

Familial, Educational, and Economic Values and Experiences of Single Parents

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Abstract This study employed a descriptive-analytical design using both quantitative and qualitative methods of research. It aimed to analyze the familial, educational, and economic values and experiences of single parents in the province of Capiz. The instruments included researcher-made questionnaire, focus group discussion guide and in-depth interview guide. The questionnaire was administered to 393 respondents who were chosen using random sampling. The results revealed that single parents view familial, educational and economic values as moderately important values. However, they consider familial values as the most pressing among the three. Single parents also have fair and balanced experiences in terms of child rearing practices, time management, financial management and self-image perception. Among the four, the highest rated experience where they struggle the most is on financial management and self-image perception. Their usual coping mechanism is spending quality time with their children followed by keeping themselves busy at work or at home. This study reinforced the fact that for the single parents, family is the most important unit that they could belong to. This study also concluded that education is being viewed as a necessity in uplifting the single parents' status thus, they exert much effort in educating their children. It is highly imperative that studying unconventional families in their struggle to live a normal life should be the subject of more researches in order to help and understand

them better. Through this study, many researchers could be enjoined to conduct more studies as they will have sufficient literature which could guide them in their research pursuit.

Keywords: economic values, educational values, familial values, single parents

Introduction

Despite the firm belief of the global community that family is the strongest force in the society, this once impregnable fortress is gradually eroding. The general worldwide increase in the demographics of single parenting is “drastically, steadily, and substantially increasing” (Jayson, 2009). Due to its growth, single-parent homes had become an accepted norm anywhere else in the world. This means that single parent households have similar issues compared to families with different compositions but they have issues unique only to single parent families such as being “stretched thin” financially and emotionally (Garfield, 2009). Single parent families are uniquely and distinctly different.

Filipinos are not spared from the social phenomena of single parenthood despite its religious and pious devotion to family life. For the Filipinos, a normal family would often consist of parents and their children. However, this depiction of Filipino family is not anymore essentially true and applicable to all. This family structure is strongly ascertained by the Philippine Statistics Authority when they released a report in 2015 stating that there is an estimated three million household heads without a spouse— two million of whom were female. The Federation of Solo Parents in the country has a member base of 80,000 (Cabato, 2018). It is ironic to note that in a Christian and the only country where divorce is illegal, more than half (909,783 or 52.1%) of the total registered live births in 2015 were born out of wedlock and are considered illegitimate (Philippine Statistics Authority, 2015).

Experiences of Single Parents

Living as a single parent in a country where single parenting is still considered a stigma could be challenging. The study of Medina and colleagues (2018) showed that solo parents in the Luzon area encounter various problems in terms of social, financial, spiritual, political and economic aspects. As revealed by this study, these problems seriously affected their lives being single parents. Their experiences are also mirrored in the global context, where single parents experienced difficulties in the areas of parenting and financial management, child rearing and time management, which oftentimes cause them emotional stress (Hayes, 2009). In fact, Olson (2009) added that their biggest reported struggle is on financial aspect especially for a custodial parent. This may be the case because single parents are perennially balancing their work, childcare and time for the children, and their own selves.

Local studies have also pointed out the difficulties of single parents in dealing with the community although they acknowledge that their main role revolves around their family (Bagolong, 2016). Because of this difficulty, single parents resort to keeping small circle of trusted friends. The group of Del Monte (2014) compounded the frequent belief that solo parents suffer greatly in economic aspect being the sole provider in the family. On the positive note though, Diaz (2011, cited by Delmonte 2014) pointed out that single parents become extremely self-reliant and superior time managers because they rely on their own selves and no one else for their personal needs. All of these may seem to be overwhelming for a single parent struggling to create a home all alone. Their struggles, fight for survival, and hurdled obstacles in building a home are truly noteworthy. These remarkable feat and traits make for an interesting point of study.

