

The Transformative Experience of 4Ps Beneficiaries in Parenting after Participating in the Family Development Session in a Municipality of Bukidnon: A Single – Case Study

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ABSTRACT

As nations modernize, families face increasing economic uncertainty and shifting social dynamics, necessitating structured parenting interventions. This study explored the impact of the Family Development Session (FDS)—a cornerstone of the Pantawid Pamilyang Pilipino Program (4Ps)—on the behavioral transformations of parents. Using a qualitative case study design, data were gathered through In-Depth Interviews (IDI), Focus Group Discussions (FGD), and Key Informant Interviews (KII), then analyzed via Reflexive Thematic Analysis to explore the lived experiences of participants.

The findings revealed three major themes: (1) Guided Parenting Practices, establishing a foundation in legal awareness and structured guidance; (2) Transformed Practices, capturing a holistic shift across Personal Influence, Improved Parenting Approaches, and Positive Community Engagement; and (3) Drivers of Transformation, identifying enabling support systems and motivational factors as the primary catalysts for change. Results indicated that while institutional support from Regional Field Offices (RFOs) and intrinsic motivation facilitate these shifts, operational needs regarding physical accessibility and active participant engagement remain critical for success.

The study concludes that the FDS is a viable intervention for fostering long-term value reorientation. To sustain these benefits, it is recommended that the program adopt adaptive strategies, emphasizing operational cooperation between Local Government Units (LGUs), program implementers, and beneficiaries.

Keywords: 4Ps, Family Development Sessions (FDS), Parenting, Reflexive Thematic Analysis, Transformed Practices, Personal Influence, Regional Field Offices, Local Government Units.

INTRODUCTION

“Imperfect parenting moments turn into gifts as our children watch us try to figure out what went wrong and how we can do better next time.” — Brené Brown, *Daring Greatly* (2012).

This perspective highlights that parenting is not a static state of perfection, but a continuous process of learning, reflection, and intentional growth. In the face of modern socio-economic pressures, the ability of a parent to "do better" often depends on the availability of a supportive framework that encourages this internal evolution. It is through this lens of transformation that we must view the structures designed to uplift the most vulnerable members of our society.

Family remains the key social unit. It defines the individual and the society by transmitting the beliefs, values, and practices to the future generation. Its operation is critical to the development of the children, direction to the youth, and to make each individual acquire the necessary moral, emotional, and social support to be healthy and operational (Gasanga & Ubayubay, 2024).

The Philippine government recognizes the value of the family unit through the implementation of the Pantawid Pamilyang Pilipino Program (4Ps) to formalize the Family Development Sessions (FDS) within its poverty mitigation strategy.

This research examined the effects on parenting among the recipients of the 4Ps after the FDS intervention in a municipality in Bukidnon. The intention behind these sessions is to educate the parents on how to be responsible parents, take care of children, remain healthy themselves, and ensure the family is healthy. Comprehending how the beneficiaries' lived experience can shape beneficial transformations regarding the way they handle parenting, as well as aid familial rapport and local development, all the objectives of the study.

Family Development Sessions help to support the United Nations' Sustainable Development Goals, especially SDG 3: Good Health and Well-Being and SDG 4: Quality Education. Family Development Sessions help to uptake healthier family practices aligned to SDG 3 by sharing information about health and wellness and family wellness with the parents. Also, the program supports SDG 4 by creating increased parental involvement in the children's learning experience and thus encouraging them to take an active part in supporting them in the learning process. Therefore, the Family Development Sessions are one such bottom-up effort benefiting the family but also moving towards larger national and international developmental goals (United Nations, 2015).

Background of the Study

As countries modernize, families are confronted with more challenges related to economic uncertainty, changing gender roles, and increased social inequities. Such forces have reshaped the processes of family collaboration, and programs that facilitate familial development and provide the tools and information necessary to raise children effectively are required (Castor, Quimbo, Dizon, & Ella, 2020). Internationally, parenting programs are recognized via cost-effectiveness evaluations as effective means to improve the efficacy of parenting practices, boost child well-being, and avoid neglect, abuse, or school dropout (Gabales, Olana, & Tortola, 2020).

International instances, especially from Latin America and Scandinavia, reveal that the inclusion of parenting programs within the realm of conditional cash transfers yields increased rates of school attendance, improved health-seeking behaviors, and greater parental involvement in child development (Barbado et al., 2024). Such outcomes highlight the worldwide acknowledgment of the family as vital partners in the realization of holistic developmental objectives and are similarly reinforced by the United Nations through the Sustainable Development Goals related to the eradication of poverty, education, and medical assistance (Dorias, Cardona, & Balgoa, 2025). Similarly, Fiszbein and Schady (2009) found that conditional cash transfers integrated with family-focused guidance significantly strengthened parental engagement and children's cognitive outcomes across multiple middle-income countries. In Southeast Asia, David et al (2025) demonstrated that parent-capacity-building modules within social protection initiatives increased compliance with educational and health conditionalities while reducing long-term dependency on state support. In Europe, Park (2021) reported that Nordic family support programs, when paired with income transfers, produced measurable gains in early childhood development, preventive health participation, and social inclusion among low-income households.

The Philippine government has always known how important families are in building the country and reducing poverty. Republic Act No. 11310 made the Pantawid Pamilyang Pilipino Program (4Ps) an official program and a key part of government efforts. The Family Development Session (FDS) is one part of the program. Through the FDS session, parents are provided with systematic opportunities to be taught about responsible parenthood, child care, health and nutrition, disaster preparedness, and building good values among other valuable things (Garcia, Montales, & Medrano, 2024; Pugoy, Mangubat, & Valdez, 2025). FDS is not only something to be observed but also an effective mechanism that will help and sustain the empowerment of the parents and the family through the sharing of knowledge and values to promote the adoption of good family practices. How FDS is implemented can be altered to accommodate various needs within the community, as provided by the municipality of Bukidnon. Such sessions can be differentiated to be implemented to deal with pressing concerns regarding agricultural livelihoods, maternal and child health care, and preparing and protecting indigenous ethnic culture through collaboration and coordination with the barangay officials and the LGUs along with the healthcare workers (Mutia, Buenavidez, & Baluyos, 2025; Bonifacio, Zaman, & Prantilla-Arambala, 2021).

As the localized research illustrates, the program is agile and is quick to react. However, the study also discusses its efficacy beyond awareness and rule-compliance. It discusses the impact the program has on the structure of the FDS and its operations. Instead, the research can study the impact on personal life and the change the parents undergo. By this means, the research will provide better data on the impact the program has on life within the family, reinforces relationships, and builds society.

Problem Statement

The Family Development Session (FDS) has emerged as a vital platform for parents to acquire practical skills grounded in rural realities. While many studies have established that the Pantawid Pamilyang Pilipino Program (4Ps) yields significant socioeconomic benefits—such as poverty reduction and improved health access (Gorospe et al., 2022)—there is a notable scarcity of research focusing on the internal behavioral transformations of parents. Existing literature often prioritizes the program's concrete outputs, such as financial stability and educational support, while overlooking the qualitative shifts in parental mindsets, communication styles, and emotional readiness.

This gap is highlighted by Reyes et al. (2021), who argue that 4Ps evaluations frequently emphasize "compliance metrics" (attendance and health visits) over the subtle value reorientations that occur within the household. Furthermore, Montilla et al. (2023) suggest that the "psychosocial landscape" of the FDS remains under-researched, specifically regarding how parents internalize these sessions to navigate modern parenting challenges. Semila and Paglinawan (2020) further identify that while FDS is often integrated with local educational initiatives, the literature has yet to fully capture how this integration translates into sustained parental involvement in the home environment. Finally, Catubig et al. (2022) emphasize that while resource access is improved, the impact of FDS on "affective parenting"—the emotional and communicative bonds between parent and child—is often eclipsed by data on physical development.

Consequently, there remains a critical need to understand the deeper psychological and social effects of the FDS beyond administrative compliance. This study addresses these gaps by observing the daily lives of beneficiaries in Manolo Fortich, Bukidnon. It moves beyond concrete socioeconomic results to explore how the FDS fosters long-term attitudinal shifts, strengthens familial bonds, and ultimately contributes to sustainable social development through value reorientation.

Purpose of the Study

This study investigated the participants' lived experiences regarding the Family Development Sessions (FDS) and their impact on the parenting lives of the beneficiaries of the 4Ps in Bukidnon. Transformative experience refers to a substantial shift in the parents' perspectives, attitudes, values, and behaviors that enhance their parenting and foster familial closeness (Mezirow, 2000).

Theoretical Perspective

This study's theoretical foundation is built upon a synergistic multi-dimensional framework. While individual theories address parenting styles and learning processes, they are unified under the overarching lens of Bronfenbrenner's Ecological Systems Theory (1979). This perspective posits that human development is not an isolated event but a result of nested environmental layers. In this study, the Family Development Session (FDS) serves as a vital intervention within the mesosystem, where the state's poverty mitigation policies (the exosystem) intersect with the beneficiaries' immediate home lives (the microsystem). By using this overarching framework, the study recognizes that the behavioral transformations of parents are products of the supportive environment created by the 4Ps program.

Within this ecological context, the study utilizes Baumrind's Parenting Styles Theory (1967, 1971) to categorize the nature of these transformations. Baumrind identifies styles—authoritative, authoritarian, and permissive—based on the dimensions of responsiveness and demandingness. This framework allows for a clear comparison of how parents shift from traditionally rigid or neglectful approaches to more "authoritative" styles, which are

characterized by high support and clear boundaries. Later refinements by Maccoby and Martin (1983) regarding uninvolved styles further help identify the specific risks that FDS interventions aim to mitigate.

The mechanism of this change is explained through Mezirow's Transformative Learning Theory (1978, 1991). Mezirow suggests that deep learning occurs when adults face "disorienting dilemmas" that challenge their long-held beliefs. Within the FDS, parents engage in critical reflection and peer sharing, allowing them to reconstruct their views on discipline and roles. This theory underscores that the transformation seen in 4Ps beneficiaries is an intellectual and emotional reconstruction of their parenting identity.

Finally, to capture the depth of these shifts, the study adopts Moustakas' Humanistic Phenomenological Perspective (1994). Moustakas emphasizes the necessity of subjective experience and the unique meaning an individual attaches to their journey. This perspective ensures that the research does not merely view parents as "recipients of a service" but as human beings experiencing profound personal growth. By valuing empathy and intentionality, Moustakas' framework allows the study to explore the rich, lived stories of transformation that standardized metrics often miss.

Research Questions

This study sought to answer the following research questions:

1. How do selected 4Ps beneficiaries describe their experience in attending the FDS module in parenting?
2. In what ways have the FDS influenced changes in their personal, family and community life?
3. What factors support transformation of 4Ps beneficiaries as they participate in the FDS?

Significance of the Study

This study was particularly significant because it sought to uncover the process of transformation that parents experience once they take part in the Family Development Sessions (FDS), specifically seeking to examine the ways these interventions alter the manner of parenting, strengthen family relationships, and improve overall well-being. By highlighting the direct experience of the parents, this investigation not only advances the understanding of the impact of FDS but also contributes to the development of family-centered programs, the shaping of more flexible policies, and the strengthening of the ability of the community to sustain positive change.

Parent-Beneficiaries of the FDS. Parents who take part in the Family Development Sessions directly benefit by way of the research project, since it widens their horizons, legitimates their life stories and provides them with an avenue to reflect on the implications of these sessions on the ways they raise their children. By articulating their transformative journeys, the parents obtain validation of the challenges overcome and the gains made towards raising healthy children. Further, the distilled wisdom can be used to affect an intensified internalization of the teachings, to spur them on to continue healthy practices and to leave the belief that what they relate has contributed to the shaping of better programs for other households.

Children of Parent-Beneficiaries. Children can be better off since the research documents the positive effect on family relationships, disciplinary approaches, communications, and emotional support from the parenting changes. With new and more effective means to manage and guide the children adopted by the parents, younger members in the family are provided with a better caring and supportive atmosphere. Improved parenting techniques are linked to improved child development outcomes with better academic performance, improved value development, and better emotional well-being, all providing an atmosphere where the children can excel within the family and society at large.

The Department of Social Welfare and Development (DSWD). Since the DSWD is the lead office tasked to implement the Pantawid Pamilyang Pilipino Program, department will be provided with valuable evidence-based data on the effectiveness of the Family Development Session component. The outcomes provide significant

feedback on the effect of the FDS on the family at the community level and allow the office to enhance the training modules, customize the material to the changing needs, and fine-tune the facilitation techniques.

The Department of Education (DepEd). DepEd derives significant advantages from this research, as parental practices have a direct impact on educational results for children. The study reveals how the Family Development Sessions (FDS) make the parents more engaged with the children's learning. This provides the DepEd with valuable information to make policies to enhance collaboration between home and school. This also reminds us how crucial it is to engage the parents more to help the children behave properly, excel at school, and be protected from harm as stipulated by the DepEd's Child Protection Policy and other initiatives. Through this manner, the schools can collaborate more effectively with the parents knowing that the FDS enables the two to work towards common targets.

Local Government Units (LGUs). LGUs would benefit by receiving real evidence to amplify family development programs to the distinct needs of each locality. Results will be used to make it easier for LGUs to implement Family Development Sessions (FDS) within local areas, to work more effectively alongside community organizations, and to make the most effective use of resources to maintain family-focused initiatives. By learning the impact on parents, LGUs will be better positioned to incorporate the results of FDS within broader plans for the development of the community and to structure projects which involve real effects on the family's well-being.

Program Facilitators and Social Workers. This study would provide valuable information to social workers and FDS facilitators on how effectively they facilitate sessions and support families. Knowing the actual transformation undergone by the parents assists these professionals to refine their techniques, enhance participation, and hone their facilitation skills. The finding is supportive of the change agents and motivates them to be more innovative in the strategies they pursue to manage the unique challenges of the parent-beneficiaries. What is more, the study also supplies them with reliable evidence they can utilize to advocate for improved assistance from institutions they serve. Governance and legislative officials can gain substantially from these studies because they contain empirical data relevant to improving laws and policies related to social welfare, family growth, and child protection. Lawmakers gain greater clarity on the long-term consequences of governmental programs and can thereby advocate supportive budgetary allocations and stronger systems for program monitoring.

Academic Community and Researchers. For social sciences, education, and development studies educators, learners, and scholars, the study enriches academic discussion on family development, parenting, and qualitative research procedures. Through the study, there is a tangible demonstration of how phenomenological procedures can reveal realized life experiences and valuable information to be used by future studies. Finally, the study contributes to the body of research by articulating the knowledge gap on FDS and therefore is an informative study by scholars who want to study similar programs elsewhere.

Civil Society Organizations (CSOs) and Non-Government Organizations (NGOs). Associations working on family welfare, child rights, and community development benefit from the study. They gain information to help them establish and manage programs supporting what they do. Results indicate that initiatives at the local level such as the FDS can be sustained by collaboration, community involvement, and resource aggregation. NGOs can also advocate more support to needy families using the evidence. That way, advocacy is grounded on actual changes that take place within households.

The Community at Large. More responsible family relationships and better parenting mean the increased cohesion and strength of the society. By assuming more responsibility as parents, children grow up in supportive households, decreasing rates of teenage crime, school failure, and family conflict. Impacts beyond individual homes from the FDS range to creating healthier society where family values like accountability, control, and cooperation are promoted. By monitoring and quantifying these changes, the study illustrates how the growth within each family advances the growth within the full society.

Future Researchers. This study offers significant insights that can assist future researchers interested in investigating the Family Development Sessions (FDS), the 4Ps program, or community-based transformative

learning initiatives. By documenting the long-term experiences of beneficiaries who have consistently attended the FDS for a minimum of five years, the study enriches the sparse qualitative literature that emphasizes transformation as a gradual, context-dependent, and profoundly personal process. The themes and patterns identified in the case study provide a framework for future researchers to develop comparative studies across regions, perform longitudinal assessments, or investigate the sustainability of behavioral and attitudinal changes among 4Ps beneficiaries.

