achievement may promote the movement of multicultural diversity and awareness.
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INTRODUCTION

Currently, there are calls for multicultural diversity, awareness, and tolerance in our school system. Conflicts in our society involving groups from diverse ethnic backgrounds have forced individuals to challenge existing ideology. The recent, emerging consciousness that America is no longer a homogenous society has been due to the minority, slowly, "finding a voice" (Sampson, 1993). Universities and colleges across the nation have implemented programs increasing ethnic faculty, staff, and students, and have encouraged departments and campus clubs to disseminate information concerning diversity and tolerance. There is similarly an increase in international students, whose presence exposes them, and us, to a greater understanding of human nature—similarities and differences between cultures. Elementary and high school systems are beginning to realize the value of cooperative learning where students are encouraged to become interdependent with each other for learning. Also, we are becoming more sensitive to ethnic differences within a culture, and at the microlevel, recognizing subcultures within cultures as a function of differences in beliefs, attitudes, and values. The gradual departure from our uniformed schema which consists of beliefs that are typically White, American, male, has allowed new voices to question and pose issues that are different, perhaps dissonant. In any case, we are finally
evolving from a hegemony to a society of mosaic ideas and beliefs, allowing us to experience the full spectrum of human nature.

In particular, questions that have been posed regarding ethnic groups have been misleading. When exploring variables including Asian samples, they often have been reported in the literature as one group. Also, with regard to Asians and their success in academia, questions stem from two main ideas. One premise is the genetic predisposition (Lynn, 1977; Rushton, 1985), the other involves cultural values that cast activities into competitive framework (Mordkowitz & Ginsburg, 1987). However, these arguments have found weak support because they do not adequately explain Asians' patterns for achievement (Sue & Okazaki, 1990). Utilizing a monolithic model to attempt to explain Asian academic achievement (Cooper, 1990) is to ignore the wide variability in value and appraisal of achievement (Fyans, Maehr, Salili, & Desai, 1983) and potential antecedents such as history, demographic variables (Harrison, Wilson, Pine, Chan, & Buriel, 1990; Slaughter-Defoe, Nakagawa, Takanishi, & Johnson, 1990), family, responsibility, filial piety, and shame (Tseng, 1973; Chan, 1986).

Among the different Asian cultures, Filipinos and academic achievement are understudied (19 published studies between 1974 and 1993). Their history as a people, their
history of an island and region, and their construal of the family and self are said to be unique from other Asian groups. Hence, these may influence their appraisal and value of academic achievement.

Recently, the Filipino population, has been more visible in America's educational system. It is increasingly necessary for researchers and academicians to increase our understanding of Filipino students' experience in the United States.

Filipino Immigrants

For the last fifty to sixty years, the faces of immigrants arriving in the United States have been changing (Santoli, 1988). In the last thirty years, immigration to the United States has drastically increased (Landes, Caldwell, & Siegel, 1991). By 1989, 28.6% of immigrants were Asian, and 5.2% were specifically Filipinos. Another 8.1% are presumed to be Filipino illegal immigrants. In 1989, 233,777 individuals became naturalized American citizens, and the Philippines was the most common country of origin, followed by Vietnam and Mexico (Landes et al, 1991). The steady flow of Filipino immigrants through the decades is likely due to the fact that Filipinos, unlike other Asian groups, were never barred from immigration to the United States (Immigration Act of 1924) because of the country's American, territorial status at that time. In addition, the increase in Filipino emigration correlates with the increase
in economic and political disturbance in that country (Tiryakian, 1990). It is therefore expected that in the next few decades, Filipinos will be one of the most visible ethnic groups in the United States.

Given that Filipino immigration to the United States has been increasing steadily, and will continue to increase, it is expected that Filipino children will become visible in America's school system. It has become necessary to identify their pathways to academic achievement as it is believed to be unique for this population. Thus, it is logical to begin the investigation of variables before the immigration and acculturation processes begin.

Filipino theoretical models of achievement are scant. However, since Filipinos are similar to Americans in that they share some common history, values, and beliefs, it is believed that values placed on the self in relation to family members, peers, and society may be similar to those of American culture. In addition, Filipino values include filial piety, shame or "hiya", "utang na loob" or debt of gratitude (Enriquez, 1986), and age differential, which are said to sprout from the Indo-Malay culture (March, 1970; de Morga, 1970). Spanish influence is similarly salient in Filipinos' value on social, gender, and power stratification. A theoretical model that would encompass the self, family, family environment, peer, and society is necessary to be used as a grid to explore pathways to
Models of Developmental Outcomes

Bronfenbrenner's models (1986) are best described as the development of individuals embedded in a series of concentric circles. In the mesosystem model, Bronfenbrenner addresses characteristics that are inherent to the individual which are said to first impact development. These are genetic influences on qualities such as IQ and personality variables. The next factor impacting the developing individual is the interaction between the environment and genetic variables. One potent influence in the environment are the child's parents. Their personality variables that interact with the child partly shape the child's attitude and values (Scarr & Weinberg, 1976; Scarr & McAvay, 1984). Another influence on the developing child are peers. Family and peer group interface may determine the child's social behavior as it influences learning of social skills, decision-making, social support, as well as cognitive, moral, identity development, delinquency, and deviant behavior (Boehnke, Eyferth, Kastner, Noack, Reitzle, Silbereisen, Walter, & Zank, 1983; Gold & Petronio, 1980; Kandel, 1986; Pulkkinen, 1982). Another strong influence on the child is the school environment. A child's experience in school through the years facilitates development and impacts their attitudes toward academic achievement (Smith, 1968).
Similarly, Eccles (1983) recognizes the significance of environmental forces on the child's academic behavior and achievement. She suggests the importance of socializers in facilitating achievement and achievement behavior. Aside from the teacher providing reinforcers and attitude socializers promoting academic achievement, another important socializer in the child's life are the parents. Parents serve as role models of ability and utility, set expectations for academic performance, and serve as providers of encouragement. Eccles' results show that the role of parents as socializers were strong predictors of performance in math (1983). Parents had sex-differentiated perceptions of their children's math abilities. Children's plans for the future and perceptions of the importance and value of math were strongly associated with parents' beliefs and expectancies of their children in math.

Variability in the Achievement Appraisal

An impediment in capturing achievement cross-culturally lies in the variability of the meaning of achievement for different cultures. Fyans, Maehr, Salili, and Desai suggest that achievement serves different goals in different cultures (1983). In trying to determine the similarities and variations in the meaning of achievement across 30 cultural groups, they found three general categories that comprise the meaning of achievement. One involves the goals which are dictated by the "individual's definition of
success". Second are self-judgments comprised of self-perceptions, self-esteem, and competence, and third is instrumental behavior which may be implicit or explicit behavior used to attain the goal. Their results show that, across 30 cultures, the definition of achievement was predominantly a masculine concept, involved hard work and energy, required knowledge and courage, and brought in success and power. However, there were significant differences between cultures. Cultures either scored high or low in achievement orientation. For instance, high-scoring cultures tend to see success associated with self, initiative, freedom, education, work, and masculinity. Low-scoring cultures tend to see success related with femininity. High-scoring cultures emphasize the future while low-scoring cultures emphasize tradition. Low-scoring cultures see education as "confirming the old ways" as opposed to learning new things as in the case with high-scoring cultures. Low-scoring cultures perceive competition and champion as negative (eg., punishment, sin, fear, and defeat) while high-scoring cultures perceive competition and champion as pathways to achievement. Consequently, low-scoring cultures perceive school as a negative environment in comparison to a positive environment in the eyes of high-scoring cultures. High-scoring cultures believe that achievement can be attained by an individual through hard work, while low-scoring cultures perceive achievement as
"family, cooperation, and love." Thus, high-scoring cultures emphasize achievement and low-scoring cultures emphasize affiliation suggesting a subjective meaning and appraisal of achievement.

For Filipinos, the meaning of achievement is similarly variable. Bulatao (1963) and Lynch (1973) suggest that improving economic opportunity and status, and gaining social approval and recognition through education, takes precedence over other goals such as knowledge (Andres, 1981; Church & Katigbak, 1992). Knowledge may not quite be a priority due to values stressing "hiya" or sense of propriety, "pakikisama" or yielding to the will of the leader or the majority, "utang na loob" or debt of gratitude, "amor propio" or sensitivity to personal affront, and "bayanihan" or togetherness in common effort (Enriquez, 1986) which may hinder Filipinos to actively question, argue, disagree, or assert opinions in school settings for fear of offending others, the elders, and authority (Constantino, 1966).

Another factor that needs to be accounted for when researching achievement cross-culturally is the influence of background variables on appraisal of achievement. Slaughter-Defoe, Nakagawa, Takanishi, and Johnson (1990) suggest that cultural, language, immigration, and economic backgrounds may influence their motivation for school achievement. For instance, the reason for leaving one's
homeland such as economic, political, and educational reasons, or fear of persecution may be strong variables producing differences between Asian ethnic groups. Another is the difference in values and attitudes between early and later generation immigrants. Harrison et al. (1990), among others, suggest that, aside from the type of immigration in terms of proximity, history, and density (Ramirez and Castañeda, 1974), the degree of assimilation to the dominant culture provides distinct differences in values and attitudes. The idea that immigrants, who may have attitudes that are traditional, bicultural, assimilated, or marginal, may affect the value placed on academic achievement.

Filipinos and Achievement

History or "ancestral view" is a potent influence on appraisal of academic achievement (Harrison et al., 1990). For the Filipinos, the Philippines was colonized by the Spanish 300 years ago through christianization and education of the indigenous. The Hispanization of the Philippines replaced the old tradition with Spanish values successfully. The ease of the Hispanization process may have been due to the fact that in pre-colonial times, there was an existing social stratification that separated the "datu" or the ruling class, from "maharlika" or nobility, "timagua" or commoners, and "alipin" or dependent class (Mercado, 1974). Similarly, the Spanish social hierarchy that included the "don, doña, señor, señora, señorito, and señorita" which
separated them from the "las criadas" or the serving class. The hierarchical system is also evident in the family system. For instance, siblings are ranked according to age utilizing titles preceding the sibling's name like "Ate María" which means Big Sister María or "Kuya José", meaning Big Brother José. Members of the extended family are also expected to utilize these titles when addressing other family members as a sign of respect. In essence, this system of hierarchy extends into the classroom setting. The teacher is perceived to be the authority inside and outside of the classroom, and therefore, her roles are not to be questioned. Although the "datu" or "don" and "doña" stratification is fast disappearing, the implicit, social strata still exists in the schema or values of Filipinos. Rather, the hierarchy becomes more explicit in terms of achievement. The more academic honors one receives, the more social approval and recognition one gets (Church & Katigbak, 1992). Thus, Filipinos may appraise academic achievement differently because educational attainment, academic degrees, or honors represent high status in Filipino's social stratification.