It is a shallow standpoint to view that children are the only victims of circumstances brought about by single parent family, though it is safe to affirm that they are the most

vulnerable victim. Single parent left alone by a partner also shares the same dilemma.

The studies iterated postulates the prevalence of single parenthood and it is a growing societal concern that could put a strain to a family and their close-knitted community. They are often misunderstood and discriminated because many do not know their life struggles and circumstances. Although the Philippine law supports these vulnerable group through the Solo Parents' Welfare Act of 2000, many single parents are still not familiar with the benefits and privileges that are due to them and they remain disadvantaged. Researches need to study these marginalized group of minority in order to fully know their real experiences, their life stories, their sacrifices and their needs, for true acceptance and understanding only comes upon knowing. Thus, the goal of this study is to further understand the familial, educational, and economic values and experiences of the single parents which is not fully and comprehensively tackled in other literature.

On a personal perspective, society does not have a high regard on single parents. The increasing growth of single parent phenomena in our society should be addressed with utmost sensitivity and prudence. They are after all, a by-product of unavoidable and undesirable circumstances yet they often suffer from continued discrimination. In order for the society to fully understand the values and experiences of single parents, the researcher conducted this study. Through this, the society could have a broader view on the changing family structure in the local setting.

Framework of the Study

This study is anchored in the Ecological Systems Theory which posits that an individuals' inherent values and his environment interact to influence how he will behave and develop. Environments could be the biological (sex, age,

number of children), social (family and other networks), educational (education, school), economic (income, work, workplace), political (political views), spiritual (religious beliefs and institution), and cultural (culture and traditions) aspect of a person. This study is being viewed in the same context. Using the ecological theory, this study hopes to find out if there is a significant relationship between the biological, social, and economic environment of the single parents. Specifically, this study seeks to find out if socio-demographic characteristics such as sex, age, place of residence, religious affiliation, educational attainment, occupation, estimated monthly family income, number of children, number of years as single parent and classification as single parent significant could be significant predictors of familial, educational, and economic values and experiences of the respondents. This study is also to corroborate with the findings in the study of Ojambo (2015) who stated that single mother's social demographics such as education, household income, support systems, age and race could inadvertently shape their values, roles, actions and experiences.

The schematic diagram in Figure 1 illustrates the relationship between the mentioned variables.

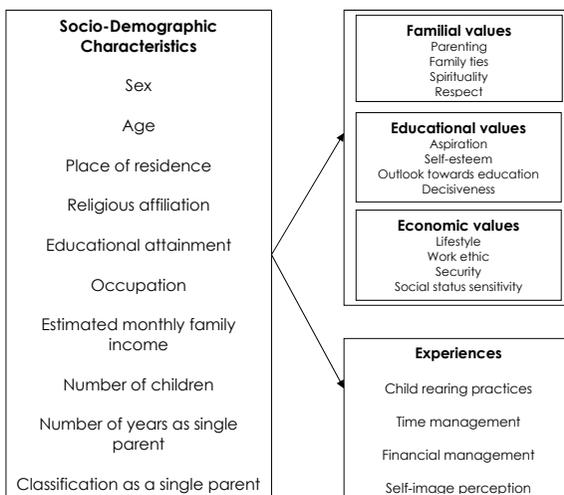


Figure 1. Framework of the Study

Purposes of the Research

The study aimed to analyze the familial, educational, and economic values and experiences of single parents in the province of Capiz and city of Roxas.

Specifically, this study sought to answer the following questions:

1. What are the familial, educational and economic values of the respondents?
2. What are the experiences of the respondents as single parents in terms of child rearing practices, time management, financial management and self-image perception?
3. How do the respondents cope with the problem of being a single parent?
4. Are socio-demographic characteristics such as sex, age, place of residence, religious affiliation, educational attainment, occupation, estimated monthly family income, number of children, number of years as single parent and classification as single parent significant predictors of familial, educational, and economic values and experiences of the respondents?
5. Is there a significant difference in the values and experiences of the respondents when they are classified according to their place of residence?