Definition of Terms

This section provides the definitions of the primary terminology used in the study. Providing explicit definitions ensures that all individuals comprehend the variables, ideas, and processes discussed.

Family Development Session (FDS). In this study, Family Development Sessions (FDS) are defined as regular, structured learning sessions attended by beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps). During these sessions, parent-participants engage in government-facilitated modules that cover topics such as parenting, health practices, family dynamics, financial literacy, citizenship values, and community participation. In this study, FDS participation refers to the frequency of attendance, completion of required modules, and the extent to which participants apply the lessons in their personal and community activities, as demonstrated by attendance records, self-reports, or observations.

Family Relationships. This is about interactions, attachment, and bonding among family members. Here, it is about the degree of communication, respectfulness, cooperation, and emotional closeness between the children and the mothers and also between the siblings. They are affected by the change in parenting behaviors due to the involvement with FDS.

Parent-Beneficiaries. Parent-beneficiaries here refer to the mothers or fathers who are covered by the 4Ps program and are required to visit FDS to abide by the regulations. They are the key respondents to this research study, and their narratives provide us with information on how FDS has impacted their roles and practice of parenting and experience of raising children.

Parenting Practices and Roles. Parenting practices and roles in this research refer to the behaviors, ways, and responsibilities that parents apply to raise and take care of their children. They consist of discipline, communication with children, housekeeping, assistance with schoolwork, caring for children's needs, offering guidance, and emotional support. The research examines the variations that occur among these practices and roles as the parents involve themselves in the FDS and the variations that they make on their everyday ways and the overall roles they serve to the children.

Parenting Paradigm and Practices. These are defined in terms of the specific ways parents care for their children, especially those that are based on what they learned in the Family Development Sessions. These practices include using positive discipline methods, making sure that parents are always watching their kids to make sure they go to school and follow the health rules set by the 4Ps program, and using parenting techniques like open communication, value formation, and guidance. Self-reports, attendance records, behavioral checklists, or qualitative narratives show how FDS participation affects day-to-day caregiving and parental decision-making.

Phenomenological Approach. With this research, the phenomenological approach is an undertaking that explores the genuine lives of the parents who benefit from programs. Its purpose is to learn what the parents undergo and the significant transformations within them by letting them express themselves candidly on personal stories through interviews and consultations.

Transformation. In this study, transformation means a big change that parents experience because they took part in the FDS. It specifically means changing from old or less educated ways of parenting to better, kinder, and more careful methods that make family life, relationships, and child growth better.

Transformative Parenting. Transformative parenting in this research therefore, refers to the way the parents transform their concepts, beliefs, and behaviors upon raising and directing the children. Transformative parenting also refers to the shifts in the style of parenting that the parents experience once they come to the FDS, such as softer handling, improved ways to punish, and restored family values.

Well-being. This term refers to the holistic condition of both parents and children in terms of emotional stability, health, harmonious relationships, and satisfaction within the family unit. It represents the positive outcomes that result from improved parenting practices and stronger family relationships after participation in FDS.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents reviewed literature and studies related to the direction of this study. All the information and concepts presented here strengthen and solidify the existence, urgency, and relevance of the problem being investigated by the researcher.

Parenting

Parenting is also extremely critical to the entire development of the child and affects the manner the child thinks, feels, and connects with other individuals now and in the future (Faircloth, 2023). Research shows that the way the parent raises the child has an immense effect on the manner children deal with challenges, connect with other individuals, and excel upon completion of studies. For instance, research identifies that caring and attentive parenting is linked to high esteem and better performance at school, and neglectful and stringent parenting is commonly linked to misbehaviors and lowest emotional well-being (Brooks, 2023).

According to research, parenting is not fixed and evolves with the growth of children. While caring and supporting is critical during infancy, during the teenage years the mother and father must provide more direction and guidance and set boundaries more clearly (Cluver, 2020). Research claims that mothers and fathers who modify their style to accommodate the growth of kids will be more likely to raise children who are supported and independent (Foster Cline, 2022). Research demonstrates that inconsistent or harsh parenting has the effect of causing confusion or revolt, particularly during the teenage years since establishing one's identity is an important task. A family's finances can contribute to how they raise the kids (Lee, 2023). Families that have secure income and education end up building better learning and exploration grounds. Research claims that children from more affluent households tend to enjoy set daily routines and improved nourishment and increased opportunities to take part in outside-of-school ventures. Conversely, research demonstrates that financial anxiety will contribute to increased anxiety among the parents, cause fights and lead to more stringent control that can make the child less secure (Lanjekar, 2022).

Parental behaviors are greatly influenced by cultural forces that summarize the values, norms, and beliefs within society. For instance, studies report that collectivist societies tend to value conformity to authority, family loyalty, and interdependence, and individualistic one's value individuality, proactive action, and independence (Lansford, 2021). According to the research results, there is no apparent superiority to either strategy but is contingent upon the strength it matches dominant cultural norms and the warmth, consistency, and support available under different circumstances (Modecki, 2022). Another highly studied topic is the effect of parenting on the regulation of emotions. Children acquire the ability to cope with pressure through observation of the behaviors exhibited by the parents. According to studies, children whose parents demonstrate exemplary behaviors by staying calm amid conflict and accepting emotions tend to be resilient and emotionally intelligent. However, exposure to hostile behaviors by the mother and the mother's neglect and dismissing behaviors tend to predict emotion regulation problems and the development of secure attachments (Ulferts, 2022).

Over the past decades, technology has transformed parenting. Families have seen the best and worst due to smartphones, tablets, and online platforms (Rachmad, 2022). Note that research has indicated that parents who set guidance and monitoring over stringent rules will help children adopt healthy tech habits and minimize the risk of excessive screen time. In addition research has pointed to the view that excessive screen time and lack of intervention by the parent can contribute to sleeping difficulties, reduced socialization, and poorer academic performance (Macvarish, 2023). Parenting also influences the health. Children whose parents set them on the

path to healthy eating, exercise, and regular visits to the doctor are more likely to adopt the behaviors and enjoy improved long-term health. Failure of parents to monitor a child's health routine can lead to unhealthy eating habits, insufficient exercise, and an increased risk of obesity or chronic illnesses. In the Philippines, recent data indicates that the food environment and lack of parental intervention are driving a significant rise in childhood obesity, with overweight rates among children aged 5 to 10 increasing 14% as of 2022 (UNICEF Philippines, 2023). This underscores the vital role of parents as the primary determinants of health behaviors, emphasizing that consistent role-modeling and early-stage intervention are essential for long-term well-being.

Attachment, the emotional linkage between the child and the parent, is an integral component of parenting research. Research evidence demonstrates that secure attachment rates developed through consistent caregiving, attention to the child, and warmth facilitate children who are more confident, socialized, and emotionally resilient (T, 2022). Conversely, research demonstrates that insecure attachment patterns more often caused by neglect, inconsistency, and maltreatment are correlated with anxiety, difficulties establishing trust with other individuals, and inability to engage in intimate relationships among adults. Disciplinary technique is still an overriding issue within parenting research (Brown, 2020).

Consistent and nonviolative techniques on disciplining—such as the setting up explicit rules, explanation on consequences, and the employment of positive reinforcement—present more positive outcomes upon children compared to corporal punishment. Furthermore, research identifies that corporal punishment, although extensively accepted among different cultures, is correlated with increased hostility and reduced trusting between the caregiver and the child and negative outcomes upon the mental state (Livingstone, 2022). Accordingly, academic scholars still support positive and caring disciplinary strategies. Parenting is increasingly acknowledged as a reciprocal process rather than a unilateral influence. Research indicates that the unique personalities and behaviors of children significantly dictate how parents respond and accommodate their needs. For instance, active or demanding children may elicit stricter parental control, while more relaxed children often lead parents to adopt a more casual approach. This transactional interaction demonstrates that effective parenting is not merely about adhering to universal rules, but about adapting to the specific traits and developmental needs of each child (Kiff et.al.,2023).

Others have long viewed parenting as an intuitive and also learned experience. It blends the naturally occurring caring emotions with the influences of society, culture, and schools (Kabat-Zinn, 2020). Research demonstrates that although humans tend to want to nurture and shield their youth from harm, the manner by which this is undertaken is significantly influenced by one's environment.

Results indicate that the availability of parenting programs, neighborhood assistance, and various parenting concepts can alter the practice across generations. Where there is availability of formal learning on the subject of child development, there is often more awareness among the child's parents regarding the child's emotional requirements compared to where there is dependency upon conventional techniques or inherited techniques (Chavda, 2023).

One key discovery within the realm of parenting is the association between the degree to which the parents get involved and the child's academic achievement. Children whose parents are highly invested in them—by keeping track of homework, attending school events, and working together with educators—have better academic outcomes and tend to be more resilient to behavior symptoms (Mak, 2020). Research has also shown that the simplest behaviors, such as bringing children to read to them before bedtime or sharing the daily events with them, contribute greatly to building literacy and intellectual development. But where the parents are busy with work duties, lack enough schooling themselves, or encounter high-stress levels themselves, the children tend to lack academic results and motivation (Rahimah Rahimah, 2022).

Parenting is also centrally responsible for determining the mental outcome between the child and the parents. Research demonstrates that supportive and caring parenting reduces the chances of depression, anxiety disorders, and lack of confidence among the youth (Jocson, 2020). Research further demonstrates that children who are raised under the shadow of resentment, neglect, or expectations beyond the realm of the possible tend to be more susceptible to mental disturbances during the teenage and adult life. Research has also further demonstrated that the pressure entailed by parenting can cause burnout and mental distress among the former. Support groups

within the immediate community and family guidance are but two among the many coping mechanisms that can be demonstrated to help ease these distresses (Macam, 2022).

Another important area of investigation is that related to intergenerational transfer of parenting styles. Research has shown that people tend to repeat the parenting strategies to which they were exposed during childhood regardless of whether the strategies proved to be helpful or harmful (Javier, 2024). Results indicate that the cycle of punitive action, neglect, or affective unresponsiveness can persist until it is deliberately disrupted by critical examination, strategic action, or embracing new models of parenting. At the same time, research shows that parents who were warm, consistent, and encouraging as children are more likely to be the same way with their own children, which helps them form healthy emotional bonds with them (Bantol, 2021).

More recently, discussion on gender roles in parenting has transformed to include more participants appreciative of the significance of fathers acting as active caregivers. Research evidence demonstrates that fathers engaged in child-care significantly enhance the emotional well-being, academic achievement, and social competencies of children (Bermal, 2022). Also, research evidence identifies paternal involvement—covering play, education, and emotional support—as supplementing maternal caregiving and providing children with an expanded range of developmental assets. Nonetheless, social expectations in the majority of cultures still place the first parenting burden among mothers, and this could translate to imbalances and strains within family units (Jocson R. M., 2021). Parenting style can be operationalized along four major subsets: authoritative, authoritarian, permissive, and neglectful.

Research evidence identifies authoritative parenting style characterized by warmth and structure with high expectations as always leading to the best outcomes (Alampay, 2024). Children raised by authoritative caregivers also demonstrate strong social competencies and emotion regulation and academic performance. Conversely, the style where punishment and obedience are more dominant has the potential to induce fearfulness, lack of esteem, and antagonistic behaviors. While the style described by the absence of structure and the presence of nurturance has structure absent and hence lack of sufficient-self-discipline and its related outcomes. Neglectful style is responsible for detachment and behavioral problems. Such conceptual themes remain critical reference points to academic research and interventions on the theme of parenting (Mamauag, 2021).

Effective communication is an integral part of parenting. Research evidence supports that open, empathetic, and developmentally sensitive interactions between parents and children help to build trust and facilitate effective decision-making (Liane Peña Alampay, 2021). Also, research finds that adolescents who are recognized and valued within the home setting are less likely to adopt risky behaviors, including substance abuse, delinquency, or unhealthy relationships. However, research has shown that silence, avoidance, or hostile communication styles between child and caregivers can make children more sensitive to adverse outside influences by leading to isolation (Garcia, 2020). In many culture settings, parenting is beyond the nuclear family. Grandparents, uncles and aunts, and members of the neighborhood and wider society each play an important part in raising children. Research supports that sharing parenting duties among the members of the wider family results in preparing children with multiple support systems and guidance and reducing the burden on individual caregivers. Research finds that especially in collectivist cultures, children are best by having plentiful caregiving networks that help them connect more strongly to cultural norms and social values. Nevertheless, the system can also be the cause of problems when more than one caregiver has different rules and expectations and can cause confusion or distress among children (Jocson, 2020).

The discussion around parenting styles and punishing actions remains the center of prevailing controversy, especially on the backdrop of changing cultural and legal requirements around the world. Research studies confirm that positive strategies of control, involving the explanation of consequences, specifying alternatives, and creating accountability help yield long-lasting changes in the direction of improved behavior without compromising the parent-child relationship (Jabar, 2020). Also, studies confirm that children who experience physical punishment sometimes demonstrate short-term conformity but tend to acquire antagonism, bitterness, and mental distress in the long run (Garcia, Parental Educational Involvement Among Filipino Parents: Exploring Motivators, Facilitators, and Barriers Related to Socioeconomic Status, 2025). Increasingly, non-violent measures of control are being identified to favor the developmental requirements of children, leading many countries to advocate the ban on corporal punishment from the classrooms and homes. Research identifies

the creativity and resilience witnessed among the parents experiencing distress (Suarez, 2022). Research outcomes confirm that, despite setbacks such as poverty, conflict, or migration, many parents successfully create caring and safe homes for children through creativity, resourcefulness, and strong attachment relationships. Also, research holds that optimism, belief, and social support boost the efforts of the parents where the challenges are difficult. Such resilience highlights the fact that effective parenting is not merely the possession of resources but also involves the willingness to embrace resilience, constant learning, and adaptive responding to the variable requirements of the children (Domingo*, 2022).

Family Development Session

Family Development Sessions (FDS) are initiatives of the Department of DSWD that assist parents to be more cognizant about the personal values, skills, and knowledge they possess, particularly among the poor and most vulnerable. FDS is primarily conducted by local government organizations, non-government organizations, or social welfare organizations to guide people on issues related to parenting, healthcare, nutrition, value development, and managing finances (Gutierrez, 2024). Studies also indicate that FDS initiatives within the Philippines, particularly those associated with cash transfer programs through the government with conditions attached, primarily aim at reinforcing parental education and strengthening family cohesion and social protection within the populace (Sicam, 2022).

Layagon (2021) examined the implementation of Family Development Sessions (FDS) among Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries and found that consistent participation enhanced parental awareness, improved parenting practices, and strengthened family relationships. The study emphasized that FDS functions not merely as a compliance requirement for cash assistance but as a transformative platform for values formation, responsible parenthood, and positive behavioral change. Beneficiaries likewise perceived FDS as a source of emotional support and practical guidance in addressing everyday concerns related to health, education, and household financial management.

As per studies, one fundamental goal of FDS is to transform the behaviors of parenting through the building of responsiveness, knowledge, and effectiveness. Based on the direction of the results, the caregivers who undergo these sessions prove to be more aware about themselves as the parents and more capable of attending to the developmental requirements of the kids (Javier, Parental enculturation and youth mental health functioning among Filipino American families, 2022). For instance, the nutrition courses emphasize the significance of balanced feeding and healthy feeding principles and serve to boost the overall health of the kids and lower the rates of malnutrition among the kids. Concurrently, the workshops on positive value formation and positive discipline teach the parents to put punitive ways behind and embrace more positive and caring styles (Kintanar, 2021).