After the Spanish rule, there was the Americanization of the Filipinos for 50 years. American values filtered into the Spanish value system which gave rise to Filipino women becoming more assertive and self-reliant. Through historical, anecdotal evidence of women in Negros
Occidental, the southern region of the Negros island, López-Gonzaga reports that during the American occupation, women became administrators, overseer, and managers of haciendas (plantations) because husbands and brothers may have died during the war, or may have been traveling to other places for trade or business, thus becoming unavailable to run the haciendas (1991). Also, the rising economy (ie., export of sugar) in that region demanded workforce and may have required more family involvement including from female family members. Women's strong attempts to achieve has become salient in today's Philippines. Church and Katigbak report that more women attend college than men, perform better in school, and are adequately represented in high professional levels. Therefore, Filipino women are socialized for achievement more than men (1992). The powerful reinforcement for these women in acquiring non-traditional roles may have similarly awarded them respect and recognition from others - the kind of achievement that sets one up at the higher end of the social ladder. Thus, appraisal of achievement is strikingly different between females and males in the Philippines.

Today in America, we are confronted with Filipino immigrant children in our school system. Although they are conveniently classified with other Asian groups as the "model minority", it is erroneous to believe that their pathways to academic achievement are similar to other Asian
groups. This faulty assumption has created researchers a
scant and inadequate knowledge base of Filipino achievement,
and Filipino psychology, in general.

It is for this reason that an exploratory study of
variables that are suggested to influence academic
achievement must be investigated with the Filipino
population. In order to examine naturally-occurring
relationships influencing academic achievement prior to the
introduction of acculturative stress resulting from
immigration, this project explores variables prior to the
commencement of the immigration process in the Philippines.

Variables Leading to Academic Achievement

Locus of Control. Rotter defined the construct of
locus of control (1966) as primarily a reinforcement. An
internal locus of control is reinforcement perceived by the
individual as a result of his/her own effort, ability, and
actions. On the other hand, external locus of control is
reinforcement perceived by the individual as a result of
factors in the environment other than the self such as luck,
chance, fate, and powerful others. Extensive research on
locus of control has shown its relationship to academic
achievement and performance. Nowicki and Roundtree found
that internal locus of control strongly correlated with
academic competence, social maturity, and independence with
also found perceived internal control to be related with
productive study habits and academic success in college students. Hutchison and MacNeil (1993) similarly found internal locus of control as strong predictors of high grades in college students. Cross-cultural research with locus of control has found comparable results. Lao (1970) conducted a study with African American college students and found personal control as a significant predictor of academic confidence and aspirations. Bar-Tal, Kfir, Bar-Zohar, and Chen (1980) found strong correlations between locus of control and academic achievement in Asian, African, and Euroamerican students. In a meta-analysis by Findley and Cooper (1983), there are moderate significant correlations between locus of control and academic achievement. With a Filipino sample, Watkins' (1982) investigation of locus of control and academic achievement of 15 year-old, high socio-economic status students in the Philippines showed IQ and locus of control among moderate predictors of grades. However, weaknesses in this study include a limited sample from the upper class and untranslated instruments. Although culture may dictate the extent to which individuals may perceive reinforcement internally or externally, collective evidence shows that locus of control is a predictor of academic performance.

Thus, we predict that internal locus of control would be associated with academic achievement.

Coping Style. The construct of coping includes the
idea of adaptation and mastery (Coelho, Hamburg, & Adams, 1974) which Lazarus, Averill, and Opton (1974) define as responses to challenges or events. Coping is said to take place when the individual responds to the psychological and environmental demands of stressful situations. Lazarus (1969) also defines coping as adjustment or "some form of action to reduce a danger, correct a harm, or achieve a gratification" (p. 209). Appraisal of an event requires the individual to assess a particular event whether it is relevant to his or her well-being and whether it would harm or benefit the individual's sense of self (Folkman, Lazarus, Dunker-Schetter, DeLongis, & Gruen, 1986). Thus, coping is process-oriented and contextual. Folkman and Lazarus (1980) suggest two functions of coping. Emotion-focused coping involves efforts to regulate emotional states that are associated with or a result of stressful events. This tends to be intrapsychic and is designed to maintain internal homeostasis and balance (Wertlieb, Weiger, & Feldstein, 1987). Carver, Weintraub, and Scheier (1989) includes quality of emotion-focused coping as seeking emotional social support, positive reinterpretation, acceptance, denial, and turning to religion. On the other hand, problem-focused coping are efforts to act upon the source of stress to change it. This form of coping is an active and direct type of problem-solving (Wertlieb et al, 1987). Qualities of problem-focused coping includes active
coping, planning, suppression of competing activities, restraint coping, and seeking of instrumental social support (Carver, et al., 1989). Compas, Davis, and Forsythe (1985) found that daily hassles can promote life stress. Swearingen and Cohen (1985b) suggests that the chronicity of events perceived to be stressful "operate[s] as a more powerful 'third variable' in explaining the events-symptoms relationship in adolescents than in adults" (Compas, 1987, p.296) and also supported by Wagner, Compas, and Howell (1988). Most importantly, coping involves choice and can be controlled (Haan, 1977).

Given that daily hassles may promote a stressful life, then a major source of stress for children may be the school setting where individuals are faced with constant challenges and competition. Coping with school events then becomes a crucial part of their development. Compas, Malcarne, and Fondacaro (1988) investigated the utility of the two types of coping upon academic stress. Results show that a combination of problem- and emotion-focused coping was used by older children and adolescents in academic and interpersonal stressors, while young children used more problem-focused coping. However, perceived control over an event played a significant role in mediating stress. Subjects perceived academic stressors as more controllable than social stressors, and thus makes problem-focused coping a more useful strategy in academic stress. In addition,
Tero and Connell suggest that positive, action-oriented coping strategies are associated with academic success, whereas defensive strategies are associated with academic failure (1984). Also, children who appraise failure as a challenge are more likely to utilize positive, action-oriented strategies and are less likely to experience negative feelings toward themselves (Diener & Dweck, 1978; Dweck, 1986). Mantzicopoulos' (1990) investigation showed that positive, action-oriented copers tend to be high achievers compared to children who blame others, engage in denial of the incident, or engage in destructive self-degradation. Thus, children who use positive, action-oriented coping are more likely to have a higher sense of self-worth, feel competent in academics, and feel positive and successful in their peer relations.

In cross-cultural research on coping, Seiffge-Krenke and Shulman (1990) found that their German and Israeli subjects used both, and a combination of active and internal coping. However, the degree to which they utilize the environment was distinctive of each group. For instance, the German sample mentioned "seeking help from institutions" as part of their active coping while their Israeli counterparts mentioned dependence on friends and peers as part of their active coping. Germans saw printed materials as productive, information-seeking, however Israelis viewed this behavior as withdrawal.
In investigating coping with terminally ill Filipino children, Hipol found that part of children's coping included the need to feel important and the need to be shielded from danger through recreation. By contrast, their mothers coped through isolation, increased motor activity, and turning to religion (1978). This suggests that children use a combination of problem- and emotion-focused coping with a highly distressing circumstance.

Therefore, it is hypothesized that subjects who utilize problem-focused coping would have high academic achievement. However, when exploring coping style in different cultures, it must be kept in mind that the style of coping is, again, dictated by the norms of the culture.

Family Environment. The home environment that the child belongs to is a significant determinant of the child's achievement. The degree to which the child perceives his or her home influences the child's functioning outside of the home such as the school environment. Since parents play an important role in the child's learning process, one domain that propels the child to succeed is the involvement of parents in the child's life, both academic and non-academic. Snodgrass (1991) suggests that it is the parents who teach "children the value of diligence and responsibility, as well as the importance of education", and eventually these values are internalized by their children, thus pushing them to academically succeed. Dye (1989) supports the hypothesis
that parents who are active in school activities and programs enhance their children's academic achievement and report closer personal relations with their children. Stevenson and Baker (1987) similarly found involved parents to be strong predictors of their children's school performance, although it was a stronger predictor for girls than for boys. More specifically, Leach and Siddall's (1990) results show that parents who systematically tutored their children in reading had children who progressed at a faster rate than children of parents who simply listened to their children read. Epstein's (1983a, 1983b) longitudinal study with 1,000 eighth graders shows children who come from homes that encourage open communication and decision-making tend to have greater initiative, independence, and higher grades. Therefore, we postulate that a family environment that emphasizes personal growth would promote high academic achievement. Although, with Asian American family ecology, the system is hierarchical, promoting individual independence and a certain degree of assertiveness are necessary qualities for the child to academically achieve.

Another domain of family environment that may influence children's academic achievement is the style of parenting. Baumrind's typology of parenting style (1989, 1991) includes three types: Authoritative, authoritarian, and permissive/neglectful. Baumrind's model suggests that the quality of authoritative style is best described as parents
who encourage psychological autonomy, acceptance, induction, open verbal and emotional expression, and maturity. Authoritarian parenting, on the other hand, imposes psychological and firm control, power assertion, absolute standards to be followed, and the preservation of order and structure. At the other end of the spectrum is permissive/neglectful parenting. The characteristics include lax control, rejection, and an environment that sets no limits or structure for the developing child to test or rebel from.

Baumrind (1986) found that assertive, responsive, and supportive parents tend to have achievement-oriented children. Parents who did not enforce rules and who were meddlesome tended to have children with problem behavior. Authoritative parenting seems to promote autonomy, self-reliance, independence, and achievement in children (Hess & Holloway, 1985; Dornbush, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Dornbusch & Ritter, 1990; Grolnick & Ryan, 1989). However, there are mixed findings which suggest that permissive parenting can similarly be associated with high academic self-esteem (Anderson & Hughes, 1989).