Methodology

Research Design

This study employed a descriptive-analytical design using both quantitative and qualitative methods of research. Analytical or explanatory research is used in the latter part of this research. The descriptive aspect profiles the participants and the analytical design is analyzed and explained why or how

the single parenting phenomena is happening as influenced by its demographics.

Participants

Respondents of the study were the single parents from the different municipalities of Capiz and the city of Roxas. The Cochran formula was used to determine the appropriate sample size. Three hundred ninety three (393) respondents were drawn from the total population of 23,376 identified single parents based on the Department of Education Family Mapping Survey. The number of respondents was proportionally allocated for each municipality in the rural area and barangays of Roxas City in the urban area.

Twelve discussants (only eleven attended) were chosen purposively based on convenience sampling for the focus group discussion and another twelve were interviewed to provide additional information and to corroborate responses in the questionnaire.

Research Instruments

The instruments used were researcher-made (content validated) questionnaire ($\alpha=.94$), focus group discussion guide and in-depth interview guide. The primary tool used in gathering data was a questionnaire consisting of four parts (Appendix B). Hiligaynon translation was also provided per item to be understood clearly by the respondents. Part I gathered information on the single parents' socio-demographic characteristic in terms of sex, age, place of residence, religious affiliation, educational attainment, occupation, estimated monthly family income, number of children, number of years as single parent and classification as a single parent.

Part II identified the values of the single parents in terms of familial values as indicated by parenting, family

ties, spirituality and respect; educational values as indicated by aspiration, self-esteem, outlook towards education and decisiveness; and economic values as indicated by lifestyle, work ethic, security and social status sensitivity based on Maass' (2008) classification. Part III identified the experiences of single parents in terms of child rearing practices, financial management, time management and self-image perception according to Kaufmann (2008). Part IV identified the coping mechanism adapted by single parents as based in the study of Beup (2007).

The second instrument was the focus group discussion guide validated by a panel of five experts. The guide questions center on the single parents' experiences, difficulties, financial aspects, support groups, discrimination, view on education, spirituality and parenting styles.

The third was the in-depth one-on-one interview which served as follow-up information gathering with identified single parents. The interview questions were validated by five experts. Questions center on the values and experiences of the respondents.

Data Collection

The researcher asked permission to gather data from the Office of the Governor of the Province of Capiz and Congressman of Roxas City. The researcher then employed enumerators to conduct the survey on the municipalities of Capiz and barangays of Roxas City. They were oriented on how to approach and conduct the questionnaire to the respondents. Based on the proportional allocation of samples, enumerators were deployed to different localities to gather the required number of respondents. They sought help from barangay health workers or barangay officials to identify single parents who would be qualified as respondents for the study. Once the

identified respondents agree to voluntarily participate, he/she was given the questionnaire to answer. Enumerators collected the questionnaires afterwards.

Enumerators were also oriented to adhere to the ethical protocol. Ethical protocol was adhered to in this study to ensure its integrity. Informed consent was explained to the respondents before they answer the questionnaire. They were duly informed of their identity confidentiality and voluntary participation. The questionnaire requires an optional name to be written to assure the anonymity of the respondents. The informed consent supplies the researcher's contact details; the aims of the research, including the obligation to do no harm; the intended outputs and intention to share data, and the respondent's rights to anonymity, confidentiality, and to withdraw from the project at any time. Respondents were not assured nor provided with financial or personal consideration to avoid possible conflict of interest.

The questionnaire was disseminated to 393 respondents chosen randomly all throughout the province. Twelve respondents were purposively chosen for the follow-up in-depth interview to provide additional information and to corroborate responses in the questionnaire.

Eleven discussants out of the twelve invited attended the focus group discussion. Different classifications of single parents such as widowed, separated and unmarried were represented in the FGD. Participants were purposively selected from a defined target population whose opinion and ideas are relevant to the research. They were oriented with the proceedings and ethical considerations before the FGD officially started. FGD questions were followed and respondents were free to pitch in their answers upon the facilitation of a moderator. Panels of experts were invited to attend as audience.