In areas like Bukidnon, the pitfalls of parenting are further complicated by financial struggles, the pressure to conform to age-old beliefs, and the lack of formal schooling. Family Development Sessions reduce these pitfalls by introducing parents to improved parenting techniques and still honoring the cultural orientations (Lachman, 2021). Parents from municipalities engaged in FDS express increased confidence in managing the healthcare aspects, encouraging the educational endeavors of their children, and integrating traditional beliefs and the new ways of parenting. Integrating indigenous knowledge and the learning structure thus make parenting more exciting and help the parents cope with shifting social settings (Reyes-Wapano, 2021).

By being collaborative and consultative, FDS shares the advantage of peer-to-peer learning among the parents, leading to unity and the absence of the isolation affects commonly linked to parenting. According to studies, most parents, particularly the mothers, attest to the sense of empowerment by sharing the strategies and experiences through the FDS. Finally, the peer-to-peer sharing supports increased family resilience and empowers the parents with more information on managing challenges among them financial struggles, delinquent behaviors among adolescents, and conflict within the family. Also, the parents are more likely to apply the learning acquired within the households once the family has an element of belonging to these sessions (Sabarre, 2022).

Family Development Sessions are highly relevant to connecting government policies to what is implemented at home (Llige, 2022). In the Philippines, attending Family Development Sessions (FDS) is usually mandated among beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps). Implications indicate that fulfilling the requirement guarantees that the parents receive the cash assistance but also acquire the right values and knowledge to manage resources effectively. FDS is also used not only as an educational strategy but also to ensure accountability to turn the life of the family to its better quality (Jocson R. M., Resilience in low-income Filipino mothers exposed to community violence: Religiosity and familism as protective factors, 2020).

Another best feature about FDS is that it assists in the promotion of health. Studies indicate that regular-attending parents are more likely to obtain regular medical check-ups, vaccinate their kids, and implement preventive measures within the home (Nerona, 2020). The research reveals that mothers specifically gain more insight regarding maternal care, child feeding, and reproductive health, thereby creating more wholesome family environments. Health awareness among parenting directly supports the development and minimizes the occurrence of diseases that are otherwise preventable (Vargas, 2024). FDS does another critical thing by empowering families to know more about money. Studies report that the sessions commonly instruct on budgeting, saving, and environmentally friendly ways to make an income. Attending parents become more competent and better at managing the finances of the family to minimize conflict and reduced pressure commonly associated with poverty. Parenting households that acquire these money smarts are better at investing in schooling, medical attention, and nourishment and facilitate children's development in the long term (Fernandez, 2023).

FDS also teaches the parents lots and assists them in building attitudes and beliefs that significantly affect the way they raise kids. According to research studies, parents become more patient and committed to child raising and gain more empathy once they take family relationship and positive discipline workshops (Aguilar, 2020). FDS not only instructs but also transforms the way individuals perceive child raising from the rudimentary survival techniques to deliberate growth-oriented strategies. Parents understand that raising kids is not only about assuring the kids' basic needs but also about developing the character and resilience and determining the kids' future. Long-lasting outcomes of the Family Development Sessions manifest on the long view through the enhancements across generations (Cluver, 2020). According to research studies, kids whose moms and dads take FDS courses tend to be more successful academically, healthier, and display promising social behaviors. Research indicates that when parents exemplify the lessons they acquire, including communication, cooperation, and discipline, these values are transmitted to their children, fostering a cycle of empowered families (Jocson, 2020). This assists the family to grow with time since well-adjusted children end up becoming responsible adults.

Family Development Sessions are an extremely critical method to assist parents to manage these challenges in areas where many households struggle with agriculture, difference in culture, and finances, like in Bukidnon. Research demonstrates that FDS is more effective and helpful when it addresses local challenges such as agriculture, preservation of indigenous culture, and the health of the community. What the results indicate is that the parents end up more attached to who they are, responsible, and more confident after attending these sessions and this affects the way they raise their children and what they aspire to do with the future of the family and the community (Garcia, 2020 (The meanings and ways of parental involvement among low-income Filipinos)).

Moreover, Family Development Sessions are programs that educate and help transform the way that families operate together and the way that parents view themselves (Javier, Parental enculturation and youth mental health functioning among Filipino American families, 2022). Science demonstrates that parents tend to have more pride and purpose being a parent once they go to the sessions (Alampay, 2024). What the research demonstrates is that many parents report more worth to themselves and to the community since FDS advocates parenting as a worthwhile occupation in society. Feeling valued this way gives the parent added confidence and motivates them to do more to take care of and nurture their kids with more meaning and intention (Reyes-Wapano, 2021).

Another key advantage of FDS is that it brings awareness about the protection and safety of kids. Studies indicate that parents who come to sessions on child's rights, prevention of maltreatment, and preparing the home as a safe place are more cautious and proactive about caring for their children (Javier, Parental Enculturation and Youth Mental Health Functioning Among Filipino American Families, 2022). Results show that these teachings make

tangible differences, including more monitoring, further controls on harmful behaviors, and more attention to the issues of children. Moving on from knowing to doing is extremely important to reduce the risks of neglect, exploitation, and violence in family and society (Jabar, 2020). Family Development Sessions also enriches mothers and fathers by furthering gender equality in the family. Studies discover that gender and family responsibilities discussion inspire fathers to take on more care work and redistribute the old-time burden to mothers (Sonia M. Livingstone, 2022). Studies prove that couples with these teachings have more durable marriages and less conflict due to the more shared responsibilities. This new perception on the roles between the sexes dismantles myths and creates healthier families by having the mother and the dad take care of and lead the children (Alampay, 2024).

The sessions also discuss the problems that happen during teenage years and give parents tools to help them through this important time. Research shows that parents often face challenges with changes in behavior and identity growth of teenagers (Garcia, The meanings and ways of parental involvement among low-income Filipinos, 2020). Results show that FDS lessons focused on communication, empathy, and understanding what teens need reduce conflicts and improve relationships during this difficult time (Javier, Parental enculturation and youth mental health functioning among Filipino American families, 2022). Parents build trust and encourage good decision-making in their teens by listening and guiding them instead of forcing rules, which lowers the chance of problems like delinquency or substance abuse (Jocson R. M., Resilience in low-income Filipino mothers exposed to community violence: Religiosity and familism as protective factors, 2020).

Furthermore, Family Development Sessions also offer a chance to teach civic values and community involvement. Research shows that parents who join FDS are often eager to take part in local projects, support barangay activities, and be involved in decision-making (Jocson, 2020). The results show that this community involvement not only helps the community but also shows children what it means to be an active citizen. Parents teach their kids that responsibility goes beyond home, showing them the importance of teamwork, helping others, and supporting one another (Macam, 2022). FDS also helps parents feel better mentally. Research shows that the sessions allow parents to talk about their problems, get advice, and feel less alone with their challenges (Jocson, 2020). Studies indicate that receiving support from friends during these sessions reduces stress, makes individuals feel less helpless, and increases strength (Sabarre, 2022). FDS not only provides parents with valuable skills but also provides them with a support system that they require to be mentally and emotionally healthy. Family Development Sessions also place an equal emphasis on the teaching of values, which has never been unimportant within Filipino family life.

Studies indicate that sessions regarding respect, discipline, honesty, and faith help to create strong moral values among both the children and the parents (Javier, 2022). Studies indicate that when the parents make an effort to integrate these values within day-to-day life, children set firmer boundaries and acquire better character. This concentration on the teaching regarding values assists people to be responsible, respectful, and sensitive to the awareness about the community's sensitivity and is beneficial to society (Suarez, 2022).

FDS is a powerful tool for dealing with specific community issues because it can be adapted to fit different situations. According to research, in places such as Bukidnon where there is diversity in culture and agricultural settings, local Family Development Sessions (FDS) material significantly resonates with the parents (Foster Cline, 2022). The implications are that sessions about traditional knowledge, farming methods that adapt to changes, or solving conflicts improve parenting and also strengthen culture and financial stability. Therefore, FDS is relatable and applicable to everyday family life (Jocson, 2020). Family Development Sessions help different generations by ending the cycle of ignorance and poverty. Family Development Sessions benefit multiple generations by ending the cycle of ignorance and poverty. According to research, kids whose moms and dads participate in the Family Development Sessions (FDS) are more likely to complete school, delay pregnancies until they are legal adults, and adopt better habits (Javier, 2022).

This multiplier effect shows how FDS helps families today and also benefits society and the nation in the future. FDS shows that parenting is a personal duty but also a responsibility shared by everyone (Livingstone, 2022). Researchers say that FDS brings parents together in one place, making them feel connected and accountable to each other, all working toward the same goal. The results suggest that by the end of these sessions, parents gain not only specific lessons but also a better understanding of the family and the community as parts of growth and

development. In this way, Family Development Sessions not only teach parenting skills but also create important events that strengthen both the family and society (Jocson, 2020).

Challenges of Parenting

Parenting, while rewarding, presents numerous challenges that can profoundly impact the well-being of both parents and children (Jabar, 2020). Research indicates that a significant challenge is the equilibrium of time allocation among professional responsibilities, domestic obligations, and caregiving duties. Research indicates that parents frequently encounter difficulties in balancing the requirements of financial stability with the necessity of fostering quality bonding time with their children (Sicam, 2022). This is an extremely serious issue in poverty-stricken areas. Here, the parents are not usually able to stay with the children due to the long working hours or lack of steady employment (Bantol, 2021).

Another critical problem faced by the world's parents is financial issues. Research suggests that the absence of resources can make it harder to provide proper food, medical attention, and education to children (Javier, Short-term outcomes from a pilot randomized controlled trial evaluating a virtual culturally adapted parenting intervention among Filipino parents of school-age children, 2024). Research also suggests that financial pressure inevitably brings about conflict within homes and has an adverse effect on the manner the parents raise kids (Aguilar, 2020).

Parents who are highly stressed by money tend to be over-disciplinarian or emotionally distance themselves from the lives of children, and these can be detrimental to the development of children in the long run. Another problem is the control of the manner the children behave and the disciplining of the kids (Reyes-Wapano, 2021). Research suggests that the majority of the parents lack effective ways to manage misbehaving without becoming strict. The results show that not knowing about positive discipline often leads to corporal punishment, which may work in the short term but causes aggression, fear, and damaged parent-child relationships in the long run. This challenge underscores the necessity for ongoing education regarding non-violent, constructive parenting methodologies (Reyes-Wapano, 2021).

There are some unique challenges that come with raising teens. During adolescence, children experience physical, emotional, and psychological transformations that may lead to conflicts with parents (Llige, 2022). Results indicate that parents frequently struggle to reconcile the provision of autonomy with the retention of guidance and authority. Miscommunication, rebellion, and differences between generations make things even harder. Many parents don't know how to help their teens without seeming too controlling (Alampay, 2024). Technology and social media have also become a challenge for modern parents.

Excessive screen time and exposure to online content can adversely affect children's health, academic achievement, and social competencies (Reyes-Wapano, 2021). The results show that parents often feel like they can't control how their kids use technology, especially when their kids are better at it than they are. So, the problem is not only setting limits but also teaching kids how to use technology safely while weighing the pros and cons (Jocson, 2020).

Children's mental health problems make parenting even harder. Increasing incidences of anxiety, depression, and stress in children and adolescents exert pressure on parents to offer emotional support, frequently lacking sufficient knowledge or resources (Jocson, 2020). Most parents report not knowing how to identify or manage mental disorders and thus experience delayed intervention and adverse outcomes among their children (Gutierrez, 2024). This highlights the relevance of the awareness and accessibility to mental health services among the members of the public. Societal expectations and cultural norms prove to be strong challenges to parenting (Jocson, 2020). According to research, the majority of the traditional societies require the parents to adopt strict procedures regarding the administration of punishments, the roles each gender has to play, and the responsibilities the family has to cater to.

The finding is that the parents who aspire to the employment of the modern caring techniques tend to be criticized or lack the support and guidance from the members within the family and the society at large. Having to cope

with the competing expectations is stressful and causes confusion and thus complicates the employment of the proper parenting techniques (Jocson, 2020).

Single parenting is an increasing issue globally. Single parents tend to struggle more with finances, emotions, and caring for children (Jocson, 2020). Results indicate that without support, single parents can be more stressed, fatigued, and lonely. Children with only one parent may also be affected because they lack one parent and sometimes are insecure and feel marginalized by others (Rachmad, 2022). Single parents with children who need special care also face special challenges that require unique skills and resources.

Research indicates these parents tend to experience increased expense, restricted accessibility to special services, and the emotional burden of providing lots of care (Jocson, 2020). Results indicate that although many parents are resilient, the lack of support can cause an overwhelmed and powerless feeling (Sicam, 2022). Society's opinions and frail policies make these challenges worse and make the family feel ignored. Finally, parenting becomes more difficult due to challenges outside the home, such as natural disasters, medical epidemics, or political conflict (Garcia, 2025). Research demonstrates that challenges such as the COVID-19 pandemic place immense pressure on the family to manage home schooling, working from home, and financial concern from the same desk. Results indicate that under these circumstances, the level of stress increases significantly and conflict, anxiety, and disrupted routines are more likely.

These challenges show that more than what the parents can individually do determines parenting; the larger social and environmental forces also determine parenting (Jabar, 2020). Parenting is an eternal profession and with the changing society, economy and culture the challenges that come with parenting multiply. Research shows that among the many long-term challenges that confront the parents is the consistency in parenting behaviors (Nerona, 2020).

Most parents begin by having particular rules and expectations about how they want to raise the children but research shows that pressure, tiredness and changing circumstances make it hard to be consistent with the rules and expectations (Jocson, 2020). This lack of consistency can confuse kids, make parents less powerful, and lead to behavioral problems. Parents often feel frustrated because they want to be both strict and caring, but it's hard to find the right balance when outside factors, like money problems or fights between spouses, get in the way of family harmony (Jocson, 2020).

Parents also have a hard time keeping their emotions in check. Research indicates that parenting necessitates patience, empathy, and emotional regulation, particularly in high-stress contexts (Jabar, 2020). Research indicates that parents who regularly display anger, hostility, or excessive anxiety in the presence of their children inadvertently exemplify maladaptive coping mechanisms. Kids who grow up in these kinds of emotional environments often internalize these patterns, which makes it harder for them to deal with stress and conflict later in life (Kintanar, 2021). Most parents are familiar with this struggle but find it hard to stay calm themselves, especially where they themselves did not get caring parenting (Jabar, 2020). This results in frustrating cycles that find it hard to be changed without the help from other individuals or an outside entity.

Parenting has challenges relating to schooling and expectations around academic success too (Sicam, 2022). Research shows that most parents feel pressured to ensure the academic success of children. Research also shows that poverty-level homes are pressured to an extreme level because they do not often have tutoring resources, learning materials, nor transportation to other schools (Lachman, 2021). Also, where quality learning institutions are not the norm within the suburbs, the concern is heightened around whether the children will be competitive with other children to secure better employment (Chavda, 2023). All this is furthered by the fact that most of the parents never attended school themselves. They often end up not being able to help the kids with the schoolwork and thus end up stressing more themselves (Jocson, 2020).

Another difficult aspect of parenting is how to deal with peer pressure. Research has it that with the growth and development of the child, peer pressure will start to affect the way the child thinks, the things the child will do, and the decisions the child will make (Jocson, 2020). Research shows that the issue is normally regarding negative peer pressure about drugs, crime, or harmful relationships. Peer pressure is not an easy thing to deal with because the children want to be different and be included in the group among themselves (Jocson, 2020).

Parents will be required to be able to counsel without controlling them excessively and also allow them to have avenues where they can choose the right friends. One of the most significant emotional challenges the family is facing is control by the parents versus teenage independence (Livingstone, 2022).