Dornbusch and colleagues' (1987) investigation with over 7,000 high school students in the Bay Area confirms authoritarian and permissive child-rearing as negatively associated with grades, while authoritative parenting as positively associated with grades. Ethnic differences were
also detected. Asian American, African American, and Hispanic American families appeared to score high on the authoritarian and low on the authoritative parenting. On the permissive parenting index, Euroamericans and African Americans scored low while Hispanics and Asians scored slightly higher. Authoritative child-rearing seems to correlate positively with grades in all the ethnic groups investigated except with the Asian sample. For Asians, authoritarian parenting seems to be a strong predictor of academic performance. Thus, Dornbusch et al. (1987) accedes that "Asians appear to be the ethnic group for whom our typology applies least well" (p. 1249). Steinberg, Dornbusch, and Brown (1992) attempted to identify pathways to school success in adolescents of different ethnic backgrounds. They found that Euroamerican and Hispanic subjects seem to succeed in school when their parents raised them in an authoritative home environment. Asian American and African American students did not seem to succeed in an authoritative environment. Regardless of parenting style other than authoritative, Asian American subjects appear to show academic success, while African American students seem to be propelled by variables other than parenting style, or a combination of variables. Instead, a better predictor of academic success seems to lie on the students' belief about the relation between education and life success which influence their performance in school.
With the Filipino sample, results are similar. Santiago-de la Cruz (1984) confirms that Filipino children coming from employed parents perceived their parents as more egalitarian in sex-role expectations than children from unemployed parents. In terms of parent-child relationships, Filipino mothers showed overprotectiveness concerning their children, however did not show overt affection towards them such as kissing and caressing which suggest authoritarian childrearing. Autonomy and independence training depended if the child had older siblings. The more older siblings one has, the less the mother becomes involved in teaching independence. Most importantly, both employed and unemployed parents place great emphasis on accomplishments and competence in the academics. They assist in their children's homework or school activities, and have high expectations of academic performance. They similarly expect their children to obtain a college education. Also, Filipino parents seem to stress obedience and deference to individuals older than oneself which suggest authoritarian qualities (Domingo, 1977; Guthrie & Jacobs, 1966; Nydegger & Nydegger, 1963). Constantino (1966) asserts that because of this socialization, Filipinos are reluctant to analyze ideas, question authority, oppose viewpoints, or assert opinions for fear of offending others. In the Filipino culture, obedience and deference to authority, however, may be significant variables promoting achievement, rather than
autonomy and independence. Thus, we predict that the type of parenting that utilizes authoritarian childrearing would promote high academic achievement.

**Peer Influence.** Research has similarly implicated peers as one of the motivating factors in academic achievement. Brown, Clasen, and Eicher (1986) suggest that most adolescents have peers who pressure them to succeed academically more often than not. Berndt, Laychak, and Park's (1990) study found that friends' decisions before and after discussions of dilemmas were closer to each other compared to the wider discrepancy before and after discussions in groups who did not consider each other as friends. Also, discussions of dilemmas among adolescent friends led to an increase in the similarity of their decisions implying the strong influence of friends in making decisions. Berndt, Miller, and Perry (1988) also found that in their post-task investigation with adolescent interactions, pairs of subjects who considered themselves as "friends" additionally spent significant amount of time talking about academic activities than subjects who did not consider their partners as "friends." Thus, influence of friends in decision is strongly influenced by exchange of information among peers. Similarly, Sieber (1979) found that students who assisted each other in clarifying teacher's instructions, tutoring others, and sharing resources had a direct, positive influence on school
success. However, it is also suggested that the effects of peer influence can either be negative or positive depending on the attitudes and values of the peers with whom an adolescent spends most of his or her time (Epstein, 1983). Munsch and Wampler (1993) additionally found helpseeking behavior in adolescents to be crucial in controlling academic, school, and interpersonal stressors. Wentzel's (1991) results suggest that early adolescent subjects who are perceived as socially responsible, trust their classmates, and utilize adaptive problem solving techniques tend to have higher grades than other classmates. The positive relationship between social responsibility and academic performance is confirmed. Even Parker and Asher (1987) agrees that the quality of peer relationships in young children is a powerful predictor of later school adjustment. Steinberg et al. (1992) also found that, in comparison with Euroamerican adolescents in their sample, minority students seem to be more influenced by peers than by their parents in academic achievement. Asian American students appear to surround themselves with friends who emphasize academic excellence which may compensate for the low parental involvement in their schooling. With the Filipino sample, Pablo's findings show that subjects who were older (sixth graders) had less favorable attitudes toward their peers than younger subjects (third and fourth graders) which may be due to the increasing expectation of
older children to help in housechores or family business (1971). However, when children enter their first few years in high school, parents seem to become more tolerant of peer relationships, thereby increasing the positive attitude of young adolescents toward their peers. Thus, Filipino high school students report peers as significant, motivating factor while attending school (Church & Katigbak, 1992).

Given that internal locus of control predicts academic achievement, it was postulated that, with Filipino subjects, internal locus of control would be associated with high grades. Second, the use of problem-focused coping would correlate with higher school grades. Third, a family environment that encourages personal growth and high grades would have a strong relationship. Fourth, authoritarian childrearing and high academic achievement would strongly correlate with each other. Lastly, the choice of academically supportive peers would be positively associated with academic performance.
METHOD

Subjects
Data were gathered from elementary school children between the ages of 9 and 12 (M=11.28) in Bacolod City, Philippines. These children were in grades 4 through 6 (M=5). Of these 237 children, 119 are boys, 114 are girls, and 4 did not indicate their gender. Data from 237 children were included in the analyses. Although these students attend a secular, private school system, subjects' socio-economic level ranges from low to middle class, with an average yearly income of P76,786.56 (Philippine Pesos) or $2843.95 (min P5999, max P600,000 or min $222.18, max $22,222.22).

Instruments
Instruments included a demographic questionnaire which was filled out by children's parents and answer packets filled out by the students. Answer packets were comprised of five sets of questionnaires to assess locus of control, coping style, family environment, parenting style, and academically supportive behaviors of peers. All measures were translated to Ilonggo, the dialect used in that region. Both English and Ilonggo languages were utilized to administer the questionnaires.

Assessment of grade point average included grades from English, Reading, Filipino, Civics, Math, Science, and Home Economics for the first and second quarter of the academic
year obtained from school records.

Demographic Sheet. A demographic data sheet was filled out by parents which consisted of the following: grade level, school location, age of child, gender, parents' occupation and education, family income, and the number of people living in the subject's household (Appendix C).

Nowicki-Strickland Locus of Control. The Nowicki-Strickland Locus of Control Scale (1973) was used to assess internal or external locus of control (Appendix F). Reliability coefficient with the Filipino sample using Cronbach's Alpha is .49. Internal reliability of this measure using the split-half method ranges from \( r = .63 \) to \( r = .81 \) with different elementary grade levels of subjects (Nowicki & Strickland, 1973). Test-retest reliability with sixth, seventh, and eighth grade children range between .63 and .71. This scale consists of 40 yes or no questions making it appropriate for young children. Questions such as "Are some kids just born lucky?" representing external locus of control, and "Are you the kind of person who believes that planning ahead makes things turn out better?" representing internal locus of control are included in the measure. Items measuring internal or external locus of control were given the weight of 1 if subjects bubbled the proper internal or external locus of control items. If subjects bubbled the item in contrary to what the item measures, that item was given the weight of 0. Weights were
additive which yielded three scores. The first score represents the total score which consist of adding all assigned weights. Higher scores are associated with an external orientation. The second score represents internal locus of control which consist of adding all internal locus of control items. The third score, external locus of control, is derived by adding all external locus of control items. However, only internal and external locus of control scores were included in the analyses.

Coping Style Questionnaire. Existing coping inventories designed especially for children are problematic. Therefore, we created an open-ended, four item instrument following a questionnaire used by Compas and his colleagues (Compas, Malcarne & Fondacaro, 1988; Asarnow, Carlson, & Guthrie, 1987; Krantz, Clark, Pruyn, & Usher, 1985; Platt & Spivack, 1977) (Appendix G). The first three items presented stressors that relate to school, family, and social situation. The three stressful events were "I received a low grade on a test," "My mother/father got angry at me for fighting with my brothers/sisters/cousins," and "Other kids talked and laughed behind my back" representing school, familial, and social stressor, respectively. The last item was open-ended where subjects were asked to write about a stressful event related to school. After each stressor was read, subjects were required to write and explain why it was stressful for them. Next, they were
asked to circle a 5-point Likert scale which indicated the degree of control they had over the situation where 1 represented "no control" and 5 represented "a lot of control." Finally, they were asked to generate five possible ways they could have handled the event, and circled the ones that they actually used to cope with a similar event. These were done with all four items. According to Compas, test-retest reliability (nine months apart) of this type of questionnaire has a significant but moderate correlation of .30 (Compas et al., 1988). Coping strategies were categorized as to whether they were problem-focused or emotion-focused, and whether coping was focused on the self, environment, or others (when coping is initiated by someone else other than the subject) (Wertlieb, Weiger, & Feldstein, 1987; Folkman & Lazarus, 1980; Lazarus & Folkman, 1984).

This questionnaire yielded the following scores: 1) problem-focused coping - the amount of problem-focused coping mentioned by the subject to cope with the stressful events; 2) emotion-focused coping - the amount of emotion-focused coping mentioned by the subject to cope with the stressful events; 3) general coping - the sum of problem-focused and emotion-focused coping mentioned by the subject to cope with the stressful events; 4) coping focus - the sum of the amount of coping focused on the self, environment, or other, where lower scores suggest coping tendencies towards the self, while higher scores suggesting
coping tendencies towards the environment or others; 5) perceived control over the stressful events - utilized a 5-point Likert scale where 1 represents "no control" and 5 represents "a lot of control" over the stressful events.

**Children's Version of the Family Environment Scale.**

The Children's Version of the Family Environment Scale (Pino, Simons, & Slawinowski, 1984), a 30 item projective measure, was used to evaluate the quality of family relationships (Appendix H). The greatest advantage of this instrument is its appropriateness for young children from ages 5 through 12. Each item has three sets of cartoons depicting family situations and events. Subjects are asked to circle the picture resembling their family life. Although subjects may not perceive their family as exactly depicted by the pictures, the instrument relies on the "stimulus pull" of the pictures (Pino, Simons, & Slawinowski, 1984). The measure consists of three dimensions of family functioning which were included in our analyses:

- **Relationship dimension:** assesses perception of family cohesion (the extent to which family members support and help each other), expressiveness (the degree to which family members are encouraged to express their feelings directly and openly, and conflict (the extent to which family members openly express anger, aggression, and conflict to each other).
Personal Growth dimension: assesses independence (the degree to which family members are encouraged to be assertive, self-sufficient, and decisive), achievement orientation (the extent to which activities are given the meaning of achievement and competition), intellectual-cultural orientation (the degree to which knowledge in political, social, intellectual, and cultural activities is encouraged), active-recreational orientation (the degree to which social and recreational participation is encouraged), and moral-religious emphasis (the extent to which ethical and religious issues and values are instilled).

System Maintenance dimension: measures organization (encouraging the importance of clear organization and structure to plan family activities and responsibilities), and control (the emphasis on rules, regulations, and procedures to run family life).

Items were designed to be on a quantitative continuum. Each picture carries weighted points ranging from 1 to 3. This measure has ten subscales where scores can vary from 3 to 9. Total scores can range from a minimum of 30 and a maximum of 90. Means for the three dimensions which were derived from the American, normative sample are: Relationship $M=19.6$, Personal Growth $M=33$, and System Maintenance $M=12.8$. With our Filipino sample, the means are: Relationship $M=17.97$, Personal Growth $M=27.03$, and System Maintenance $M=13.23$. Test-retest reliability of this
measure with children in grades 1 through 6 over a four week interval is \( r = .80 \). Content validity of the scale is .90. With the Filipino sample, reliability coefficient utilizing Cronbach's Alpha is .26. The problematic alpha level may be due to two things: 1) construal of the pictures is subjective and may be highly influenced by culture; 2) contextual forces, rather than general home environment, may influence the construal of the pictures.