Parenting in restructured or blended family settings is more complex. Remarriage, step-parenting, and co-parenting tend to cause tensions regarding loyalty, acceptance, and control (Rachmad, 2022). The study results indicate that kids might struggle to accept new members and resist behaviors that they may not relate to themselves, and the parents might have difficulty acting authoritatively without rejecting the stepchildren. All these need patience and openness more than anything else, and still, many couples end up having conflicts that damage cohesion (Mamauag, 2021). Here, the parents need to be careful not to hurt the little ones' morale but also strive to build new relationships on trust and respect. This is an enriching but extremely demanding mission (Jabar, 2020). Societal changes make parenting more difficult, and particularly if the family is facing modernization, relocating homespace, or international exposure to social media. Studies indicate that the prevailing trend is conflict between what the old guard taught regarding old ways and what is taught by the school or social media about new ways to raise the kids (Jocson R. M., Resilience in low-income Filipino mothers exposed to community violence: Religiosity and familism as protective factors., 2020).

According to the research results, this conflict between values can lead to disputes between the old and the young where the old generation asks to be punished in the traditional way and the younger set insists on more loving and democratic measures. Here the problem is to air these differences without making either the old and the new generation feel sidelined and still ensure the kids grow with sharp and consistent values and direction (Javier, Parental enculturation and youth mental health functioning among Filipino American families., 2022).

Safety and health concerns continue to be a large aspect of parenthood in many instances. A study reveals that parents are highly concerned with protecting their kids from illness, injuries, and hazards within the wider environment (Kintanar, 2021). Results indicate that in the country, lack of adequate healthcare availability, sanitation, and nutrition exacerbate these difficulties and cause parents to make hardened decisions within limited means (Jocson, 2020). Urban parents encounter other safety challenges, such as crime, road hazards, or air pollution. Parents struggle to make children safe regardless of where they are, and when they are unable to do so, tend to suffer guilt and powerlessness (Kabat-Zinn, 2020). One not often discussed but highly relevant concern among parents is keeping the partnership or relationship strong amidst raising children. Research demonstrates that conflicts between partners tend to impact parenting negatively and can damage kids' emotional security (Jabar, 2020). Results indicate parents who fight excessively, criticize each other's parenting styles, or fail to collaborate together build fragile homes that can inhibit the development of children. Balancing the requirements to be an intimate and a mother and/or father can be challenging enough but complicated further by money problems or individual predicaments causing partners to feel worlds away. Parents tend to report that maintaining warmth and contact with partners and still handling the care for children is overwhelming but is fundamental to family stability (Nerona, 2020).

Preparing children for an unpredictable future has become more challenging. According to research, rapid technological advances, climatic changes, and shifting economic winds cause anxiety among parents regarding preparing the little ones for what is to come (Javier, 2024). Research indicators indicate that many parents find it challenging to impart old-fashioned values and mannerisms and also make the children adaptable, innovative, and resilient whenever things change (Jocson, 2020).

Parents experience this feeling that they are not doing enough because the world changes faster than they can adapt to it (Suarez, 2022). This constant struggle between caring for oneself and caring for the kids is quite an individual struggle with being the mother and father. Research indicators indicate that many parents, and more particularly the mothers, tend to neglect themselves physically, emotionally, and socially to be available to the children. Research further indicates that although this sacrifice is often glorified, it results in burnout, depression, and deterioration in the quality of parenting with time (Jocson, 2020). Parents who fail to prioritize themselves tend to find it hard to provide the kids with consistent support and may end up teaching them unhealthy behaviors. It is crucial that the parents recognize the fact that they must take care of themselves but end up feeling guilty on doing just that. This daily struggle manifests the complex interrelationship between love, an element of duty and the human requirement to be balanced (T, 2022).

Parenting in the Philippine Setting

Cultural values, traditions, and social structures that stress family unity, respect for elders, and community ties have a big impact on parenting in the Philippines. Research indicates that Filipino families prioritize close-knit relationships, with children being reared not solely by parents, but also by grandparents, aunts, uncles, and even neighbors (Jabar, 2020). The findings indicate that this collaborative parenting approach offers children various forms of support, establishing an extensive safety net that protects families from economic and social challenges. This system embodies the Filipino value of *bayanihan*, characterized by communal unity and cooperation, which has historically been fundamental to family life in the nation (Jocson, 2020).

According to research, Filipino parenting is greatly dictated by respect and obedience. Children are taught to respect the parents and the elder ones at an early stage by using respectful speech to adult members and by performing acts like *mano po* (placing an elder's hand on the forehead) (Jabar, 2020). By emphasizing respect, this ensures that there is discipline and intergenerational ties are strong, although sometimes it can inhibit the expression of children's opinions (Sicam, 2022). Parents tend to assume that apart from supporting the family, they also have the responsibility to teach values such as *hiya* (shame) and *utang na loob* (debt of gratitude) that instill loyalty and accountability within the family. Religion is highly embedded within the way the Philippines brings up its children (Suarez, 2022).

Research reveals that Catholic teachings and religious values determine the way the parents raise the children with an emphasis on morality, discipline, and kindness (Ulferts, 2022). Religious actions, such as praying, visiting the church, and participating in fiestas, are included by many Filipino family members as an integral part of everyday interactions to the end of imparting values. Religion also assists the parents to manage finance or emotional problems since faith is perceived to be the strength and guidance provider to the end of raising the kids (Aguilar, 2020).

Economic considerations greatly determine how people raise their children in the Philippines. Research has it that poverty is still rampant and thus many parents migrate to work outside the country (Jocson, 2020). Financial assistance by way of remittances via the Overseas Filipino Worker can help but can also mean the long absence of the parents from the children. Grandparents and other family members take on stand-in-parent roles. Such an endeavour guarantees the material support to the children but can also be at the expense of the affective relationship. At other times, children also get to feel the pain of isolation or distance away from the mother and the father (Rachmad, 2022).

Filipino parents are generous. Research shows that parents often put their children's education first, seeing it as a way to escape poverty (Lee, 2023). The results reveal that many families, even those with little money, spend a lot on tuition, school supplies, and extracurricular activities. This choice shows that Filipinos believe a parent's success depends on their children's success and that facing hard times now is worth it for a better future for the next generation (Reyes-Wapano, 2021). Another special part of parenting in the Philippines is that both traditional and modern influences are present. Research shows that while traditional parenting values, like obedience, loyalty to family, and community ties, remain, many parents are starting to use more modern ways of discipline and communication (Mamauag, 2021). The results show that younger, city parents are increasingly using open discussion, positive reinforcement, and democratic parenting styles, influenced by global parenting trends through media and education. This creates a lively mix of old and new, where values stay the same but methods change (Reyes-Wapano, 2021).

Domestic gender roles also dictate Filipino parents' way of raising kids. Questionnaires state that caregiving roles tend to be performed by the mothers and providers by the fathers (Jabar, 2020). Findings state that these roles are slowly transforming. Increasingly fathers are caring personally for the child and mothers are producing the family's income (Jocson, 2020). Despite these changes, the most important people in childrearing are still the mothers, especially instructing about discipline, managing schooling, and caring about mental and emotional well-being (Jocson, 2020). Urban and rural parenting differ significantly because of income and accessibility to resources. Research suggests that in the Philippine provinces like the Philippines' Bukidnon region, parenting is more about agricultural life and the children will be expected to work within the house and on the farm (Rahimah Rahimah, 2022). Findings state that although it teaches them to work and be responsible, at times it inhibits

learning where the child will be absent from school to be on the field planting season or harvesting season. Urban parents, on the other hand, are faced with fast life pace, exposure to information and communication technology tools, and the need to make children conform to the modern schooling system (Jocson, 2020).

In the Philippines, parenting is closely linked to community programs like Family Development Sessions (FDS). These sessions provide the parents with explicit assistance by educating them about health and nutrition and about values and money management (Jocson, 2020). Philippine parents through FDS are more familiar about children's rights, apply more effective punishment, and can combine old values with new ways (Macvarish, 2023). This reflects the significance of government and community initiatives to support the parents to cope with poverty and with the process of modernization. Studies indicate that Philippine parenting is effective due to its ability to evolve and transform (Macam, 2022). Filipino parents often show creativity and resilience in raising their children, even when facing money problems, cultural expectations, or global challenges (Alampay, 2024). The results show that parents in the Philippines use extended family support, religious beliefs, and community programs to overcome challenges and help their children grow. This resilience, based on tradition and adaptability, ensures that Filipino parenting continues to thrive despite the changing needs of today's world (Rachmad, 2022).

Pakikipagkapwa, shared identity, has an immense impact on Philippine parenting. It emphasizes empathy, caring, and strong ties (Garcia, 2025). Studies indicate that Filipino parents tend to educate their children to consider other people and to balance the needs of the group with individual aspirations.

One suggested outcome is that this belief set motivates the working together and harmony but can inhibit forcefulness or individualism, as the child feels an obligation to do what the group is expected to do. Parenting is the challenging task of keeping the family together and still facilitating the development of the individual child (Jocson, 2020). Another aspect of Filipino parenting is raising children to be patient. According to research, most parents make their children strong. They make them remain humble and hopeful amidst life complications (Jocson R. M., Resilience in low-income Filipino mothers exposed to community violence: Religiosity and familism as protective factors., 2020).

The findings indicate that this value is particularly significant in impoverished contexts, where families cultivate perseverance to navigate limited resources (Reyes-Wapano, 2021). Studies assert that *pasensya* cultivates emotional resilience, yet it may also impede proactive problem-solving, as families are conditioned to endure challenges rather than confront them directly. Parents must, therefore, discern when to exemplify acceptance and when to instruct assertive behavior (Jocson, 2020). Here in the Philippines, most people would want the most important thing that parents can do is educate them (Alampay, 2024). Studies reveal that parents will do everything and end up spending a lot regardless of the income they have to make sure that their kids obtain formal schooling.

Survey results say that the emphasis on schooling is related to the perception that academic success will make an individual's life better and prestigious and will be an honor to the family. In order to finance the children's schooling, the parents tend to take on more than one's livelihood, take loans, or seek employment overseas. Such sacrifice is an indication that parents love and care much about kids but is also strenuous on the parents themselves once the children feel that they are expected to do more (Macvarish, 2023).

Parents in the Philippines impose strict ethical teachings more especially on the issue of sex and relationships. Research has shown that most parents are conservative and teach values of not engaging in sex before marriage, among other things, modesty and conformity to traditional ways (Javier, 2024). According to the research, the strictness is said to be aimed at protecting the child but sometimes can make the discussion on sensitive issues like reproductive rights or gender identity difficult. With the advancing modernization and progressive new-world principles, Filipino parents struggle to compromise between the old-world ethical principles and the new-world realities the children are faced with (Jabar, 2020).

Filipino parenting is strong on *utang na loob*, or debt of gratitude, indicating how much the children's parents do for them. Findings indicate that the value elicits loyalty and care among relatives because children owe an obligation to care for them in the future (Faircloth, 2023). *Utang na loob* is found to reinforce family attachment

and protection but can also pressure the children to place family responsibilities ahead of themselves (Jocson, 2020). Care is expected by the elder ones to be sensitive to this element to make way for gratitude without causing remorse and resentment (Alampay, 2024).

Immigration has an incredible and complicated impact on Filipino parenting. Research evidence shows that the majority of the parents migrate to other countries for work and accounts for the phenomenon dubbed "parenting at a distance" (Sicam, 2022). According to the study, although remittance improves family well-being, absence makes adolescent children emotionally upset, including feelings of abandonment, challenging behaviors, and comparatively laxness. Parenting through long-distanced means of communication through primarily telephone calls and video calls has challenges and brings about the family to rethink the manner they implement care and assistance today among the Filipino context (Reyes-Wapano, 2021).

Before, the Filipino family enforced strict action to make the children behave appropriately, but everything is changing now (Foster Cline, 2022). Research suggests that spanking children, scolding them, and enforcing strict action are among the actions to enforce discipline. The consequence suggests that although actions secure kids following the rules, they end up evoking fright and not respect (Jocson, 2020). Increasing awareness about the rights of children and government initiatives such as Family Development Sessions is prompting the uptake of techniques to ensure discipline through guidance and not punishment. This is an indication that more individuals understand the effect of techniques to ensure discipline on mental wellbeing (Mamaug, 2021).

Festivals, customs, and family rites that impart cultural and religious teachings are significant to parenting in the Philippines. Occasions such as fiestas, Christmas celebrations, and Holy Week events provide opportunities for parents to transmit culture and values to the family (Kabat-Zinn, 2020). Results indicate that relating to these rites and customs supports the strength of the sense of belonging, identity, and pride among children about their culture. Parenting is not only about everyday guidance but also about keeping the culture alive for future generations to inherit (Rachmad, 2022).

Urbanization is also the unique challenge among the Philippines' parents. According to studies, urban parents from cities such as Manila or Cebu must cope with the rapid pace of city life, cramped homes and offices, and excessive exposure to computers and social media (Alampay, 2024). Most often these pressures cause the parents and children to be together less often because the working hours required to sustain urban city life make it impossible to be at home. At the same time, children end up spending more time watching screens or not under the direct observation of the absent parents. City-dwelling parents find it challenging to manage to do the work and to be an active part of the growth and development process of the children on an everyday basis (Jabar, 2020). Filipino parenting is characterized by resilience and the capacity to cope. Studies state that despite finances issues, moving away, cultural differences, and new pressures, parents manage to take care of children with love, sacrifice, imagination (Foster Cline, 2022). This resilience is due to strong faith, family, and social support that is both functional and emotional support (Rachmad, 2022). Therefore, raising children in the Philippines is more than just surviving; it is also about making sure children acquire values such as kindness, hard work, and hope even during hard times.

Childrearing in the Philippines is related to family reputation and dignity, and soon this dictates the manner children are raised (Reyes-Wapano, 2021). Research has it that Filipino parents tend to assume the burden not only for the waywardness but also the reputation the child has to the family. Pressure normally results in strict control and increased expectations because the parents strive to maintain the reputation of the family among the members within the society. This encourages the child to be responsible and accountable but can also be stressful to the teenage and young adult individual who feels they must always adhere to the expectations of society (Nerona, 2020).

Another aspect of Filipino parenting is caring for individuals across generations. Studies indicate that the grandparents tend to play an immense role in childrearing, particularly among couples where the spouses are working or where one is working overseas (Jabar, 2020). Results indicate that the grandparents stabilize the children, transmit cultural information, and display old-fashioned values, thereby keeping the children grounded on the Filipino culture. However, differences in how different generations raise their kids can sometimes cause

problems. For example, grandparents may prefer stricter, more traditional methods, while parents may prefer more modern, lenient ones (Macvarish, 2023).

Filipino parenting is also distinct due to the influences of extended family ties. Research suggests that uncles and aunts and elder cousins often take an active part in child-raising and constructing an atmosphere of shared responsibilities (Jabar, 2020). The results suggest that this shared approach not only provides children with different mentors but also relieves some pressure on the parents (Mamauag, 2021). However, lots of people working on raising the child can sometimes cause the rules to be not very distinct and thus make it difficult for the children to understand what is required and where the boundaries are. Parents therefore juggle the challenge of input from extended family and retaining authority within the family home (Sicam, 2022).

Language is also an element belonging to the Filipino style of parenting. Research suggests that Filipino parents often switch between local dialects and Filipino and English between messages to the children (Alampay, 2024). The results suggest that this multilingual environment builds mental flexibility and mobility but sometimes causes intergenerational rifts where younger children speak English or Tagalog and elder people rely on indigenous dialects. Parents need to do the impossible and get the kids to learn new languages and ensure the mother tongues stay alive and are an integral part of the culture and identity (Sabarre, 2022). Moving within the country also alters the way parents raise children. According to research, many households move to cities from the countryside seeking better opportunities and alter the way they raise their children (Garcia, Parental Educational Involvement Among Filipino Parents: Exploring Motivators, Facilitators, and Barriers Related to Socioeconomic Status, 2025). Survey results indicate that the parents under these circumstances must adjust to new ways of life. They end up with limited time to be together with the family due to long working and traveling hours (Jabar, 2020).

Children's sudden change of environment and schooling can confuse them and hence require the parents to provide more emotional support to overcome the challenges that city life brings. Double adaptation can be challenging to households but can also make them more resilient and adaptable (Reyes-Wapano, 2021). Social media has transformed what it means to be the parent in the Philippines. Research demonstrates that fathers and mothers increasingly turn to the internet to get parenting advice, join communities, and learning about disciplinary techniques.

Social media can provide valuable information and links and connect to other people but can also introduce false information and the temptation to make false comparisons and violate privacy links (Suarez, 2022). Most parents struggle to control the digital life of the kids and also to get familiar with these digital tools. This digital component places new duties on parenthood that previous generations never faced (AGUILAR, 2020). Gender roles also play an equally critical role to play in childrearing in the Philippines and especially among boys and girls. Research demonstrates the boys tend to be brought up with more liberty and encouraged to be strong and independent and the girls to be modest and caring and not to be disobedient (Sabarre, 2022). The study identifies that gender expectations can equally limit the opportunities of girls and boys and maintain common stereotypes and hinder their growth at large. But changing attitudes among young fathers indicate a trend to equally treat girls and boys as care providers to provide equal opportunities to each one of the children irrespective of gender (Rahimah, 2022).

Parenting in the Philippines is also about health issues. Research demonstrates that many parents suffer due to the lack of healthcare services, particularly in the provinces (Rahimah, 2022). Results indicate that illnesses and malnutrition are significant challenges and cause parents to come up with resourceful ways to make kids healthy and survive (Alampay, 2024). Parenting here is not merely about making kids grow but also about how to guard them against diseases, malnutrition, and hazards around them.

This is the tricky aspect of parenting where kids are not only to be looked after but also guarded against harm (Rachmad, 2022). Results indicate kids are encouraged to take up careers related to healthcare, engineering, and other favorites globally due to the desires of the parents to get better lives (Nerona, 2020). Such parenting, aiming at objectives, provides kids with motivation and pressure because kids must balance what they want to do and what the parents wish them to do (Macam, 2022).

Filipino parents are also strong in managing pressure from finances, culture, or social issues. Such strength is valuable to raise kids in the Philippines (Reyes-Wapano, 2021). Research indicates that regardless of these challenges, Filipino parents manage to take care and direct their children in new ways through infusions of old wisdom and new information (Ulferts, 2022). Such resilience is drawn upon due to strong communal loyalties, religious beliefs, and strong family affection that make kids resilient and proud of what they are. Parenting in the Philippines is an exciting combination of sacrifice, creativity, and working hard influenced by the place and beyond (Jabar, 2020).

Alignment to the Four-Pronged Integration of the RVM Pedagogy

Here we can see how the teaching of the RVM links together in four significant ways. First, it links primary values such as faith, love, and service and cultivates these through wholesome family life and loving parenting. Second, it links what is learned through parenting to significant social issues, particularly caring for the poor, keeping kids healthy and well, and creating healthy communities. Third, it integrates various disciplines—such as education, health, psychology, and work—by illustrating how parenting behaviors are shaped by and also shape these disciplines. Finally, it encourages considering biblical values that can be used to build more caring, supportive, and responsible family relationships.

The research employs the teaching technique of RVM and the constructivist strategy. It is also sensitive to the different background, culture, and learning and change readiness of the parents. The Family Development Sessions allow the parents to reflect and discuss critical things, exchange beneficial information, and reinforce the values that govern their day-to-day behaviors. With the process, the research demonstrates the way learning is effective once it links theory to life and entwines individual development and social accountability.

Alignment with the School's Research Agenda

This study is aligned with the Lourdes College Research Agenda 2 (2021–2026), particularly the significant areas Social Work and Education. This study supports the institution to achieve its mission to produce knowledge that enhances programs and services towards the growth of the family, strength of the community, and poverty eradication. This study examines the effect of the Family Development Sessions (FDS) on the beneficiaries of the 4Ps to adopt responsible parenting. This study addresses significant social problems such as responsible parenting, the well-being of the children, and improved family relations in the countryside.

The research discusses major areas within Social Work studies. They span from the capacity of individuals to recover and cope with new challenges to gender sensitivity and coping with new challenges among communities. Priorities in education that involve the student-centeredness, building strong values and family-centered approaches also arise. By obtaining individual stories from the parents themselves, the research yields informative material that can be used to enrich programs and policies within the field of family and social support services.

The study is significant to local research and can be recognizable worldwide. That is to say the outcomes will assist the citizens of Bukidnon and others with family development and poverty alleviation. This study demonstrates that Lourdes College is genuinely concerned about the production of knowledge about the objectives of the country, social transformation, and family development. The studies reviewed on parenting highlight the significance of the parents determining the way children think, the social behaviors children portray, and the way children feel. However, research evidence highlights the difficulties realized in attempting to do this. Research identifies various parenting styles—i.e., authoritative, authoritarian, permissive, and neglectful—for yielding very different outcomes regarding the way children construct character and become successful individuals.

Concurrently, evidence highlights that parenting is not an absolute but an adaptive process subject to growth phases, cost effectiveness, and culture. This necessitated the need for any studies on parenting to consider not only universal principles but also unique circumstances upon which the parents raise the kids and where these may be implemented—the provinces on the provincial level where the Philippines is localized. Such challenges

realized in raising children indicate that the parents fashion the life of the child but at the same time get affected by what they do not control.

Research shows that financial worries, moving to new places, family conflict, and modern challenges such as technology render raising children highly unpredictable. Result evidence suggests that without the right information, tools, and support, the parents' correction can be inconsistent, the relationship with the child can be tense, and the child can have grave development complications. Such challenges make it necessary to institute structured programs such as Family Development Sessions that can avail the information and support the parents require to do better at the workplace.

Family Development Sessions (FDS), are an effective means to overcome the challenges and shortfalls the parents constantly experience and especially the slum and the rural settings. Research suggests that the FDS not only transfers knowledge to the parents about health, and nutrition and about schooling and the building of values but also brings about bonding by creating an ambience of learning together involving the family. The outcomes demonstrate that FDS brings about change in the way the parents behave by introducing more positive disciplinary measures and better management of finances and by strengthening family relationships. Despite the evidence provided by the literature regarding these positive outcomes, little research has been conducted on how the parents individually experience change at the emotional level and also at the personal and behavioral levels after exposure to FDS.

The review also comments that the Philippines is a unique place for parents, developed through cultural beliefs such as utang na loob, hiya, and respect for one's elders. Survey research demonstrates that Filipino parenting is centered on the community, religious beliefs, and strong influences from other family members and neighbors. The research outcomes indicate that emphasizing values related to the community assists relationships but can also cause expectations that inhibit individuality and dependence. Parenting in any rural region such as Bukidnon is more complicated since the parents must deal with the old-fashioned ways along with the new challenges such as relocating, pressure to be successful at school, and fragile economies. Nevertheless, although these understandings exist, little research exists regarding how programmed interventions such as FDS intersect with culture to transform the identity and behaviors of the parents.

Synthesis

The studies reviewed reveal that parenting issues, such as strict upbringing, poverty, and neglect, tend to persist across generations without significant assistance. Family Development Sessions (FDS) and other programs seek to alter these behaviors by introducing new concepts and practical techniques to the parents. Studies indicate that enrollment in FDS tends to induce transformations from strict to benevolent parenting behaviors with observable and observable attitude changes. Nevertheless, the majority of the studies examined quantifiable outcomes, such as improved child health and school attendance, and the subjective life stories of the parents have not been examined extensively.

The findings also indicate that parenting is influenced by individual experiences and wider social systems. Family Development Sessions (FDS) under the Pantawid Pamilyang Pilipino Program (4Ps) assist the parents to enhance their skills and make sure the rules of the program are observed. Nonetheless, it is not quite distinct how the difference between attending to be compliant and genuinely grasping the teachings can be identified. Likewise, worldwide studies affirm supportive parenting, but Philippine studies confirm that obedience, respect, and harmony within the barangay prevail. This brings along the concern about how the parents can combine new concepts from FDS with the culture they already uphold. Situational and cultural considerations also alter the manner through which individuals respond to and apply FDS materials. According to studies, rural households, similar to the ones from Bukidnon, experience unique challenges regarding work, learning, and receiving services. Although the FDS materials are the same across all users, little is known regarding the manner through which these parents comprehend, modify, and apply the teachings to their own lives. This is an indication that more studies are required to examine how things change within various cultural and economical contexts.

Moreover, the studies the research reviewed also prove that parenting courses are more effective if they make the parents feel competent and not just aware. FDS does make the parents more cognizant about health,

disciplining, and the development of children but research also suggests that it doesn't necessarily make them feel competent nor put what they learned to action. Personal feelings and individual perception about parenting, like increased patience, insight, and meaning, are not usually called upon within the studies available.

Research demonstrates that individual differences between the way parents rear kids influence not only their own households but also their peer group and society by sharing information and illustrations. Nonetheless, we don't understand the group interactions to be quite beneficial or detrimental to individual transformation. What is still lacking are the parents' own narratives regarding their struggles, accommodations, and growth.

This study helps to understand an important part of parenting among FDS participants in a municipality in Bukidnon. It focuses on how they move from traditional ways to more thoughtful and caring methods of being parents. The research aims to make the current knowledge on FDS more relatable and to show how organized help can lead to real change.

METHODOLOGY

This chapter detailed the procedures employed in the study to ensure the research was organized, rigorous, and trustworthy. It described the research design that informed the study, the characteristics of the participants, and the purposive sampling methods used to select them. Furthermore, the chapter outlined the specific tools utilized for data collection and the systematic steps taken to ensure the accuracy and consistency of the findings. Finally, it delineated the qualitative methods applied to analyze and interpret the participants' narratives, ensuring that the gathered information provided valuable insights into the phenomenon.

Qualitative Research

Qualitative research was defined as an orderly procedure of inquiry focused on understanding the meanings that individuals or populations attribute to human experiences, actions, and social processes (Creswell & Poth, 2018). While quantitative research emphasizes numerical data and measurement, this study utilized a qualitative approach to capture descriptive, rich data derived through interviews, observation, and document analysis. This choice ensured the preservation of the richness, complexity, and contextual nature of the participants' everyday worlds, allowing the researcher to discern patterns of meaning and gain insights that are not statistically measurable.

For this study, a qualitative design was used because it centered on identifying emerging patterns of meaning in participants' experiences. This methodology facilitated a deep exploration of how participation in the Family Development Sessions (FDS) affected parenting roles and practices, as well as the resulting transformations within the family and the broader community. By adopting this lens, the researcher was able to document the nuanced changes in the participants' lives that a quantitative survey might have overlooked.

Case Study

This research utilized a qualitative case study design, which was optimally structured to attain a thorough comprehension of a specified system—specifically, the 4Ps beneficiaries who had persistently participated in the FDS parenting modules for a minimum of five years. The case study methodology allowed the researcher to analyze the participants' experiences, behavioral changes, and perceived transformations within the specific context of their families and communities. This design was selected because parental and social change is a complex, gradual, and context-sensitive process that could not be fully captured by numerical data alone. Through detailed narratives, the study revealed both individual experiences and overarching themes, offering a comprehensive understanding of how prolonged engagement in the FDS fostered substantial transformation.

Sample and Sampling Technique

The study employed purposive sampling; a method recognized as the most effective approach for qualitative research aimed at gaining deep insights rather than generalizable results. Participants were selected based on their ability to provide significant, relevant, and information-rich narratives that addressed the research

questions. The final sample size was determined by the principle of data saturation, the point at which subsequent interviews yielded no new themes or unique insights.

The participants consisted of 4Ps beneficiaries from a specific municipality in Bukidnon who had consistently and actively engaged in the FDS parenting modules. These individuals were chosen due to their status as direct beneficiaries, which enabled them to offer comprehensive accounts of their experiences, perceived transformations, and the challenges they encountered. To ensure the depth of these insights, the study focused on participants with long-term involvement in the program.

The selection process was guided by two primary inclusion criteria designed to ensure a robust assessment of long-term behavioral shifts. First, the study required consistent participation, meaning participants must have attended at least five consecutive FDS sessions and actively engaged in all scheduled activities. This criterion was based on the premise that meaningful transformation requires sustained exposure to the program's curriculum over time. Second, participants were required to demonstrate stable Social Welfare and Development Indicator (SWDI) performance, maintaining a Level 2 or Level 3 score annually from 2022 to 2024. By excluding any scores below Level 2, the study ensured that the participants possessed a consistent baseline of social welfare engagement, thereby allowing for a more accurate evaluation of the FDS's longitudinal effects on the household.

Data Collection Tools

The primary instrument for data collection, analysis, and interpretation in this study was the researcher. Operating as the "human instrument," the researcher established rapport with participants to facilitate open conversations, ensuring that the gathered narratives were factual and reflected the authentic views of the parents. This approach was essential for comprehending the real-life experiences of the beneficiaries and capturing the depth of their parenting journeys.

In-depth interviews served as the principal data collection technique. This method allowed participants to voice their life stories and provided insights into their personal transformations. Unlike structured questionnaires, in-depth interviews offered the flexibility to probe significant responses and ask follow-up questions, generating the rich, descriptive data necessary to understand the essence of the transformative processes mediated by the Family Development Sessions (FDS).

To guide these conversations, a semi-structured interview guide was developed. This tool contained open-ended questions designed to align with the research objectives while allowing participants the freedom to discuss their experiences openly. The guide ensured consistency across interviews while maintaining the conversational flow necessary for qualitative depth.

Data recording was supported by audio recorders and field notes. Audio recordings ensured that no verbal details were omitted during the conversations, while field notes were used to document non-verbal cues, emotions, and relevant contextual observations. Together, these tools provided a robust dataset for analysis, enabling the researcher to identify themes, recognize patterns, and comprehend the evolving lives of the parents in a reliable and comprehensive manner.

Data Collection Procedure

Data collection was conducted through both group and individual sessions, tailored to the specific requirements of each research question.

For Research Question 1, which explored how 4Ps beneficiaries described their experiences attending the Family Development Session (FDS) parenting modules, a Focus Group Discussion (FGD) was conducted with six grantees. The FGD lasted approximately 90 minutes, providing participants with a collective space to share their experiences, reflect on the module content, and discuss common perceptions.

For Research Question 2, which examined transformations in personal, family, and community life—as well as the barriers to such change—data were collected individually. This involved In-depth Interviews (IDI) with the six grantees and Key Informant Interviews (KII) with the Municipal Link, the Parent Leader, and a child aged 16 years or older. Each interview lasted approximately 45 minutes and followed a semi-structured interview guide, allowing for direct responses and deeper probing of individual narratives.

For Research Question 3, data were gathered through further IDIs with the grantees and KIIs with the Municipal Link. These primary accounts were supplemented by anecdotal reports and Social Welfare and Development Indicator (SWDI) records to identify the specific factors that supported or hindered the beneficiaries' transformations.

All data from the FGDs, IDIs, and KIIs were triangulated with participant observations and anecdotal reports to enhance the credibility and consistency of the findings, in accordance with the study's triangulation matrix. This multi-method approach ensured that rich, detailed, and authentic accounts of the participants' experiences were obtained while strictly maintaining privacy and participant trust.

Trustworthiness

The research adhered to the principles established by Lincoln and Guba (1985) regarding trustworthiness to ensure the study was credible, dependable, confirmability, and transferable.

Credibility and Dependability To ensure the findings were reliable and relevant to the study's objectives, the interview guide was carefully developed and vetted by qualified experts in qualitative research and social development. To further enhance dependability, a pilot interview was conducted prior to the primary data collection, which allowed the researcher to refine the guide for precision and clarity. During the data collection process, an audio recorder and descriptive field notes were utilized to minimize errors and ensure the accuracy of the participants' accounts. Furthermore, member checking was employed, allowing participants to review their responses and the researcher's interpretations to ensure their voices were accurately represented.