**Parent-Child Relationship Questionnaire.** The Parent-Child Relationship Questionnaire (Hower & Edwards, 1978) was designed to measure children's perceptions of parental childrearing practices based on a combination of Roe and Siegelman (1963) and Schaefer's (1965) typology of childrearing (Appendix I). These are parental acceptance, rejection, firm control, lax control, power assertion, psychological control, psychological autonomy, and induction where five items make up each typology, totaling 40 items. The typology is similar to Baumrind's model of parenting styles, namely, authoritative, authoritarian, and permissive/neglectful parenting (1989, 1991). Thus, utilizing Baumrind's model, the following are clustered into three dimensions:

- **Authoritarian parenting style:** consists of psychological control, firm control, and power assertion.

- **Authoritative parenting style:** consists of psychological autonomy, acceptance, and induction.
Permissive-Neglectful parenting style: consists of rejection and lax control.

This questionnaire utilizes a five point Likert scale where 1 is "never" and 5 is "always" as responses to statements like "My parents spanked me as a punishment" and "My parents explained why they punished me". Three scores denoted authoritarian, authoritative, and permissive/neglectful parenting, respectively. Reliability and validity analyses of the measure utilizing American sample are currently under investigation and therefore, cannot be reported here (Kamptner, personal communication, 1992). However, with our Filipino sample, a reliability analyses yielded a Cronbach's Alpha of .67.

Peer Sociometric Questionnaire. A sociometric questionnaire has been created to measure academically supportive peer behavior (Appendix J). The first item asked for a list of three friends. The second item listed 15 activities typically shared with friends. This included 7 activities which are considered to be academically supportive behaviors. Academically supportive behavior items such as "do our homework together" and "lend or give each other books to read" were included in the list. The subjects were to circle activities they shared with the three friends mentioned on the first item. Finally, they were to rate the circled activities according to frequency of these events beginning with "1" as the most frequent, "2"
as the next most frequent, and so on, until all circled activities were rated. Only points for the academically supportive behaviors were added and included in the analyses.

Grade Point Average. Academic achievement was evaluated by taking the first and second quarter grades in Reading, Mathematics, English, Filipino, Civics, Home Economics, and Science, and averaging these grades to comprise grade point average. The Philippine educational system utilizes number grades where 74 and below is equivalent to an "F", 75 through 80 is a "C", 81 to 89 is a "B", while grades ranging from 90 to 99 is considered an "A". This information was obtained from school records and parents of children were informed of this.

Procedures

Parents of children were given consent forms to participate in this project and demographic questionnaires to fill out (Appendix A, B, and C). Six teachers were trained by the principal researcher to administer the questionnaire packets to classes (Appendix D). Different sets of questionnaires were administered in random order by group to control for sequencing effects. Upon the director's recommendation, test administration for all four schools started at 8:30am, with a recess break at 9:30am for 20 minutes, reconvened for testing at 9:50am, and ended at 10:30am.
Since the medium of classroom instruction is primarily English, test items were read to subjects both in English and Ilonggo. Responses were encouraged in either language or combination of languages with which subjects were most comfortable. However, responses were translated to English for analyses.

After sessions, subjects were read a debriefing statement (Appendix E).

Analysis

The predictor variables under study were locus of control, coping styles, family environment, parenting styles, and peer relationships. The criterion variable was academic achievement measured by grade point average. Direct relationships of these variables were examined using simple correlations and multiple regression. Decisions were made utilizing the p < .05 as the cut off point.
RESULTS

Relationships of Variables and Academic Achievement

Simple correlations present unexpected relationships between the variables under study and grade point average. Since this is an exploratory study of variables with the Filipino sample, variables not included in our postulations are additionally reported to explore other significant relationships.

Our findings did not support the premise that internal locus of control is associated with grade point average. However, our second hypothesis was supported. Problem-focused coping and grade point average were significantly correlated ($r(190) = .22$, $p < .001$). This suggests that when subjects utilized more active, direct coping behavior to act on the source of stress, this was associated with high academic achievement (See Table 1).

Post-hoc analyses show that emotion-focused coping and grade point average were positively correlated ($r(190) = .12$, $p < .05$) which means that coping efforts designed to regulate emotional states such as crying or praying were also associated with higher grades. A significant positive relationship was found between general coping (the amount of coping mentioned to handle a stressful event) and grade point average ($r(190) = .25$, $p < .001$). A similar, positive association was found between coping focus (e.g., self, environment, other) and grade point average ($r(190) = .26$, $p < .001$).
p<.001). This indicates that when focus of coping was geared towards the environment or others, the more it was associated with high grades. Also, the child's degree of perceived control over stressful events did not significantly correlate with grade point average.
Table 1

Correlations Between Coping and Grades

<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>GPA</th>
<th>English</th>
<th>Math</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome Variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>.25**</td>
<td>.22**</td>
<td>.12*</td>
<td>.26**</td>
<td>.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>.17**</td>
<td>.20**</td>
<td>.01</td>
<td>.17**</td>
<td>.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>.26**</td>
<td>.30**</td>
<td>.04</td>
<td>.27**</td>
<td>.18**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1=General, 2=Problem-Focused, 3=Emotion-Focused, 4=Coping Focus, 5=Perceived Control.

* p < .05
** p < .01

Our third hypothesis found support between the emphasis of personal growth (independence, assertiveness, achievement, intellectual-cultural, active-recreational orientation, religious-moral emphasis) in the family environment and grade point average ($r(178)=.13$, $p<.05$) (See Table 2). However, the fourth hypothesis that authoritarian parenting style would be associated with high academic achievement was not supported.

Post-hoc analyses showed additional significant relationships. Having a cohesive family environment that
includes support among family members, and open expressiveness of feelings and conflict, was associated with high grade point average ($r(185)=.20$, $p<.01$). Authoritative parenting appeared to be significantly correlated with grade point average ($r(172)=.18$, $p<.01$). This suggests that parents who utilize induction, psychological autonomy, and acceptance have children who tend to have high grades in school. Permissive/neglectful parenting was negatively related to grade point average ($r(182)=-.18$, $p<.01$) which indicate that when children perceived their parents as low in permissive/neglectful parenting, they tend to have high grade point average.
Table 2
Correlations Between Family Environment, Parenting Styles, and Grades

<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>Family Environment</th>
<th>Parenting Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome Var. 1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>GPA</td>
<td>.13*</td>
<td>.20**</td>
</tr>
<tr>
<td>English</td>
<td>.23**</td>
<td>.24**</td>
</tr>
<tr>
<td>Math</td>
<td>.06</td>
<td>.13*</td>
</tr>
<tr>
<td></td>
<td>-.09</td>
<td>-.06</td>
</tr>
<tr>
<td></td>
<td>-.08</td>
<td>.03</td>
</tr>
<tr>
<td></td>
<td>.18**</td>
<td>.20**</td>
</tr>
<tr>
<td></td>
<td>-.18**</td>
<td>-.20**</td>
</tr>
</tbody>
</table>
| Note: 1=Personal Growth, 2=Cohesive Relationship, 3=Family Maintenance, 4=Authoritarian, 5=Authoritative, 6=Permissive/Neglectful

* p < .05
** p < .01
Finally, our fifth hypothesis that academically supportive peer behavior would be associated with grade point average found no support. Post-hoc analyses showed a negative correlation, instead, which indicates that the less academically supportive peer behavior is exemplified, the higher the grade point average ($r(190) = -.12$, $p<.05$) (See Table 3).
Table 3

Correlations Between Academically Supportive Peer Behavior and Grades

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>Academically Supportive Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>-.12*</td>
</tr>
<tr>
<td>English</td>
<td>-.09</td>
</tr>
<tr>
<td>Math</td>
<td>-.09</td>
</tr>
</tbody>
</table>

* p < .05
** p < .01

Since our hypotheses were partially supported, we have additionally investigated the correlations of variables with grades in English and Math to explore significant relationships (See Table 1, 2, and 3 for correlations of predictor variables with English and Math grades). As reported earlier, internal locus of control did not correlate with grade point average. However, a significant association was found between internal locus of control and performance in English ($r(219) = .14$, p<.05), but not in Math.
### Table 4
**Correlations Between Locus of Control and Grades**

<table>
<thead>
<tr>
<th>Outcome Variables</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>.04</td>
<td>-.02</td>
</tr>
<tr>
<td>English</td>
<td>.14*</td>
<td>.03</td>
</tr>
<tr>
<td>Math</td>
<td>.07</td>
<td>.04</td>
</tr>
</tbody>
</table>

* E < .05
** E < .01

When we investigated coping, it was detected that perceived control over stressful events did not show any relationship with grade point average, however showed a moderate relationship with performance in Math ($r(229)=.20$, $p<.01$) (See Table 1). Thus, it appears that children's perception of control over stressful events related to family, school, and peers seems to be associated with high grades in Math.

As can be seen, variables that were found not to correlate significantly with grades were dropped from subsequent analyses.

*Predictors of Academic Achievement*
Utilizing stepwise multiple regressions, relationships were further explored with regard to academic achievement. Coping focus (e.g., self, environment, others) was the only predictor of grade point average to have accounted for a significant amount of variance (13%). Since a planned multiple regression equation predicting grade point average elicits little information because of wide variability in our data, post-hoc multiple regressions were performed for achievement in English and Math (See Table 5).

Coping focus (e.g., self, environment) ($R^2 = .07$) and a cohesive relationship with family members ($R^2 = .09$) were predictors of performance in the English course. Coping focus ($R^2 = .32$) and fewer academically supportive peer behavior ($R^2 = .35$) were predictive of performance in Math.
Table 5

Predictors of Achievement in English and Math

<table>
<thead>
<tr>
<th>STEP</th>
<th>BETA</th>
<th>R SQUARE</th>
<th>R SQUARE CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Coping Focus</td>
<td>.265</td>
<td>.07</td>
<td>-----</td>
</tr>
<tr>
<td>2) Cohesive Family</td>
<td>.156</td>
<td>.09</td>
<td>.02*</td>
</tr>
</tbody>
</table>

* E < .05
** E < .01

Predictors of Performance in English Course

<table>
<thead>
<tr>
<th>STEP</th>
<th>BETA</th>
<th>R SQUARE</th>
<th>R SQUARE CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Coping Focus</td>
<td>.317</td>
<td>.10</td>
<td>-----</td>
</tr>
<tr>
<td>2) Peers</td>
<td>-.155</td>
<td>.13</td>
<td>.04*</td>
</tr>
</tbody>
</table>

* p < .05
** p < .01

Predictors of Performance in Math Course

<table>
<thead>
<tr>
<th>STEP</th>
<th>BETA</th>
<th>R SQUARE</th>
<th>R SQUARE CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Coping Focus</td>
<td>.317</td>
<td>.10</td>
<td>-----</td>
</tr>
<tr>
<td>2) Peers</td>
<td>-.155</td>
<td>.13</td>
<td>.04*</td>
</tr>
</tbody>
</table>
DISCUSSION

The purpose of this study was to uncover the uniqueness and distinctiveness of Filipinos in their academic achievement. Utilizing Bronfenbrenner's mesosystem model, it was suggested that the individual, parent, and peer variables, to a certain degree, influence the developing child. In addition, Eccles suggests that these variables are significant in influencing academic performance. Specifically, this project explored locus of control, coping style, family environment, parenting style, and academically supportive peer behavior in relation to academic achievement. In general, our findings suggest that pathways to academic achievement with Filipino children are distinctive. This is partly demonstrated by the inconsistencies found in the predictive power of specific variables that have traditionally been found to facilitate academic success in American samples.