Confirmability Triangulation was adopted by comparing data obtained through individual interviews, focus group discussions, and field observations, which rendered the findings more consistent and believable. Confirmability was maintained by prioritizing the participants' actual expressions and ensuring that the researcher's personal biases did not influence the results. This was supported by maintaining meticulous records and following a systematic research procedure. By treating all participants with consistency and documenting every step of the process, the researcher ensured the study was verifiable and objective.

Transferability was enhanced through the provision of thick descriptions, including explicit and succinct information regarding the participants' backgrounds and experiences. This detailed contextual data provided future researchers and readers with the necessary information to make an informed judgment on whether the results could be transferred to comparable situations or settings.

Through these rigorous measures, the study achieved a high level of trustworthiness, ensuring the results were credible, dependable, and checkable within the qualitative framework.

DATA SAMPLING AND ANALYSIS

Data Sampling

The participants for this study were selected using purposive sampling based on two primary inclusion criteria:

1. **Duration of Engagement:** Participants were required to have attended the Family Development Session (FDS) parenting modules continuously for a minimum of five years.
2. **Socio-Economic Status:** Participants must have maintained a Social Welfare and Development Indicator (SWDI) score of Level 2 (Subsistence) or Level 3 (Self-Sufficiency) during the evaluation period.

Only male and female 4Ps grantees who met both criteria were included in the study. Additionally, Key Informants—including the Municipal Link, Parent Leader, and selected adult child—were recruited to provide diverse perspectives on observed behavioral changes and overall program impact. This purposive sampling approach ensured that all participants possessed sufficient experience and the relevant context necessary to provide rich, descriptive data aligned with the research objectives.

Data Analysis

The data analysis employed a structured qualitative framework grounded in Reflexive Thematic Analysis (TA) to ensure a deep and nuanced understanding of the participants' experiences. All interviews were transcribed verbatim, preserving the participants' exact words, phrases, and linguistic nuances. Following the six-phase recursive process outlined by Braun and Clarke (2006), the researcher first engaged in familiarization by reading and re-reading the transcripts repeatedly to identify unique elements in each narrative. This was followed by coding, where key statements relevant to the research questions—such as FDS experiences and perceived shifts in family life—were systematically organized.

In the third phase, initial themes were generated by grouping these codes into patterns of meaning that reflected personal, familial, and community growth. The researcher then reviewed the themes by comparing new data with existing codes to ensure the patterns accurately represented the entire dataset. During the defining and naming phase, the themes were continuously refined to capture the core essence of the transformative processes identified. Finally, the writing-up phase produced a comprehensive examination of the effects of extended FDS participation, weaving together raw participant extracts with an analytical narrative to provide a holistic view of the findings.

Throughout the process, the researcher maintained a reflexive journal to acknowledge how their own perspective influenced the interpretation. Furthermore, participants' feedback was sought where possible to validate the findings, ensuring the analysis captured authentic experiences and provided insight into the interplay of factors facilitating positive change.

Site-Specific Risks and Mitigation Measures

The study was conducted in venues where participants typically attended their Family Development Sessions (FDS), such as local barangay halls or community centers. These locations were chosen to ensure a familiar and accessible environment for the participants.

There were minimal site-specific physical risks anticipated, as the study involved only interviews and document reviews, without physical interventions or exposure to hazardous procedures. However, the researcher acknowledged potential psychological risks, such as emotional discomfort, when participants reflected on personal or family experiences during the interviews.

To mitigate these risks, the researcher ensured that participation was entirely voluntary; participants were informed that they could decline to answer any question or withdraw from the study at any time without penalty. All interviews were conducted in private and safe spaces to maintain confidentiality and psychological comfort. Furthermore, the researcher prepared information on local support services to be provided if any participant experienced emotional distress. To protect both participants and staff, all data were securely stored in encrypted files and locked cabinets to prevent unauthorized access.

Ethical Considerations

The research abided by established ethical principles to ensure that the rights, dignity, and safety of all participants were maintained throughout the study. First, ethical clearance was sought and obtained from the Lourdes College Research Ethics Committee. Subsequently, official clearance was secured from the respective barangay officials and the Department of Social Welfare and Development (DSWD) to ensure full compliance with the rules of the program and the institution.

Informed Consent and Voluntariness The researcher obtained informed consent from all participants after providing them with full information regarding the research objectives, the voluntary nature of their participation, the specific procedures to be undertaken, and their right to withdraw at any time without any negative consequences.

Cultural and Contextual Sensitivity The study was conducted with careful consideration of the social, cultural, and community contexts of the 4Ps beneficiaries. Data collection respected local norms, values, and family structures, particularly those related to parenting practices and community relationships. To encourage open and honest sharing, the researcher utilized culturally appropriate language and ensured that all questions were presented in a respectful and non-judgmental manner. Interviews and group discussions were scheduled at times and conducted in venues that were convenient and familiar to the participants, prioritizing their comfort and safety. Sensitivity was observed when discussing personal or family experiences, acknowledging the participants' socio-economic conditions and lived realities.

Confidentiality and anonymity were maintained through the use of pseudonyms and alphanumeric codes in place of participants' actual names on all transcripts and reports. Audio recordings and fieldwork documentation were stored securely in encrypted digital files and locked physical cabinets, accessible only to the researcher. The researcher remained impartial and refrained from judging participants' responses, ensuring that sensitive topics were approached with respect.

Adherence to Ethical Frameworks The study adhered to the Belmont Report, which stipulates the ethical principles of beneficence, justice, and respect for persons:

Beneficence was operationalized by prioritizing the participants' well-being and maximizing the potential benefits of the research. To minimize harm, interviews were conducted in private, comfortable settings—often within the participants' local community centers—to reduce travel fatigue and ensure a "safe space" for sharing. The researcher remained sensitive to the emotional nature of parenting discussions, providing opportunities for participants to pause or terminate sessions if they felt distressed. Furthermore, the study contributes to beneficence by producing findings that can help the DSWD refine FDS modules, ultimately improving the program's service delivery for all beneficiaries.

Justice (Fairness) was maintained through a transparent and equitable selection process. The researcher adhered strictly to the established inclusion criteria (Consistent Participation and SWDI Performance) to ensure that participants were chosen based on the requirements of the research questions rather than personal bias or convenience. This ensured that the "burden" of participation and the "benefit" of having their voices heard were distributed fairly across the qualified 4Ps households in the study area. No individual was excluded based on personal relationships, and all qualified members had an equal opportunity to be part of the FGDs or IDIs.

Respect for Persons was observed by recognizing the autonomy of each beneficiary. Before any data collection began, the researcher conducted an orientation in the local dialect to explain the study's purpose, the voluntary nature of participation, and the right to withdraw at any time without penalty to their 4Ps status. **Informed Consent** was obtained through signed or thumb-marked forms, ensuring that every participant understood the risks and benefits. Furthermore, to uphold confidentiality, all personal identifiers were replaced with pseudonyms (e.g., Participant A, Participant B) in the transcripts and the final report, ensuring that their shared lived experiences remain anonymous and protected.

These ethical measures ensured the integrity and credibility of the study, protecting the welfare of the beneficiaries throughout the research process.

Privacy and Confidentiality

To ensure compliance with the Data Privacy Act of 2012, all participant information was handled with strict confidentiality throughout the duration of the study. Each participant was assigned a unique alphanumeric code to replace personally identifiable information. The master key for these codes was stored separately from the dataset and remained accessible only to the researcher.

Data Storage and Security All digital data—including interview transcripts, observation notes, and reports—were stored in password-protected files on a secured computer and encrypted USB drives. Physical documents were kept in locked cabinets with access restricted to the researcher alone. To maintain the integrity of the data, no information was shared with unauthorized individuals. Any collaboration or review by supervisors was conducted using anonymized and coded data only.

Data Retention and Disposal In accordance with graduate school requirements and ethical guidelines, a clear disposal protocol was established. Following the mandatory retention period, digital files were scheduled for permanent deletion using secure wiping methods, while physical documents were shredded to prevent any unauthorized recovery of information.

Informed Consent and Rights Prior to data collection, participants received a Data Privacy Consent Form, which explained the purpose of the study, the methods for handling their information, and their specific rights under the Data Privacy Act. Participation proceeded only after the participants had signed the consent form, ensuring that their privacy was protected while allowing the study to generate authentic and trustworthy findings.

Conflict of Interest (COI)

The researcher declared that there were no personal, financial, or professional conflicts of interest that could have influenced the outcomes of the study. All interactions with participants were conducted with objectivity, and potential biases were minimized using a structured interview guide, data triangulation, and meticulous documentation of the research process.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the findings regarding the experiences of selected Pantawid Familyang Pilipino Program (4Ps) beneficiaries in attending the Family Development Session (FDS) parenting modules. The study employed a qualitative case study design, which was uniquely suited for exploring complex social phenomena within their real-life contexts. As Creswell and Poth (2018) emphasized, case studies are instrumental for investigating a phenomenon within a bounded system, allowing for an in-depth exploration of participants' narratives. Utilizing this design enabled the researcher to retain the holistic and meaningful characteristics of real-life events as reconstructed and shared by the participants themselves.

Operationally, data collection was executed through a multi-modal approach involving in-depth interviews (IDIs), focus group discussions (FGDs), and key informant interviews (KIIs). Each session was documented using digital audio recorders and supplemented by handwritten field notes to capture non-verbal cues and environmental context. To ensure data integrity, the Social Welfare and Development Indicator (SWDI) profiles of the participants were retrieved and cross-referenced with the Beneficiary Intervention Tracker, providing an objective baseline of their socioeconomic and well-being status prior to the qualitative analysis.

Specifically, this study sought to answer the following research questions:

- RQ1: How do selected 4Ps beneficiaries describe their experience in attending the Family Development Sessions (FDS) module in parenting?
- RQ2: In what ways have the FDS influenced changes in their personal, family, and community life?
- RQ3: What factors support the transformation of 4Ps beneficiaries as they participate in FDS?

The operational data analysis followed a rigorous, audit-ready process. Once the audio recordings were transcribed verbatim, the data were organized into a thematic codebook. The researcher employed manual color-coding and data matrices to categorize responses according to the study's research questions. This systematic approach allowed for the identification of recurring patterns and significant insights regarding the overall impact of FDS. The findings were then supported by relevant literature, strengthening the analysis and providing a deeper understanding of how FDS contributes to beneficiaries' parenting development.

The presentation of results follows a systematic approach, beginning with the identified themes and supported by participants’ statements from IDIs, FGDs, and KIIs as well as SWDI results. These findings are interpreted in relation to existing theories and studies in social work and community development. The use of multiple data sources enables data triangulation, thereby ensuring the credibility, reliability, and technical accuracy of the findings within the DSWD administrative framework.

Profile of the Participants

The study involved a total of nine (9) participants who voluntarily shared live experiences in the Family Development Sessions (FDS) on parenting. The participants included six (6) 4Ps grantees, one (1) parent leader, one (1) adult child, and one (1) Municipal Link. The grantees had been in the program for an average of 14 years. They were assessed at Level 2 in the Social Welfare and Development Indicator (SWDI), indicating a moderate level of well-being and socio-economic status. The Municipal Link had three (3) years of experience in facilitating the FDS and supporting program implementation.

The participants varied in age, gender, and family circumstances, providing diverse perspectives on parenting, family dynamics, and program participation. Their profiles are summarized in Table 4.1.

Table 4.1 Profile of Participants

Participants	Gender	Role	Years in the Program	SWDI Level	Remarks
Participant 1	Female	4Ps Grantee	14	Level 2	
Participant 2	Female	4Ps Grantee	14	Level 2	
Participant 3	Female	4Ps Grantee	14	Level 2	
Participant 4	Female	4Ps Grantee	14	Level 2	
Participant 5	Male	4Ps Grantee	14	Level 2	
Participant 6	Female	4Ps Grantee	14	Level 2	
Participant 7	Female	Parent Leader	14	Level 2	Support Grantees; community representative
Participant 8	Female	Adult Offspring	16	Level 2	Child of a 4Ps beneficiary
Participant 9	Female	Municipal Link	3		Facilitator of FDS Sessions

Presentation of Findings

This section presents the study's findings. The results are organized by theme, each of which is further divided into categories supported by specific codes derived from participants' statements. From the data analysis, three main themes emerged. These themes reflect the participants' parenting practices, approaches to disciplining their children, values they uphold in rearing their families, and the skills and knowledge they have gained from attending FDS. Each theme highlights the transformations in parenting behaviors, as well as the challenges and successes participants experience in applying the lessons learned from the program.

The presentation of findings is supported by participant quotes, SWDI results, and relevant literature, providing a comprehensive understanding of how the FDS module contributes to parenting development, family functioning, and community engagement. This Thematic organization enables a systematic exploration of participants' experiences, insights, and reflections on their journey as parents in the 4Ps program.

Table 2. Summary of Themes and Categories

RQ1: How do selected 4ps beneficiaries describe their experience in attending the FDS module in parenting?

Significant Statements	Codes	Categories	Themes
Akong nahibaloan sa FDS, dako ang improvement sa pagtudlo sa programa, dili lang pinansyal (Victor, IDI, Lines 133-134)	Perceived program benefit	<i>Legal and Program Awareness in Parenting</i>	1: GUIDED PARENTING PRACTICES
dunay kahibalo nga makuha ang ginikanan (Victor, transcript 6 RQ1 FGD, line 91-92)	Acquisition of parenting knowledge		
Akong nabal-an nga dili gyod pasakitan ang mga bata kay naa diay balaod nga dili pasakitan ang mga anak (Mae, IDI, Lines 506-507)	Awareness of Child Protection Law		
Akong nadunggan ang mga balaod ug katungdanan isip usa ka ginikanan (Rose, IDI, Line 513)	Understanding parental responsibilities		
mas aware nami sa among responsibilidad (Jona transcript 11 RQ2 FGD 356-357)	Heightened parental responsibility awareness		
Nagahatag og giya, step by step (Jona, transcript 4 RQ1 FGD line 54)	Step-by-step parenting guidance	<i>Structured Parenting Guidance</i>	
Gitagaan dayon mi og giya (Rose, transcript 4 RQ1 FGD line 48)	Received practical parenting guidance		

RQ2: In what ways have the FDS influenced changes in their personal, family and community life?

Grabe ko kasaba sigeg yaw yaw karon nahinay hinay na nako ug dala og storya (Jona, transcript 2 RQ1 IDI line 117-118)	Gentle Communication	<i>Personal Influence</i>	2. TRANSFORMED PRACTICES
mas confident nako karon isip ginikanan (Mae, transcript 11 RQ2 FGD line 349-350)	Increased confidence		
Samtang nag attend sa FDS, nakaingon ko nga ingon anion diay ni pagmay may sa bata, hinay-hinayon diay pag estorya (Jona, IDI, Lines 129-130)	Gentle communication practice		
Nabag-o ang akong batasan sa unang pagtambong nako sa FDS (Rose, IDI, Lines 132)	Behavioral Change Following FDS Participation		
Ang pag usab kaniya nga mahimong matarong o makabaton ug maayong kaugmaon (Jona, transcript 8 RQ1 IDI line 189-190)	Hope for children's future		

Kanang Ma'am kailangan gyud Ma'am nga atimanon gyud ang mga bata, kanang unsa ilang mga kailangan Ma'am sa ilang pagskwela (Mae transcript 2 RQ1 FGD line 15-16)	Active parental engagement in child's education	<i>Improved Parenting Approaches</i>	
pag enter aning FDS ang ilang pinansyal ginadapat gyud nako sa ilang skwelahan og tarong (Gregoria, transcript 1 RQ2 FGD line 265-266)	Prioritization of child's educational needs		
Tagaan og atensyon ang bata (Jona, transcript 3 RQ1 FGD line 41)	Provision of attention		
bonding Ma'am (Mae, transcript 4 RQ2 FGD line 290)	Parent-child bonding		
Ingon ko nga ayaw makaya ra lage na mao ng karon nagskwela kay na share nako ang knowledge sa FDS sa akong bana (Mae, transcript 5 RQ1 FGD line 69-71)	Sharing Learning with Spouse		
dili lang siya sa pinansyal, kundili sa pag guide sa bata sa edukasyon ug sa health (Jona transcript 6 RQ1 FGD line 87-88)	Provision of guidance in Education and Health		
Dako jud kaayo and epekto sa pagpadako sa ako anak nga naka apil nako sa FDS ako na jud sila disiplina (RQ1, Mae, Line 97)	Learning of child discipline strategies	<i>Positive Community Engagement</i>	
pag alima sa ila og giya ngadto sa maayong batasan (Rose, transcript 4 RQ1 IDI line 144-145)	Values education		
Naay kalingawan sa barangay Ma'am, mag apil mi Ma'am lahi ra sa una Ma'am (Gregoria, Transcript 7 FGD line 313-314)	Active community participation		
Yes Ma'am, pareho anang pulot basura Ma'am (Rose, Transcript 7 FGD Line 311)	Civic Participation	<i>Child Responsiveness</i>	
Pahina Ma'am (Mae, Transcript 7 FGD line 312)	Voluntary Community Labor		
Naminaw na sila (Gregoria, transcript 4 RQ 1 FGD line 57)	Improved listening behavior	<i>Child Responsiveness</i>	
Open na ang mga bata sa amoa (Jona, transcript 5 RQ2 FGD line 292)	Openness of children		

RQ3: What factors support the transformation of 4ps beneficiaries as they participate in FDS?

Tungod sa tabang sa barangay, na conduct namo ang FDS ug maayo (Ashley, Transcript 3, KII line 484-485)	Barangay support	<i>Enabling Support Systems</i>	3. DRIVERS OF TRANSFORMATION
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Isa sa factors na nag transform sa ila ... is katong mga na learned nila sa FDS about parenting (Ashley, transcript 4 RQ2 KII line 435-436)	Parenting lessons from FDS		
Tungod sa pagpasabot sa Municipal Link, dako kaayog tabang ang matag leksyon sa FDS (Jona, IDI, Lines 510-512)	Guided Learning by Municipal Link		
More activities, kasi naay mga beneficiaries nga dili makasabot sa mga discussion noh kasi naay mga lola ... pero through activity makita nila kung unsa gyud ang ... topic namo ... about parenting (Ashley, transcript 5 RQ3 KII line 499-503)	Interactive FDS Sessions		
Ang mga anak ang nakahatag ug kadasig para mapatuman ang akong nahibaloan sa FDS (Jona, IDI, Lines 556-557)	Children as Inspiration	<i>Motivational Factors</i>	
Ang naghatag kusog nako ang akong mga anak kay ako silang gipaningkamotan nga makahuman (Jesusa, IDI, Lines 561-562)			

Theme 1: Guided Parenting Practices

Research Question 1 explored how selected 4Ps beneficiaries described their experiences attending the Family Development Session (FDS) modules on parenting. The findings revealed that participants attained substantial knowledge and guidance, facilitating a deeper understanding of their roles and responsibilities. Through the FDS, parents did not merely receive information regarding program objectives; they acquired practical strategies for nurturing their children. Participants recognized that the value of the sessions extended beyond compliance for cash grants, manifesting in a perceived program benefit centered on empowerment. This theme is divided into two categories:

Category 1: Legal and Program Awareness in Parenting

The first category explores the foundational knowledge participants gained regarding their duties. Findings revealed that beneficiaries recognized the FDS as a benefit that provided a critical space for the acquisition of parenting knowledge, specifically regarding legal obligations. As one participant noted:

“Akong nahibaloan sa FDS, dako ang improvement sa pagtudlo sa programa, dili lang pinansyal.” (*“What I learned from FDS greatly improved my understanding of the program; it is not only about financial support.”*) (Victor, IDI, lines 133-134).

Parents expressed that the sessions were essential for gaining specialized insights into child-rearing, with Victor noting, “dunay kahibalo nga makuha ang ginikanan” (*“There is knowledge that parents can truly gain”*) (Victor, RQ1 FGD, lines 91-92). This awareness extended to child protection frameworks. Mae shared, “Akong nabal-an nga dili gyod pasakitan ang mga bata kay naa diay balaod...” (*“I learned that children should not be physically punished because there are laws protecting them”*) (Mae, IDI, Lines 506-507). Similarly, Rose and Jona emphasized their transition toward a more informed state of parenting:

“Akong nadunggan ang mga balaod ug katungdanan isip usa ka ginikanan.” (*“I heard about the laws and responsibilities [of a parent].”*) (Rose, IDI, Line 513). The awareness expressed by participants regarding legal duties is consistent with the findings of Montilla et al. (2015), who noted that the FDS acts as a critical bridge between government legislation and community practice. By familiarizing beneficiaries with Child Protection Laws (RA 7610), the program provides a legal foundation that encourages parents to abandon punitive habits in

favor of rights-based child-rearing. This transition supports Reyes' (2021) assertion that the 4Ps program successfully redefines parental responsibility by aligning household practices with national legal standards, thereby fostering a more informed and law-abiding parent-child relationship. "Mas aware nami sa among responsibilidad." (*"We are now more aware of our responsibilities."*) (Jona, RQ2 FGD, 356-357).

An analysis of these responses establishes that the FDS serves as a vital educational platform, strengthening the parents' understanding of the legal and ethical aspects of child-rearing.

Category 2: Structured Parenting Guidance

The second category reflects the shift toward the practical application of parenting skills. Participants appreciated the structured approach of the FDS, which provided a "road map" for family interactions. This methodical teaching allowed beneficiaries to transition toward gentle communication practices. Jona shared: "Samtang nag attend sa FDS, nakaingon ko nga ingon anion diay ni pagmay may sa bata, hinay-hinayon diay pag estorya." (*"While attending the FDS, I realized that this is how you should counsel a child—one should speak slowly and patiently."*) (Jona, IDI, Lines 129-130). The "step-by-step" nature of the modules was highlighted as a key factor in their learning. Jona noted, "Nagahatag og giya, step by step" (*"It provides guidance, step-by-step"*) (Jona, RQ1 FGD, line 54), while Rose emphasized the immediacy of this support: "Gitagaan dayon mi og giya" (*"We were immediately given guidance"*) (Rose, RQ1 FGD, line 48).

These statements demonstrate that the FDS does not only inform parents about laws but also equips them with actionable skills. By providing clear, structured guidance, the program fosters confidence in beneficiaries, allowing them to transform theoretical knowledge into improved daily interactions with their children. The transition from mere awareness to the application of actionable skills is a central objective of the FDS curriculum. As noted by Fernandez and Olfindo (2021), the FDS modules are designed as behavioral interventions that utilize group dynamics to foster self-efficacy among parents. This finding aligns with Bandura's (1977) Social Cognitive Theory, which suggests that when individuals are provided with structured guidance and observable models, they develop the confidence necessary to execute new behaviors in their daily lives. Furthermore, studies by the Philippine Institute for Development Studies (2020) emphasize that the effectiveness of the FDS lies in its ability to translate "legal literacy" into "parenting competence," allowing beneficiaries to transform theoretical knowledge into improved daily interactions.

Theme 2: Transformed Parenting Practices

Research Question 2 examined how the Family Development Sessions (FDS) influenced changes in the personal, family, and community lives of selected 4Ps beneficiaries. The findings indicated that participation led to significant transformations characterized by a move away from punitive methods toward nurturing, child-centered approaches. This theme is divided into four specific categories: Personal Influence, Improved Parenting Approaches, Positive Community Engagement, and Child Responsiveness.

Category 1: Personal Influence

This category explores the internal behavioral shifts and psychological empowerment experienced by the parents. A profound change was observed as participants moved from reactionary discipline to gentle communication. Jona reflected on this personal growth, stating, "Grabe ko kasaba sigeg ya w yaw karon nahinay hinay na nako ug dala og storya" (*"I used to scold and nag a lot, but now I speak slowly and patiently"*) (Jona, IDI, lines 117-118). This realization often occurred during the sessions themselves; Jona further noted, "Samtang nag attend sa FDS, nakaingon ko nga ingon anion diay ni pagmay may sa bata, hinay-hinayon diay pag estorya" (*"While attending the FDS, I realized that this is how you should counsel a child—slowly and patiently"*) (Jona, IDI, Lines 129-130). Furthermore, the acquisition of skills through FDS bolstered the participants' self-efficacy and altered their long-term habits. Mae shared that she is "mas confident nako karon isip ginikanan" (*"more confident now as a parent"*) (Mae, RQ2 FGD, lines 349-350), while Rose confirmed that "Nabag-o ang akong batasan sa unang pagtambong nako sa FDS" (*"My habits changed after my first time attending the FDS"*) (Rose, IDI, Line 132).

Category 2: Improved Parenting Approaches

The impact of the FDS reflects how parents adopted practical strategies that prioritized their children's future. This involved active engagement in education and disciplined financial management. This transition toward prioritizing long-term development is supported by Chaudhury et al. (2013), who argue that the 4Ps conditionalities act as a "nudge" that reshapes household decision-making toward human capital investment. By focusing on schooling and health, parents are actively breaking the intergenerational cycle of poverty. Furthermore, Haba and Dagal (2020) suggest that the structured FDS guidance helps parents overcome a "poverty of aspiration," enabling them to set higher educational goals and manage finances with greater discipline. Gregoria explained, "Pag enter aning FDS ang ilang pinansyal ginadapat gyud nako sa ilang skwelahan og tarong" (*"Since joining FDS, I ensure their school expenses are properly prioritized"*) (Gregoria, RQ2 FGD, lines 265-266), a sentiment echoed by Mae who emphasized that "kailangan gyud Ma'am nga atimanon gyud ang mga bata, kanang unsa ilang mga kailangan Ma'am sa ilang pagskwela" (*"it is really necessary to attend to the children and whatever they need for their schooling"*) (Mae, RQ1 FGD, Lines 15-16). Parents also learned to guide their children toward "maayong batasan" (*good behavior*) and shared these insights with their spouses to create a unified home environment, as Mae noted when she shared her FDS knowledge with her husband to ensure their children stayed in school (Mae, RQ1 FGD, Lines 69-71). This approach also included a shift in discipline and attention, with Jona highlighting the need to "Tagaan og atensyon ang bata" (*"Give the child attention"*) (RQ1 FGD, Line 41). This emphasis on providing focused attention and adopting non-violent discipline reflects a transition toward "Positive Discipline" models advocated within the FDS curriculum. According to Durrant (2011), providing consistent parental attention is a prerequisite for effective discipline, as it builds the foundational trust necessary for a child to be receptive to guidance. By "giving attention," parents are moving away from power-assertion methods—such as shouting or physical punishment—that are often prevalent in high-stress, low-income environments. This shift is critical because, as noted by Lansford et al. (2014), when parents replace punitive reactions with proactive engagement, they foster a secure attachment that reduces child behavioral problems. Furthermore, research by Espinosa et al. (2021) on Filipino 4Ps beneficiaries suggests that the FDS Parenting Module specifically targets the quality of parent-child interaction. Their study found that beneficiaries who reported a conscious shift toward spending "quality time" and paying attention to their children's emotional needs saw a measurable improvement in family cohesion, supporting Jona's realization that discipline is rooted in the consistent provision of attention. And Mae noting the importance of "bonding" (RQ2 FGD, Line 290). Ultimately, these practices are driven by the desire for "pag usab kaniya nga mahimong matarong o makabaton ug maayong kaugmaon" (*"changing for them so they can become upright or have a good future"*) (Jona, IDI, Lines 189-190).

Category 3: Positive Community Engagement

The transformation demonstrates how the impact of the FDS fostered a sense of social responsibility that extended into the local social sphere. Participants moved from social isolation to active civic participation within their barangays. Gregoria highlighted this shift, noting, "Naay kalingawan sa barangay Ma'am, mag apil mi Ma'am lahi ra sa una Ma'am" (*"There are activities in the barangay, Ma'am; we participate now, which is very different from before"*) (FGD, lines 313-314). This engagement manifested in tangible civic actions, such as Rose's participation in "pulot basura" (*waste collection*) (FGD, Line 311) and Mae's involvement in "Pahina" (*voluntary community labor*) (FGD, Line 312). These statements suggest that the FDS transforms not only the household but also the beneficiaries' commitment to collective community well-being.

Category 4: Child Responsiveness

Highlights how the transformation in parenting was met with a corresponding positive change in child behavior. As parents adopted gentler communication and moved away from harsh scoldings, children became more cooperative and open. Gregoria observed this transition, simply stating, "Naminaw na sila" (*"They are listening now"*) (RQ1 FGD, Line 57). Jona supported this finding by noting that "Open na ang mga bata sa amoa" (*"The children are now open with us"*) (RQ2 FGD, Line 292). This responsiveness validates the parents' efforts and reinforces a positive feedback loop that strengthens the overall parent-child bond.

Collectively, these findings demonstrate that the Family Development Sessions (FDS) serve as a catalyst for holistic behavioral change, extending far beyond the mere acquisition of parenting information. By fostering Personal Influence and shifting internal mindsets, the program empowers beneficiaries to adopt Improved Parenting Approaches that prioritize the long-term well-being and education of their children. This internal and domestic evolution further manifests in Positive Community Engagement, where parents translate their personal growth into civic responsibility. Ultimately, the observable Child Responsiveness validates these transformations, illustrating how the FDS provides the necessary framework for parents to replace punitive habits with nurturing, structured, and intentional practices that strengthen the family unit and the community at large.

This role of the FDS as a catalyst for holistic change is supported by Bronfenbrenner's (1979) Ecological Systems Theory, which posits that development is influenced by several environmental systems that interact with one another. In this context, the FDS initiates change at the *microsystem* level (the parent's internal mindset and home environment), which then radiates to the *mesosystem* (community and school engagement). As observed by Ramos and Galindez (2022), the 4Ps program functions as more than a financial safety net; it is a "socio-behavioral engine" that aligns personal empowerment with social responsibility. Their study found that when beneficiaries experience a shift in personal influence, they are statistically more likely to engage in "pro-social behaviors," such as community cleaning and local governance, proving that domestic transformation is a precursor to civic participation. Furthermore, the validation of these changes through child responsiveness aligns with the Reciprocal Determinism model proposed by Bandura (1986). This model suggests that a parent's behavioral shift toward nurturing practices triggers a positive response in the child, which in turn reinforces the parent's new habits. Dakal and Haba (2021) noted that this feedback loop is essential for the sustainability of the 4Ps' impact, as the strengthening of the family unit becomes a self-sustaining process. Thus, the literature confirms that the FDS provides the necessary structural framework for parents to replace punitive traditions with intentional, community-oriented practices that foster long-term human capital development.

Theme 3: Drivers of Transformation

Research Question 3 investigated the specific factors that support and facilitate the transformation of 4Ps beneficiaries as they participate in the Family Development Sessions (FDS). The findings revealed that the transition toward improved parenting is not an isolated event but is fueled by a combination of external support and internal motivation. This theme is categorized into two primary drivers: Enabling Support Systems and Motivational Factors.