When investigating individual variables, we explored locus of control and coping styles. Our hypothesis that internal locus of control would show a positive relationship with academic performance was not supported. Similarly, our post-hoc analyses did not show external locus of control to correlate with school grades. It cannot be assumed that the concept of locus of control does not exist in the Filipino culture because Watkins' (1982) study with Filipino high school students found that internal locus of control was
associated with grades. However, there may be two reasons as to why no association was found. One is that locus of control may not be as developed in young children as they are in adolescents. Perhaps Filipino society's treatment of children as "second class citizens" impedes the child from defining him or herself in psychological or emotional ways of individuation. Rather, the child may define him or herself based on physical attributes. Some classic beliefs in Filipino culture include the fact that children are not to speak when they are not spoken to. Also, most children seem to be cared for and watched over by nannies or "yayas". Thus, children's reliance on older individuals may not allow them independence, and self-reliance to manipulate and control the world around them. However, as children grow older, "yayas" become less controlling and schools become less accepting of them. When a child enters high school at age 12 or 13, "yayas" are not socially acceptable. This probably becomes a time for the child to explore the world around them freely. Therefore, locus of control may become more salient as a Filipino child gets older.

Another reason for the differential findings is that locus of control may have a different meaning. For instance, a Filipino individual may attribute an occurrence or a situation to powerful others such as God or other authority figures which they may be defined as part of their own ability. In a sense, praying to God or asking help from
an authority figure may be perceived as internal control by
the individual, although in the Euroamerican culture,
attribution of reinforcement to fate and powerful others are
said to be external in locus of control. This is possibly
confirmed by our analyses on relationships between predictor
variables. It was found that internal locus of control was
significantly associated with perceived control over
stressful events. This means that, as an individual
perceives him or herself having more control over stressful
events, the more it is associated with internal locus of
control. However, since the relationship is weak, this
suggest that there may be other components of locus of
control that were not captured by the instrument we used on
the Filipino sample.

Our second hypothesis was supported. Problem-focused
coping appeared to be associated with academic achievement.
Consistent with existing research with American samples,
other qualities of coping such as general coping, emotion-
focused coping, and perceived control were found to be
associated with school grades. When more coping was
mentioned by these children in dealing with stressful
events, the higher the academic achievement. Specifically,
increased use of problem-focused coping and more perceived
control over stressful events was associated with high
grades. This set of results is consistent with results from
Compas and colleagues (1988). Because problem-focused
coping suggests an active, direct form of coping, this is certainly a useful, productive way of handling stressful events particularly in school. This was confirmed by the correlations that exist between problem-focused coping and internal locus of control, and emotion-focused coping and external locus of control. However, our results suggest that coping focus tended to towards the environment rather than the self, and this was associated with higher grades. This suggests that the definition of coping may be different for this culture. Coping that was focused on the environment was significantly associated with internal locus of control, and strongly associated with general coping, problem-focused coping, and moderately with emotion-focused coping. However, the significant, negative relationship between coping focused on the self and external locus of control has not found any rationale for its occurrence. Our results suggest that perhaps Filipinos have a different definition of coping, and coping entails more active, direct changing or manipulation of the environment to cope with stressors in school, at home, and in social circles. At the same time, coping that involves the self is also important, but may only serve as a secondary form of coping. This style of coping seems to be associated with high grades in school.

Another major influence that was investigated was family environment. Basically, family environment was
measured in terms of personal growth (the emphasis on assertiveness, achievement, intellectual, cultural, active-recreational orientation, and moral-religious emphasis), relationships (perception of family cohesion and open expression of feelings and conflict), maintenance (the use of rules, regulations, and procedures to run family life), authoritarian parenting style (the use of psychological control, firm control, and power assertion), authoritative parenting style (the use of psychological autonomy, acceptance, and induction), and permissive/neglectful parenting (the use of rejection and lax control). The results indicated that the quality of family environment is associated with academic achievement. Specifically, a family environment that emphasizes family cohesion among family members was predictive of high academic achievement. Emphasis on personal growth (i.e., independence, assertiveness) was also associated with academic performance but the correlation was weaker than cohesive family relationship. An interesting point in our results is that a strong, cohesive family relationship was associated with external locus of control suggesting family system as a powerful source of support, while emphasis on personal growth is associated with internal locus of control. These findings suggest that individuals may perceive themselves to be embedded in family relationships first, before they can construe themselves as separate entity. Perhaps, these are
Filipino values that assert its influence on family environment. The value placed on familism and filial piety may be potent forces that act on children's socialization process. The existence of a hierarchy in the family system is evidence of a sense of interdependence within the family. And in order to maintain this system of hierarchy, cohesive relationships among family members must be maintained.

Another method of maintaining the sense of familism is the value of obedience and deference to authority. Out of this premise came our fourth hypothesis that high degree of authoritarian parenting style would be related to high academic achievement. Our results did not support this hypothesis suggesting the distinctiveness of Filipinos from other Asian groups. Instead, high degree of authoritative parenting was associated with high grades. This finding was confirmed by the correlation between low permissive/neglectful childrearing and high academic performance. Perhaps, the strong influence of history of American values upon childrearing practices is salient in parents' usage of induction, psychological autonomy, and acceptance. In a sense, although Philippines' American territorial status ended after World War II, Filipinos were continuously exposed to western values such as emigration, visitations from Filipino Americans, and the visibility of American businesses or military installations. Another reason may be that the three negative characters in Filipino
interpersonal relations, as pointed out by Enriquez (1986), "walang pakikisama" (ineptness in getting along with the majority), "walang hiya" (lacking in a sense of propriety), and "walang utang na loob" (lack of reciprocating by way of gratitude) provides a potent form of social control when others accuse an individual of these. At the familial level, the sense of familism, filial piety, and hierarchy in the family system provides another form of control. Roles and relationships are ranked as evidenced through filial piety, subordination to older family members, and interdependence (Tseng, 1973). Chan (1986) adds that a sense of obligation to family is a value passed on to young children to maintain the sense of familism. With the Filipino population, the role of parents emphasize overprotectiveness and obedience rather than self-reliance (Domingo, 1979; Guthrie & Jacobs, 1966; Nydegger & Nydegger, 1963). Thus, the implicit structure, control, and assertion of power that impacts the family environment appear to typify an authoritarian kind of environment. However, at the familial level, parents may have more flexibility in childrearing exemplifying psychological autonomy, induction, and acceptance which explains why our subjects perceive their parents as raising them in an authoritative way. Our results does not imply that authoritarian parenting, as we define it, does not exist in the Filipino culture because it does, most likely. Rather, it may be utilized when specific
situations call for it. Therefore, evidence show that Filipinos value individual functioning, but more so with the collective functioning of a family as a unit.

The final variable that was investigated in relation to achievement was peer relations. Our hypothesis that academically supportive peer behavior would be associated positively with academic achievement was not supported. Instead, a negative trend was found suggesting that less academically supportive behavior from friends may be better in increasing school grades. One rationale for this finding is that, at this young age, between 9 and 12, friends are comprised mostly of peers from school. Most of their interaction are in academic context or in an academic setting (eg., group work, PE, games, recess). However, it may be that what they value the most from their friends are activities they share that are not cast in the academic context. This may be what they most enjoy doing. Most importantly, when they have a chance to socialize outside the school setting, their interaction may consist of non-academic behaviors. Another possible reason for this finding is that, as Pablo's (1979) findings suggested, Filipino children who belong in low to low middle socio-economic status may have parents who discourage interaction with friends because they are given more household responsibilities. However, as children enter high school, parents become more accepting of increased peer relations.
Since our sample is comprised of children from low to middle class families, our findings might have captured this phenomena.

There are limitations to this study. One is that the questionnaires used were created originally for American samples, whether these questionnaires are culturally fair and suitable for our sample is an important question. Therefore, constructs addressed in this study may not have the same meaning for people of different cultural backgrounds. For instance, values, beliefs, and attitudes that were used to construct questionnaires may not be the same as the values held by our subjects. Another is that questionnaires were translated to another language, Ilonggo, which is an unwritten dialect. Although both English and Ilonggo were read to subjects, the process of translation may have lost the meaning of related constructs. In addition, some subjects responded in another language, besides English and Ilonggo, which was translated back to English for scoring and analyses. This may have introduced additional confounding variations to the study and thus influence the validity of the results.

In addition, our sample has never been exposed to psychological testing except IQ testing prior to this study. The newness of this process and quality of questionnaires may have forced them to assess themselves internally, a process that may be difficult for a culture that emphasizes
interdependence. Therefore, social desirability may be strong because, how they would like to appear to others such as the researcher, may be more important than reporting how they feel as a person. Also, clustering of responses appear to be in the median. Choosing extreme responses may be labeled as either self-centered or as a failure, and thus, may have prevented us from obtaining significant results. Finally, assessment of academic achievement must not be limited to grade point average, and must include other measures such academic self-esteem, perceived scholastic competence from students, teachers, and parents, to increase the validity of academic achievement and performance.

For further directions, we suggest a longitudinal study of Filipino children. Since this is an exploratory study, it is essential to follow these children and investigate the salience of variables, such as locus of control, coping focus, and academically supportive peers, at certain points in a child's life. Also, this study can be extended to utilizing path analysis to explore indirect relationships of variables. In addition, it is necessary to define the family processes. How do Filipinos define a family, an ideal family, and a dysfunctional family? Are the qualities that comprise what Baumrind calls authoritarian, authoritative, and permissive/neglectful parenting culturally relevant with the Filipino population? Finally, an investigation of their construals of the self will
provide some explanation as to how individual variables such as locus of control and coping can impact the self.

In the past, it has been assumed that their patterns of achievement are similar to the general Asian model of achievement because they come from the Pacific Rim. However, this assumption has maintained our stereotypes and myopic view of the world. It is our hope that this project would yield a more holistic model of academic achievement specifically with Filipino children. Since Filipino immigrant children are becoming more visible in our school system, this study would hopefully shed some light on the distinction and uniqueness of Filipinos from other Asian groups. This may assist teachers, principals, school counselors, and parents in understanding specific variables and cultural influences that may contribute to their achievement motives and behavior with Filipino children. In addition, it is hoped that our findings may provide some knowledge base in which the Philippine school system may utilize to bridge the wide disparity of involvement in the child's life between the school and home, and between teachers and parents. Finally, this project serves as a stepping stone to the growing interest in multicultural diversity, cross-cultural issues, and Filipino psychology.
APPENDIX A

Letter to Parents

Dear Parents,

First, allow me to introduce myself. I am Muriel López and am attending California State University San Bernardino. Presently, I am pursuing my master's degree in Life-Span Developmental Psychology.

I will be in Bacolod City, Philippines this summer (June 20-August 15) and will be starting a research project that involves Filipino children and academic achievement. I am particularly interested in children's coping styles, locus of control, peer relationships, and parental influences, and how these affect academic success. Children in grades 4, 5, and 6 can participate in this research. They will be asked to fill out 5 questionnaires in school. Results from this project will comprise my master's thesis.

Since this project is concerned with academic achievement, information on grades will be collected from school.

Your child's participation in this project is very important in understanding the influences of individual, family, and social factors affecting academic success. If you and your child would like to participate in this study, please sign the enclosed consent form on the next page, and return it through your child, to the school. However, if you or your child would like to terminate your participation during the study, you or your child are free to withdraw at any time without prejudice.

Any information collected from you and your child is strictly confidential. This means that questionnaires and school records will be identified by code number rather than names. Processing of questionnaires will occur at California State University San Bernardino and will be processed by a research assistant.

If you have any questions concerning anything about the project, please feel free to call me at 2-36-17 (until August 15), or leave a message. Or you can write me or my supervisor, Dr. David Chavez, at the address below.

56
Thank you for your kind consideration of your child's participation in this study. Final results of this study will be available to anyone upon request. However, only group results will be given.

Salamat guid,

Muriel López
Graduate Student Researcher
California State University San Bernardino
Psychology Department
5500 University Parkway
San Bernardino, CA 92407
APPENDIX B

Consent Form to Participate

Researcher: Muriel López, California State University
San Bernardino
Department of Psychology
San Bernardino CA 92407.

Phone: (909) 880-5572 San Bernardino or
8-13-61 Bacolod City

The purpose of this project is to study locus of control, coping styles, parental involvement, parenting styles, and peer influence in relation to academic achievement. Students between the age of 9 and 12 can participate in this research. The project involves filling out five sets of questionnaire for children evaluating those variables mentioned.

Students will participate in two sessions lasting 50 minutes each. Sessions will occur in school. Since some information gained by the project is of private nature, maximum efforts will be taken to protect the confidentiality of this information. Students will be identified by code number rather than name and information will be stored in locked files. Only the principal researcher at California State University San Bernardino will examine the information.

Results of this investigation will be important in better understanding how certain individual, parental, and peer influences affect academic achievement in children. Knowledge of these and their outcomes may be helpful in understanding how and why some children succeed in school, and how culture plays a role in achievement.

Students or parents are free to withdraw from the research at any point during the project without prejudice and results obtained from their questionnaire packet will be destroyed.

The results of this project will be available to anybody interested. Group results, rather than individual results, will be provided due to confidentiality.

If you cannot obtain satisfactory answers to your questions or have comments or complaints about treatment in this
I certify that I have read and understood the foregoing, that I have been given satisfactory answers to my inquiries concerning the project procedures and other matters and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project or activity at any time without prejudice.

I herewith give my consent to participate in this project with the understanding that such consent does not waive any of my legal rights nor does it release the principal investigator or the institution or any employee or agent thereof from liability for negligence.

______________________________
Signature of Parent

______________________________
Signature of Student

Date: __________________________
APPENDIX C

Demographic Questionnaire

If you want your child to participate, please fill this out and return this page through your child to school.

Child's grade & teacher: ________________________________________

Child's school location: ________________________________________

Child's birthdate: ____________________________________________

Child's gender (please check): ___ Male ___ Female

Please answer the following:

1. Mother's occupation: ________________________________________

2. Father's occupation: ________________________________________

3. Highest grade obtained by mother: (please check one)
   ___ elementary school
   ___ high school
   ___ 2 year college

4. Highest grade obtained by father: (please check one)
   ___ elementary school
   ___ high school
   ___ 2 year college
5. Family's approximate yearly income (Pesos): (please check one)

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6. How many people are living in your household whom you consider as family or relative (please include infants)?

(ALL INFORMATION YOU GIVE IS CONFIDENTIAL AND WILL ONLY BE SEEN BY A RESEARCHER AT CALIFORNIA STATE UNIVERSITY SAN BERNARDINO FOR DATA ENTRY.)

Thank you very much for your time!!!
APPENDIX D

Teachers' Instructions to Students

Good morning. I will be giving you questionnaires about how you deal with school, how your parents deal with your schoolwork, and how much of your friends affect your schoolwork. There are no right or wrong answers on these questions. Nobody will see your answers, not even your parents or teachers. Only a research assistant in the U.S. will look at your answers and put them into the computer. Please follow instructions carefully. After we finish all the questionnaires, I will tell you more about this project. Now, let's begin. If you have any questions or concerns, please raise your hand and I will come and help you. I will read the questions once in English and once in Ilonggo. If you want me to repeat the question, just raise your hand. You can answer in any language or dialect you feel comfortable with. Do not write on the test packet. You can only write on the answer packet. Any questions?
Debriefing

Thank you for filling out the questionnaires. You all did very well. What you are doing is taking part in a research project studying how children in the Philippines work out problems related to school like if you failed a test. Also, this project is interested in knowing how much of your friends help you in school such as studying or just having fun like playing. The final thing is finding out how your parents help you with school or problems in school.

Again, there were really no right or wrong answers in these questionnaires because there is no one way of solving any problem in life. Nobody will know about your answers. Do you have any questions or comments about the questionnaire? If you have any questions that you want to ask in private, you can come see me after class. Thank you very much for your participation.
Nowicki-Strickland Locus of Control Scale

Please shade your answer YES or NO.

1. Do you believe that most problems will solve themselves if you just don't fool with them?    Yes     No
   Nagapati ka nga ang kalabanana nga problema ma-solve lang kon pabay-an mo lang?

2. Do you believe that you can stop yourself from catching a cold?    Yes     No
   Nagapati ka nga kon gustohon mo indi ka magkataro?

3. Are some kids just born lucky?    Yes     No
   Matu-od nga ang iban nga kabataan natawo nga masuerte?

4. Most of the time do you feel that getting good grades means a great deal to you?    Yes     No
   Sa imo pamatyag, ang maayo nga grado sa escuelahan importante gid nga butang para sa imo?

5. Are you often blamed for things that just aren't your fault?    Yes     No
   Ginapasibangdan piermi ikaw sang mga butang nga indi mo sala?

6. Do you believe that if somebody studies hard enough he or she can pass any subject?    Yes     No
   Nagapati ka nga bisan sin-o nga nagatu-on todo makapasar gid sa clase?

7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?    Yes     No
   Sa pamatyag mo ayhan wala gid pulos mag-try hard kay wala man maayo nga resulta?

8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?    Yes     No
   Sa pamatyag mo kon ma-ayo ang pagsugod sang adlaw nga tanan mo nga buluhaton maga-ayo sa sina nga adlaw?
9. Do you feel that most of the time parents listen to what their children have to say?  
Yes  No
Sa pamatyag mo nga an kalabanan nga ginikanan nagapamati sa ginasiling san ila kabataan?

10. Do you believe that wishing can make good things happen?  Yes  No
Nagapati ka nga ang pangabay naga matu-od?

11. When you get punished does it usually seem its for no good reason at all?  Yes  No
Kon gina-penahan ka, sa pamatyag mo piermi ini wala sa rason?

12. Most of the time do you find it hard to change a friend's mind or opinion?  Yes  No
Piermi daw ginabudlayan ka mag-konbinser sang paminsaron o opinion sang imo amiga/amigo?

13. Do you think that cheering more than luck helps a team to win?  Yes  No
Sa imo paminsaron, ang cheering sa isa ka team nagabulig pada-og sa ila sang sa suwerte?

14. Do you feel that it's nearly impossible to change your parent's mind about anything?  Yes  No
Sa pamatyag mo, daw impossible nga magbaylo an pinsar sang ginikanan mo sa tanan nga butang.

15. Do you believe that your parents should allow you to make most of your own decisions?  Yes  No
Negapat ni nga kon tani ikaw ang dapat pahimoon sang imo decision sang imo parents sa kalabanan nga butang.

16. Do you feel that when you do something wrong there's very little you can do to make it right?  Yes  No
Sa pamatyag mo nga kon makasal ka, diutay ka-ayo ang imo mahimo para maghusto?

17. Do you believe that most kids are just born good at sports?  Yes  No
Negapat ka nga kalabanan nga kabataan natawo maayo sa mga hampang/sports?

18. Are most of the other kids your age stronger than you are?  Yes  No
Kalabanan nga kabataan nga ka-edad mo mas makusog kay sa imo?
19. Do you feel that one of the best ways to handle most problems is just not to think about them?  Yes  No
Sa pamatyag mo ang maayo nga pagdala sang kalabanan nga problema dapat indi pagpensaron?

20. Do you feel that you have a lot of choice in deciding who your friends are?  Yes  No
Sa pamatyag mo maka decision ikaw sa pagpili sang imo mga amigo/amiga?

21. If you find a four leaf clover do you believe that it might bring you good luck?  Yes  No
Kon makakita ka sang anting-anting, nagapati ka nga maga debuenas ka?

22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?  Yes  No
Halos sa imo pamatyag, kon himu-on mo ang imo homework, naga-afectar sa grado nga imo makuha?

23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?  Yes  No
Sa imo pamatyag, kon sumbagon ka sang bata nga kaidad mo, diutay lang ang imo mahimo para ma-stop mo siya?

24. Have you ever had a good luck charm?  Yes  No
May-ara ka sang anting-anting o isa ka butang nga nagahatag good luck?

25. Do you believe that whether or not people like you depends on how you act?  Yes  No
Nagapati ka bala nga maluyagan ka sang tao depende sa imo pag-giho?

26. Will your parents usually help you if you ask them to?  Yes  No
Kung mangayo ikaw sang bulig sa imo parents, ginabuligan ikaw?

27. Have you felt that when people were mean to you it was usually for no reason at all?  Yes  No
Naga-batyag ikaw nga ang iban nga tao kapintas sa imo, pero kalabanan wala sang rason?
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? Yes No
Sa pamatyag mo, maislan mo o macambio piermi ang matabo buas sa imo ginahimo subong nga adlaw?

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? Yes No
Nagapati ka balan nga ang malain nga butang matabo gid bisan ano ang imo himu-on para indi matabo?