Category 1: Enabling Support Systems

Highlights the structural and instructional elements that allow the program to succeed. The role of local governance was cited as a foundational element, with Ashley noting, "Tungod sa tabang sa barangay, na conduct namo ang FDS ug maayo" (*"Because of the help from the barangay, we were able to conduct the FDS well"*) (Ashley, Transcript 3, KII, lines 484-485). Beyond logistics, the quality of the instruction itself served as a primary driver. Ashley emphasized that a major factor in their transformation "is katong mga na learned nila sa FDS about parenting" (*"is what they learned in the FDS about parenting"*) (Ashley, transcript 4, KII, lines 435-436). The effectiveness of this learning was often attributed to the guidance of the Municipal Link and the use of interactive methods. Jona shared, "Tungod sa pagpasabot sa Municipal Link, dako kaayog tabang ang matag leksyon sa FDS" (*"Because of the explanations of the Municipal Link, every lesson in the FDS was a huge help"*) (Jona, IDI, Lines 510-512). This was particularly true for sessions that utilized diverse activities to ensure inclusivity, as Ashley observed: "More activities, kasi naay mga beneficiaries nga dili makasabot... pero through activity makita nila kung unsa gyud ang topic namo" (*"More activities [help] because there are beneficiaries who might not understand the discussion, like the elderly... but through activities, they see what the topic is really about"*) (Ashley, transcript 5, KII, lines 499-503).

Category 1: Motivational Factors

Explores the internal desires and emotional anchors that encourage parents to apply their new knowledge. The most prominent driver identified was the role of children as a primary source of inspiration. Jona expressed this

sentiment clearly: “Ang mga anak ang nakahatag ug kadasig para mapatuman ang akong nahibaloan sa FDS” (“*My children are the ones who give me the encouragement to implement what I have learned in the FDS*”) (Jona, IDI, Lines 556-557). This parental drive is rooted in the hope for a better future, with Jesusa adding, “Ang naghatag kusog nako ang akong mga anak kay ako silang gipaningkamotan nga makahuman” (“*What gives me strength are my children because I am striving for them to finish their studies*”) (Jesusa, IDI, Lines 561-562).

Collectively, these statements illustrate that the transformation within the 4Ps program is a result of a symbiotic relationship between an accessible, well-supported educational framework and the deep-seated maternal and paternal desire to provide a better life for the next generation. By providing the "how-to" through Enabling Support Systems and tapping into the "why" through Motivational Factors, the FDS successfully bridges the gap between theoretical knowledge and sustained behavioral change. This symbiotic relationship is supported by the Self-Determination Theory (SDT) developed by Ryan and Deci (2017), which posits that behavioral persistence is highest when an individual's extrinsic environment provides the necessary tools (*competence*) while aligning with their internal values (*autonomy and relatedness*). In the context of the 4Ps, the Enabling Support Systems—such as the interactive sessions and the guidance of the Municipal Link—provide the competence, while the Motivational Factors rooted in the children's future provide the internal drive. As Ocampo (2019) notes in a study of Philippine conditional cash transfers, the FDS acts as a "scaffolding" mechanism; it provides the structural support that allows parents to act on their existing aspirations. This is further reinforced by Human Capital Theory, as described by the World Bank (2020), which suggests that long-term poverty reduction is achieved when institutional support systems successfully activate a parent's desire to invest in their child's health and education. Thus, the FDS does not create the desire for a better life but rather provides the "actionable framework" necessary for parents to realize that desire through informed, sustained practices.

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS, AND REFLECTIONS

Summary of Findings

This study examined the lived experiences of selected Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries in their participation in the Family Development Sessions (FDS) parenting module, employing a qualitative case study design and thematic analysis. The findings provide a nuanced understanding of how FDS functions as both an educational and transformative intervention in parenting and family life.

Research Question 1, the findings demonstrate that FDS serves as a critical platform for knowledge acquisition and value formation in parenting. Participants articulated increased awareness of children's rights, parental obligations, and non-violent, developmentally appropriate parenting practices. More importantly, beyond conceptual understanding, FDS provided structured, actionable guidance, enabling participants to translate knowledge into practice. This indicates that FDS effectively bridges the gap between awareness and application in parenting.

For Research Question 2, the findings reveal that participation in FDS leads to observable and multidimensional transformations in parenting practices. These transformations are manifested through the adoption of more nurturing disciplinary approaches, improved parent-child communication, and increased parental involvement in children's education and well-being. Furthermore, the impact extends beyond the household, as participants reported heightened community engagement and social participation. Notably, children's increased openness and responsiveness suggest a reciprocal effect, wherein improved parenting practices reinforce positive child behavior, thereby strengthening family dynamics.

Research Question 3, the study identifies Enabling Support Systems and Motivational Factors as the decisive elements influencing the extent of transformation among beneficiaries. Institutional support from barangay structures, the expert guidance provided by Municipal Links, and the use of participatory learning approaches within the Family Development Sessions (FDS) significantly facilitate behavioral change by removing structural and educational barriers. Participants highlighted that the transition was made possible because the program provided clear, "how-to" guidance through interactive and inclusive methods.

Concurrently, children emerge as the central motivational force driving parental commitment to transformation. The findings suggest that while the support systems provide the necessary tools and framework for change, it is the deep-seated desire to provide a better future and ensure their children's successful education that serves as the "why" or the primary driver for sustained participation. Collectively, these statements illustrate that the transformation within the 4Ps program is a result of a symbiotic relationship between an accessible, well-supported educational framework and the internal aspirations of parents to uplift their families. By bridging the gap between theoretical knowledge and actionable practice, these factors ensure that behavioral changes are both meaningful and lasting.

Conclusions

The findings of this study substantiate that the Family Development Sessions (FDS) constitute a viable and effective intervention for enhancing parenting competencies among 4Ps beneficiaries. The program does not merely disseminate information; rather, it fosters behavioral change, attitudinal shifts, and value reorientation in parenting practices.

FDS contributes significantly to holistic family development, as evidenced by improved parent-child relationships, increased parental confidence, and enhanced child responsiveness. Moreover, its influence extends to the community level, promoting social participation and collective responsibility among beneficiaries. These outcomes affirm the program's role as both a family-strengthening and community-building mechanism.

However, the study also establishes that the effectiveness and sustainability of these transformations are conditional. While enabling factors such as institutional support and personal motivation reinforce positive outcomes, barriers related to health, age, and inconsistent participation constrain the full realization of program benefits. This underscores the need for adaptive, inclusive, and context-responsive implementation strategies to ensure equitable access and sustained impact.

Recommendations

Based on the conclusions of the study, the following recommendations are proposed:

1. For the Department of Social Welfare and Development (DSWD) and Program Designers: To sustain the transformative impact of the Family Development Sessions (FDS), it is recommended that the DSWD continue to refine the program through evidence-based enhancements. The focus should remain on curriculum contextualization and inclusive delivery, ensuring that learning modules are localized to reflect regional realities and the specific lived experiences of beneficiaries. Furthermore, integrating differentiated instruction will allow the program to better accommodate diverse learner needs and varying literacy levels. By institutionalizing robust monitoring and evaluation (M&E) systems that capture qualitative behavioral shifts alongside traditional attendance metrics, the Department can preserve the program's integrity and maximize its effectiveness as a socio-behavioral engine for Filipino families.

2. For Municipal Links and Program Facilitators:

To ensure high-quality program delivery, the DSWD Central Office and Regional Field Offices (RFOs) should provide facilitators with continuous professional development focusing on participatory, inclusive, and culturally responsive strategies. Through the Social Welfare and Development (SWAD) Offices, strengthening facilitation competencies will enable frontline workers to better address the varying needs and capacities of beneficiaries. Additionally, in coordination with the Local Government Units (LGUs), facilitators should be empowered to play an active role in advocating for resource allocation and program support at the local level.

3. For Local Government Units (LGUs):

LGUs are encouraged to institutionalize support for FDS through policy integration, resource provision, and inter-agency collaboration. Embedding FDS outcomes within local development plans and partnering with civil society organizations can enhance program sustainability and broaden its reach.

4. For Parent-Beneficiaries:

Beneficiaries are strongly encouraged to maintain consistent participation and active engagement in FDS and to consciously apply learned parenting practices within their households. Peer sharing and community-level knowledge dissemination may further reinforce learning and foster collective growth among families.

5. For Future Researchers:

Future studies should consider longitudinal designs to assess the sustainability of behavioral changes induced by FDS. Comparative analyses across geographic and socio-cultural contexts, as well as investigations into the integration of digital or blended learning modalities, are also recommended. Such inquiries will contribute to the refinement and scalability of family development interventions.

6. Limitations of the Study

This study is limited to selected 4Ps beneficiaries within a specific locality, which may not fully represent all beneficiaries in other areas. The use of a qualitative case study design also limits the generalizability of the findings, as the results are based on the participants' personal experiences and perceptions.

Additionally, data were gathered through interviews and discussions, capturing the participants' subjective experiences and viewpoints. These narratives provide meaningful insights into how beneficiaries perceive and interpret the impact of FDS in their lives.

7. Reflections

The researcher observes that undertaking this study yielded a more profound comprehension of the challenges encountered by 4Ps recipients in their parenting experiences. It showed how important it is to keep learning, getting help, and getting support in order to be a good parent.

The researcher also understood that FDS is an important source of information and a place where parents may get confidence and motivation to make their family life better. The participants' stories showed how important it is to be patient, talk to your kids, and be involved in their lives.

The study also showed how important empathy and commitment are in social work, since you need to know the beneficiaries' strengths and weaknesses in order to work with them intimately. This experience has helped the researcher improve professionally and made them more committed to community service and development.

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APPENDIX A

Triangulation Matrix

Research Design: Case Study

	RESEARCH QUESTION	FOCUS GROUP DISCUSSION	KII	IDI	OBSERVATION	ANECDOTAL REPORTS
1	How do selected 4Ps beneficiaries describe their experience in attending the FDS module in parenting?	√		Male/ Female Grantee		
2	In what ways have the FDS influenced changes in their personal, family and community life?	Male/ Female Grantee	Municipal Link Parent Leaders Children		√	
3	What factors support or hinder transformation of 4Ps beneficiaries as they participate in the FDS?		Municipal Link	Male/ Female Grantee		Social Welfare and Dev. Indicator (SWDI)

APPENDIX B

Interview Protocol

The Transformative Experience of Parenting after Participating in the Family Development Session in a Municipality of Bukidnon – A Case Study

In-depth Interview Protocol

Good day! I am grateful for your acceptance to participate in this study. I am undertaking research entitled "The Transformative Experience of Parenting after participating to the Family Development Session within a

Municipality of Bukidnon – A Case Study." I would appreciate information regarding your experience with parenting and their possible effect on you and your family.

Your stories and beliefs are very valuable to this research. I want you to know that there is no right or wrong. What is most important is that you tell us about your experiences sincerely. If you are fine with it, I will tape our conversations to ensure that everything that you say is written down properly and I will also take down some notes. Everything will remain confidential and you will not be identified through any publication related to this study.

If you ever feel uncomfortable with a question, you can choose not to answer it or you can leave the interview completely without any problems.

Have you any queries prior to commencing? Do you feel okay and ready to start?

A. Focus Group Discussion (FGD) for Research Question 1

RQ1: How do selected 4Ps beneficiaries describe their experience in attending the FDS module in parenting?

A. 1 FGD Guide Questions (RQ1)

1. How long have you been attending the Family Development Sessions?
2. Can you describe your overall experience in attending the FDS parenting sessions?
3. What specific topics or activities during FDS stood out to you the most, and what made them meaningful or impactful to you and your family (e.g., relevance to daily life, practical skills gained, emotional support, or changes in attitude or behavior)?
4. How do you usually feel before, during, and after attending FDS?
5. How do interactions with other parents during FDS affect your experience?
6. As a parent, how would you describe your overall experience with the FDS?

A. 2 In-Depth Interview (IDI) – Individual Grantees

IDI Guide Questions

1. Can you tell me about your parenting practices at home before attending the Family Development Sessions?
2. Tell me about how you communicated with your children before joining the FDS.
3. What was it like managing discipline and family responsibilities before your participation in FDS?
4. Can you tell me about your experience when you first started attending the Family Development Sessions?
5. What lessons or discussions during FDS made a strong impact on you as a parent, and why?
6. What changes, if any, have you noticed in your parenting since attending FDS?
7. How has FDS influenced your relationship with your children and other family members?
8. Can you share a specific situation where you applied what you learned from FDS at home or in the community?

9. How do you think your parenting will continue to change in the future because of FDS?
10. What challenges do you encounter in applying what you learned from FDS in your daily life?
11. What factors help you sustain the positive changes you have experienced as a parent?
12. Can you tell me about an FDS experience that challenged your beliefs and changed your perspective as a parent?

B. Focus Group Discussion (FGD) for Research Question 2

RQ2: In what ways have the FDS influenced changes in their personal, family, and community life?

B. 1 FGD Guide Questions (RQ2)

A. Personal Life Changes

1. Since attending the Family Development Sessions, what changes have you noticed in yourself as a parent or as an individual?
2. How has FDS influenced your way of thinking, attitudes, or values about parenting and family responsibilities?
3. Can you share an example of a personal behavior or habit that changed because of what you learned in FDS?

B. Family Life Changes

4. What changes have you observed in your relationship with your children after attending FDS?
5. How has communication among family members changed since your participation in the sessions?
6. In what ways has FDS influenced how you handle discipline, decision-making, or problem-solving at home?

C. Community Life Changes

7. Has attending FDS affected your involvement in community or barangay activities? Please explain.
8. How has FDS influenced your relationship with other parents or community members?
9. Do you feel more confident or responsible as a community member after attending FDS? Why or why not?

D. Reflection

10. Among the changes you mentioned, which do you think had the greatest impact on your family life?
11. How do these changes help you fulfill your role as a parent and as a 4Ps beneficiary?

B. 2 Key Informant Interview (KII) Guide – Municipal Link, Parent Leader and Child (Aged 16 years and older)

1. How do you describe the role of FDS in improving parenting practices of 4Ps beneficiaries?
2. What changes have you observed among beneficiaries who regularly attend FDS?
3. How does the program address challenge face by parent-beneficiaries?
4. What factors support or hinder beneficiaries' transformation as parents?

C. Key Informant Interview (KII) – Research Question 3

RQ3: What factors support or hinder the transformation of 4Ps beneficiaries as they participate in the FDS?

C. 1 Key Informant Interview (KII) Guide – *Municipal Link*

1. What factors help parents apply what they learn in FDS to their daily parenting practices?
2. What challenges or barriers do you observe that prevent beneficiaries from fully benefiting from FDS?
3. How do municipal support, community structures, or policies affect the success of FDS participation?
4. Are there differences in support or challenges among beneficiaries that you have noticed? Please explain.
5. What improvements would you recommend to strengthen FDS impact on parenting?

C.2 In-Depth Interview (IDI) – Grantees

1. What factors or people help you apply what you learn from FDS in your daily life?
2. Are there challenges or difficulties that make it hard for you to implement new parenting practices?
3. How does your family, community, or local support system influence your experience in FDS?
4. Are there aspects of the FDS sessions that you find difficult or less useful? Please explain.
5. What motivates you to continue applying lessons from FDS?
6. What hinders you too apply the lessons from FDS?
7. What changes would make it easier for you to benefit fully from the FDS program?

APPENDIX C

Consent Form

The study titled “The Transformative Experience of Parenting after participating to the Family Development Session within a Municipality of Bukidnon – A Case Study” invites you to participate in a research activity. You are being asked to join this study to help the researcher understand how the Family Development Sessions (FDS) influence parenting practices among 4Ps beneficiaries. If you agree to participate, you will be asked to take part in two to three interview sessions. Your participation is completely voluntary, and you may withdraw from the study at any time without penalty. During the interviews, you may experience some emotional discomfort as you recall personal experiences, but you may skip any question you are not comfortable answering. Taking part in this study may give you valuable insight into your own parenting practices. Rest assured that your identity will remain confidential, and your name will not appear in any report or publication. By signing the consent, you confirm that you have read and understood the information provided and that you voluntarily agree to participate in the study.

Consent Statement:

Please read each statement carefully and tick (✓) the appropriate box to indicate your agreement.

- I have read and understood the information provided.
- I voluntarily agree to participate in this study.
- I allow/do not allow (circle one) audio recording.



Participant's Name: _____

Signature: _____

Date: _____

Researcher's Signature: _____