30. Do you think that kids can get their own way if they just keep trying? Yes No
Sa paminsar mo, makuha gid sang kabataan ang ila luyag kon tinguhaon gid man nila?

31. Most of the time, do you find it useless to try to get your own way at home? Yes No
Piermi, sa pamatyag mo, wala gid pulos bisan ano mo nga tinguha sang luyag nimo sa balay?

32. Do you feel that when good things happen they happen because of hard work? Yes No
Sa pamatyag mo, kung ang ma-ayo nga butang natabo tungod ini sa pagpangabudlay?

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? Yes No
Sa pamatyag mo kong ang ka-edad mo nga bata gusto nga mangaway sa imo, wala ka sang mahimo?

34. Do you feel that it's easy to get friends to do what you want them to? Yes No
Sa pamatyag mo, mahapus sa mga amigo/amigo mo mag-pahimo sang luyag mo?

35. Do you usually feel that you have little to say about what you get to eat at home? Yes No
Sa pamatyag mo, diutay lang ang masiling mo kon ano nga klase nga pagkaon ang kaonon mo sa inyo balay.

36. Do you feel that when someone doesn't like you there's little you can do about it? Yes No
Sa pamatyag mo, kon indi ka ma-uyonan sang tao wala ka sang mahimo?
37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are? Yes No

Kon kaisa sa pamatyag mo, wala man lang pulos magtinguha sa eskwelahan kay ang kalabanan nga kabataan maalam sang sa imo.

38. Are you the kind of person who believes that planning ahead makes things turn out better? Yes No

Ikaw bala ang klase sang tao nagapati kon ang mga butang planohon sang temprano maayo gid ang guwa?

39. Most of the time, do you feel that you have little to say about what your family decides to do? Yes No

Piermi sa pamatyag mo, wala ka sang masiling parti sa mga decision o plano sang pamilya mo?

40. Do you think it's better to be smart than to be lucky? Yes No

Sa paminsar mo, mas maayo ang maalam sang sa masuerte?
APPENDIX G

Coping Questionnaire

Below are statements that may or may not be stressful for you. Please follow and answer the questions carefully.

1. I received a low grade on a test.
   Manubo ang nakuha ko nga grade sa test.
   
   Was this stressful for you? (Yes or No)
   If Yes, explain why this was upsetting to you.
   Nag lain gid ang buot mo sa ini nga situation? (O'o o Indi) Iexplicar nga-a naglайн gid ang buot mo.

   
   Rate your degree of control over this situation. Circle one.
   Banta-a kung ano pag-control nimo sang ini nga situation. Bilugan lang isa.

   1 |
   no |
   control |
   wala gid |
   control |
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   some |
   control |
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   List up to five possible ways that could deal/handle this situation.
   Ilista lima ka paagi o ways nga puede ma-solve ini nga situation.

   
   Now, circle the items that you actually used to handle the situation.
   Sa mga gin-lista mo, icircle ang imo gin-usar para ma-
   solve ini nga situation.
2. My mom/dad got angry at me for fighting with my
brothers/sisters/cousins/others.
Si mommy o daddy nag-pangakig sa akon kay gin-away ko
akon utod o cousins o iban.

Was this stressful for you? (Yes or No)__________
If Yes, explain why this was upsetting to you.
Nag lain gid ang buot mo sa ini nga situation? (O'o o
Indi) Texplicar nga-a naglain gid ang buot mo.

Rate your degree of control over this situation. Circle
one.
Banta-a kung ano pag-control nimo sang ini nga
situation. Bilugan lang isa.

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List up to five possible ways that could deal/handle
this situation.
Ilista lima ka paagi o ways nga puede ma-solve ini nga
situation.

Now, circle the items that you actually used to handle
the situation.
Sa mga gin-lista mo, icircle ang imo gin-usar para ma-
solve ini nga situation.
3. Other kids talked and laughed behind my back.
   Gin-kadlawan ako kag gin-libak ako sang iban nga mga bata sang pagtalikod ko.

   Was this stressful for you? (Yes or No)____________
   If Yes, explain why this was upsetting to you.
   Nag lain gid ang buot mo sa ini nga situation? (O'o o Indi) Iexplain nga-a naglain gid ang buot mo.

---

Rate your degree of control over this situation. Circle one.
Banta-a kung ano pag-control nimo sang ini nga situation. Bilugan lang isa.

1 2 3 4 5
no some a lot of control diutay nga control damo nga control
control control control

List up to five possible ways that could deal/handle this situation.
Ilista lima ka paagi o ways nga puede ma-solve ini nga situation.

---

Now, circle the items that you actually used to handle the situation.
Sa mga gin-lista mo, icircle ang imo gin-usar para ma-solve ini nga situation.
4. (On this item, you write down a situation not mentioned yet, that has happened in the past which was particularly stressful to you. This has to be a situation related to school.)

(Sa ini nga parte, ikaw sulat sang situation nga wala pa na-mention. Ini nga situation kinahanglan may relasyon sa pag-escuela kag kinahanglan stressful o naglain gid imo buot.)

Was this stressful for you? (Yes or No)_________________
If Yes, explain why this was upsetting to you.

Nag lain gid ang buot mo sa ini nga situation? (O'o o Indi) Iexplicit nga-a naglain gid ang buot mo.

____________________________________________________________________

Rate your degree of control over this situation. Circle one.

Banta-a kung ano pag-control nimo sang ini nga situation. Bilugan lang isa.

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List up to five possible ways that could deal/handle this situation.

Ilista lima ka paagi o ways nga puede ma-solve ini nga situation.

____________________________________________________________________

Now, circle the items that you actually used to handle the situation.

Sa mga qin-lista mo, icircle ang imo qin-usar para ma-solve ini nga situation.
APPENDIX H

Children's Version Family Environment Scale

PLEASE SHADE ONLY ONE LETTER FOR EACH ITEM.
ISHADE LANG ISA KA LETTER SA CADA ITEM O NUMBER.

1. Which picture looks like your family most of the time?
    Diin sa mga picture ang daw pareho sang imo familya piermi?
    A) nagatulupaday sila    B) indi masiado ka tupaday
    C) laka sila

2. Which picture looks like your family?
    Diin sa mga picture ang daw pareho sa imo familya?
    A) nagatulupaday sila    B) across sila sang table
    C) nagapunko sila sa cada side sang table

3. Which picture looks like your family?
    Diin sa mga picture ang daw pareho sa imo familya?
    A) masadya kag ka close sa ila    B) indi masiado ka tupaday
    C) laka sila kag wala sila nagakadlaw

4. Which picture looks like your family when someone feels badly?
    Diin sa mga picture nga daw pareho sa imo familya kon may naga-lain bu-ot?
    A) nagahibi ang bata kag wala ginasapak sang parents
    B) ang parents naga iiambal "indi ka maghibi"    C) ginaulo-ulohan lang ang bata

5. Which picture looks like your family?
    Diin sa mga picture ang daw pareho sa imo familya?
    A) ang bata nagahibi kag ang parents nagakadlaw    B) ang parents wala nagakadlaw
    C) ang parents nagakusmod

6. Which picture looks most like your family?
    Diin nga picture daw pareho gid sang inyo familya?
    A) naga away ang duha wala kaso sa parents    B) naga kusmod ang parents
    C) nagakadlaw ang parents

7. Which picture looks like your family?
    Diin sa mga picture ang daw pareho sa imo familya?
    A) wala nagasapakay ang family    B) naga-away ang kabataan kag ang parents
    C) ang kabataan lang ang gaway
8. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo familya?
   A) hambal sang parents "suld sa kuwarto karon pa-paon
ta"   B) wala sila gina sapak sang parents   C) gin-
papa ang bata

9. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo familya?
   A) naga dinumugay sila tanan   B) naga away ang
kabataan kag hambal sang parents "sulod kamo sa inyo
kuwarto"   C) hambal sang parents "kamustahanay kamo kag
mag-amigohay"

10. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo familya?
   A) "kon nagakinahanglan kamo sang bulig, buligan kamo
namon"   B) "kami ang mahimo para sa inyo"   C)
"obraha ninyo kay icheck namon"

11. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo familya?
   A) hambal sang parents "kami ang ma-pili para sa imo"
   B) hambal sang parents "kon naga kinahanglan ka sang
bulig, buligan ka namon"   C) hambal sang parents "pili
lang dira kay icheck namon"

12. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo familya?
   A) hambal sang parents "buligan ka namon"   B)
hambal sang parents "kon kinahanglan mo bulig, buligan ka
namon"   C) hambal sang parents "sigiha kay buligan ka
namon"

13. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo familya?
   A) "ang grado indi importante"   B) "ang importante
nga nag-try ikaw"
   C) "kinanlan "A" gid tanan"

14. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo familya?
   A) hambal sang parents "maayo"   B) hambal sang
parents "kinanlan dira nagid kamo"   C) hambal sang
parents "himu-a gid ang tanan mo nga mahimo"
15. Which picture looks like your family?
   Diin sa mga picture ang daw pareho sa imo pamilya?
   A) hambal sang parents "maayo"    B) hambal sang
   parents "kinanlan dira nagid kamo"    C) hambal sang
   parents "himu-a gid ang tanan mo nga mahimo"

16. What does your family watch?
   Ano ang gina tan-aw sang imo pamilya?
   A) ballet    B) science fiction o UFO o alien    C) singing

17. Which picture looks like your family?
   Diin sa mga picture ang daw pareho sa imo pamilya?
   A) "dali kamo diri, mabasa kita"    B) "kon gusto
   ninyo, mabasa kita"
   C) "indi gid kinanlan nga magbasa kamo upod sa amon. 
   Hampang kamo sa guwa"

18. Where would your family go?
   Diin ang imo pamily makadto? Kung taga-an kamo ticket,
   diin kamo makadto sang pamilya mo?
   A) sa play o drama    B) sa exhibit sang mga baroto
   C) sa hampang nga soccer

19. Which picture looks like your family?
   Diin sa mga picture ang daw pareho sa imo pamilya?
   A) naga baraha isa lang siya    B) duha sila nga
   magutod naga baraha
   C) sila tanan nagabaraha

20. Which picture looks like your family most of the time?
   Diin sa mga picture ang daw pareho sang imo pamilya
   piermi?
   A) outdoor sports    B) indoor activities like
   playing cards    C) nagalantaw TV

21. Which picture looks like your family?
   Diin sa mga picture ang daw pareho sa imo pamilya?
   A) hambal sang parents "indi subong"    B) hambal
   sang parents "pamangkuta kung gusto nila manyapon diri"
   C) hambal sang parents "kon gusto sila, pwede man sila diri
   maka panyapon"

22. Which picture looks like your family?
   Diin sa mga picture ang daw pareho sa imo pamilya?
23. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo pamilya?
A) "ma-pray kita" B) "siling sang inyo prayers"
C) "good night"

24. Do you believe in God?
Naga pati kamo sa Diyos?

25. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo pamilya?
A) si mommy lang ang naga panglimpio B) si mommy kag si sister ang naga panglimpio C) tanan kami naga panglimpio

26. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo pamilya?
A) hambal nila "pangita-a" B) hambal sang sister "buligan ta ka pangita" C) hambal nila "buligan ka namon pangita"

27. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo pamilya?
A) hambal sang kabataan "bulos-bulos kami" B) hambal sang kabataan "lantawon ko sa chart kon kay sin-o turn"
C) hambal sang kabataan "may kadtu-an kami, indi kami pwede"

28. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo pamilya?
A) "si dad kag ako ang nahimo sang rules" B) "ako ang nagahimo sang rules"
C) "kita tanan sa pamilya ang mahimo sang rules"

29. Which picture looks like your family?
Diin sa mga picture ang daw pareho sa imo pamilya?
A) "wala ninyo ginpati ang rules kag hambalan naton ina" B) "wala ninyo ginpati ang rules. Sa dason ipunish kamo. Indi na magliwat" C) "wala ginpati ang rules. Indi kamo mag-guwa-guwa"

30. What would your family do on "Cleaning Day"?
Ano ang himu-on sang pamilya mo sa adlaw nga pagpanglimpio?
A) hambal sang parents "unaha anay ang obra ninyo"
B) hambal sang parents "ubra anay kag taposon naton ang iban karon" C) "pabay-i lang ang obra. Sa ulihi nalang ina"
APPENDIX I

Parent-Child Relationship Questionnaire

BELOW ARE QUESTIONS ON HOW YOUR PARENT(S) ARE ACTING TOWARD YOU. PLEASE ANSWER THE QUESTIONS BY SHADING THE NUMBER THAT CORRESPONDS TO THE ANSWER THAT MOST CLOSELY DESCRIBES YOUR PARENT(S). FOR EXAMPLE, IF THE STATEMENT WAS NEVER TRUE OF YOUR PARENT(S), YOU WOULD SHADE "1".

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MY PARENT(S)...  
ANG AKON PARENT(S)...  

1. felt hurt when I didn't follow their advice.............................
   1 2 3 4 5
   naga-lain ang buot kon wala ko gina pati ang ila gina siling

2. spanked me as punishment.............................
   1 2 3 4 5
   gina pa-pa o ginahanut ako

3. let me know what was expected..........................
   1 2 3 4 5
   ginapahibalo ako kon ano ang matabo

4. spent a lot of time with me..........................
   1 2 3 4 5
   piermi ako gina taga tiempo nga magupdanay kami

5. set very few rules..........................
   1 2 3 4 5
   ka diutay sang rules nga ginahimo

6. was too busy to answer my questions........
   1 2 3 4 5
   masiado ka sako indi makasabat sang akon mga pamangkot
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MY PARENT(S)...  
ANG AKON PARENT(S)...  

7. explained why they punished me...............  
   1  2  3  4  5  
   naga-explicar nga-a ako gin punish  

8. allowed me to hold my point of view...........  
   1  2  3  4  5  
   ginatugutan ako maghatag sang akon rason  

9. wanted to know how I spent my  
time away from home............................  
   1  2  3  4  5  
   gusto makahibalo kon ano ang akon  
ginahimo kon wala sa balay  

10. had difficulty being strict....................  
    1  2  3  4  5  
    gina budlayan mag estrickto  

11. still supported me when I made  
a poor decision...............................  
    1  2  3  4  5  
    gina support ako gihapon bisan nakahimo  
    ako sang malain nga decision  

12. tried to reason with me when  
    they thought I was wrong....................  
    1  2  3  4  5  
    naga tilaw magrason sa akon kon naka sala ako  

13. acted distant from me if  
    I disappointed them........................  
    1  2  3  4  5  
    wala ako ginasapak kon nakasala ako
NEVER  Seldom  Sometimes  Often  Always

Indi   Talagsa   Kon kis-a   Matuod   Piermi

gid   tuod  gid   matuod

1     2     3     4     5

MY PARENT(S)...

14. complained about me.........................
   1     2     3     4     5
   naga reklamo sila parti sa akon

15. used force to make me follow directions..................
   1     2     3     4     5
   gina puersa ako para magsunod o magpati sang directions

16. would allow me to decide for myself on important matters without interfering.....
   1     2     3     4     5
   gina padecidir ako sa mga importante nga butang

17. made it easy for me to confide in them....
   1     2     3     4     5
   mahapos sa akon mag istorya o magsugid sa ila

18. expected a lot from me.......................  
   1     2     3     4     5
   daku ang gina expectar sa akon

19. acted as though I was in the way...........
   1     2     3     4     5
   nasabaran sila sa akon

20. would explain the reasons for their rules.  
   1     2     3     4     5
   gina explicar ang rason sang ila rules

21. punished me................................
   1     2     3     4     5
   gin punish ako
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MY PARENT(S)...
ANG AKON PARENT(S)...

22. made me feel bad if I didn't spend time with the family..................
   1 2 3 4 5
   ginapasuya o naga reklamo sa akon kon wala ako naghatag panahon upod sa famila

23. thought my ideas were foolish.............
   1 2 3 4 5
   ang paminsar nila sa akon ideas binu-ang

24. made me feel as though my behavior reflected on them as parent(s)............
   1 2 3 4 5
daw ginapabatyag sa akon nga ang akon pamatasan halin sa ila

25. would physically restrict or punish me to make me obey....................
   1 2 3 4 5
gina puersa gid ako para magpati

26. made me feel that what I did was important.
   1 2 3 4 5
   ginapabatyag sa akon nga ang akon ginbuhat importante man

27. would say "Just because I said so," when I questioned his/her rules........
   1 2 3 4 5
   masiling sila "basta kay ginsiling ko" kon nagapamangkot ako sang ila rules
NEVER  Seldom  Sometimes  Often  Always
TRUE  Indi  Talagka  Kon kis-a  Matuod  Piermi
gid  tuod  gid  tuod  gid  matuod

1  2  3  4  5

MY PARENT(S)...
ANG AKON PARENT(S)...

28. let me do pretty much as I wanted to......
1  2  3  4  5
ginapagustuhan lang ako kon ano ang himu-on ko

29. allowed me to have secrets from them......
1  2  3  4  5
puede ako makatago secreto nga indi ginasugid sa ila

30. made it clear who was boss............... 
1  2  3  4  5
ginapahibalo ako kon sin-o ang "boss" sang balay

31. kept my point of view in mind when making rules.........................
1  2  3  4  5
ginarespetar ang akon opinion kon maghimo sila sang rules

32. would force me to obey by taking away privileges........................
1  2  3  4  5
ginakuha ang akon privileges para lang patihon sila

33. let me decide for myself what is right and wrong........................
1  2  3  4  5
ginapadecidir ako kon ano ang husto kag indi

34. let me off easy when I did something wrong.
1  2  3  4  5
ginapabay-an lang ako bisan nakasala ako

35. punished me by making me feel guilty an ashamed............................
1  2  3  4  5
ginapakahuy-an o ginapa-guilty ako kon nakasala ako
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**MY PARENT(S)...**
**ANG AKON PARENT(S)...**

36. explained how my actions made others feel...
1 2 3 4 5
   gina-esplikar sa akon kon ano ang pamatyag
   sang iban sa akon ginbuhat

37. was strict.................................
1 2 3 4 5
   estrikto

38. encouraged me to explore new ideas........
1 2 3 4 5
   ginabuligan o gina-encourage nila ako
   magpangita sa mga bag-o nga idea

39. seemed annoyed with me......................
1 2 3 4 5
   nagaka iritar o na-ugtan sila sa akon

40. made me stay in my room as punishment.....
1 2 3 4 5
   kung penahan ako, ginapasulod ako sa kuarto
APPENDIX J

Academically Supportive Peer Behavior

1. Please list 3 friends: Palihog ilista ang 3 mo ka amigo o amiga:____________

2. Please circle YES if this is a thing which you do with the friends you named above. Cicle NO if this is not a thing you do with your friends named above. Palihog sirkulan YES kung activity ini nga ginahimo nimo upod sa imo amigo/amiga. Sirkulan NO kung activity ini nga wala nahimo nimo upod sa imo amigo/amiga:

   YES NO watch movies ____
   YES NO go shopping ____
   YES NO eat at home ____
   YES NO play videogames ______
   YES NO play with our toys________
   YES NO talk on the phone about other classmates _____
   YES NO study together ______
   YES NO go biking ______
   YES NO help each other with homeworks ______
   YES NO we don't spend any time together ______
   YES NO go tutoring after school ______
   YES NO we ask teacher or another friend to help with our home/school work ______
   YES NO do our homework together ______
   YES NO talk on the phone about our classes ______
   YES NO lend/give each other books to read ______

3. Now, look at the activities you circled YES. Put a number "1" on the blank next to the activity that you spend the most time doing. Then, put a number "2" next to another activity that you spend the next most time doing. Then, put a number "3" to the next, and so on, until you have put numbers in all the activities you have circled YES to. Karon, lantawa ang mga activities nga imo ginsirkulan YES, butangi number "1" sa blank sa tupad sang activity nga imo ginahimo pierme. Dason, butangi number "2" sa tupad sang madason nga activity nga ginahimo mo piermi. Dason, butangi number "3" ang dason nga activity hasta tanan nga activities nga ginsirkulan YES may number.

4. Now, this time, think of your parents. Subong, pensara ang imo parents.
5. Please circle YES if this is a thing which you do with your parents. Circle NO if this is not an activity that you do with your parents. Palihog sirkulan YES kung activity ini nga ginahimo nimo upod sa imo parents. Sirkulan NO kung activity ini nga wala nahimo nimo upod sa imo parents.

YES NO watch movies ____
YES NO talk about my classes ____
YES NO help me with my home/schoolwork ____
YES NO go to church ____
YES NO remind me to study ____
YES NO play games with me ____
YES NO eat out ____
YES NO go on trips ____
YES NO give me books to read ____
YES NO help doing housechores ____
YES NO ask teacher or friend to help me with school/homework ____
YES NO they do not spend any time with me ____
YES NO go to parties ____
YES NO talk about how important it is to go to school ____

6. Now, look at the activities you circled YES. Put a number "1" on the blank next to the activity that you spend the most time doing. Then, put a number "2" next to another activity that you spend the next most time doing. Then, put a number "3" to the next, and so on, until you have put numbers in all the activities you have circled YES to. Karon, lantawa ang mga activities nga imo ginsirkulan YES, butangi number "1" sa blank sa tupad sang activity nga imo ginahimo pierme. Dason, butangi number "2" sa tupad sang madason nga activity nga ginahimo mo piermi. Dason, butangi number "3" ang dason nga activity hasta tanan nga activities nga ginsirkulan YES may number.

WELL DONE!!! THANK YOU!!!
References