Data Analysis

The statistical tools used to analyze the data included frequency, percentage, mean, stepwise multiple regression and t-test. Frequency, and percentage described the socio-demographic characteristics of the respondents. The mean described the familial, educational, and economic values, experiences and coping mechanism of the respondents.

Multiple regression analysis determined which among the socio-demographic characteristics of the respondents were predictors of familial, educational and economic values and experiences of single parents. For dependent samples, t-test was used to identify the significance of the difference of the values and experiences of respondents when grouped according to their residence specifically from urban and rural areas. The level of significance for statistical result was set at alpha 0.05. All statistical data were computer processed using SPSS.

Results from the FGD and interview substantiated and further explained the findings of the survey.

Results and Discussions

Results include the description and discussion of the respondents in terms of their socio-demographic characteristics, values, experiences, coping mechanism, predictors of values and experiences, and significant difference in the values and experiences of single parents when classified according to their place of residence.

Socio-demographic and Values of Single Parents

Based on the result as indicated in Appendix A, it has been found out that most of the single parents are female, middle aged (34 – 49 years old), rural dweller, Roman Catholic, high

school graduate, employed, has low monthly family income, with few children (1 - 3 children), has been a single parent for ten years or below and a widow.

Values of Single Parents

Single parents place a similar level of importance on familial (M = 3.79), educational (M= 3.75), and economic (M = 3.78) values. These three values were all rated as moderately important by single parents as shown in Table 1.

Table 1. Values of Single Parents

Values	Mean	Verbal Interpretation
Familial Values		
Parenting	3.92	MI
Family Ties	3.83	MI
Spirituality	3.91	MI
Respect	3.49	MI
Grand Mean	3.79	MI
Educational Values		
Aspiration	3.62	MI
Self-esteem	3.62	MI
Outlook Towards Education	4.11	MI
Decisiveness	3.65	MI
Grand Mean	3.75	MI
Economic Values		
Lifestyle	3.55	MI
Work Ethic	3.97	MI
Security	3.98	MI
Social Status Sensitivity	3.63	MI
Grand Mean	3.78	MI

Table 1. Mean scores of the values of single parents

Responses were scored and given the following verbal interpretations:

Responses	Score		Score Interval	Verbal Interpretation
	Positive	Negative		
Strongly Agree	5	1	4.21 - 5.00	Very Important
Agree	4	2	3.41 - 4.20	Moderately Important* (MI)
Uncertain	3	3	2.61 - 3.40	Slightly Important
Disagree	2	4	1.81 - 2.60	Least Important
Strongly Disagree	1	5	1.00 - 1.80	Not Important

This result implies that single parents do abide, believe in and adhere to these values. Family, education and money are all important requirements in parenting and must go hand in hand. This finding could be reflected on the work of Lebedies (2008) who found that single parents have been successful when they have strong familial values, optimistic attitudes about themselves and the future, people to rely for support and during emergencies, agreeable, supportive relationships with family and former partner, and firm rules and standards for their children.

Single parents view familial, educational, and economic values as important values to imbue. This is further clarified by the single parents during the FGD when most of the respondents agreed that their family is their major concern and providing for their needs is a primary priority. One interviewee responded that she viewed her family as her refuge and she exerts all effort to protect and prevent it from encountering another painful experience. One discussant shared, “*Indi ko gusto maagyan sang akun mga kabataan ang kabudlay amo na ngaman gabakas gid ako bisan gaisahanun.*” (I don’t my children to suffer difficulties that is why I am striving even if I am all alone.)

Majority of the FGD discussants admitted that they have tendencies to be over protective with their children. Some of them would overindulge their children with their wants as long as they could afford it. Single parents also seek to provide adequately the family's needs and this prompts them into working hard. One discussant admitted that giving in to their children could be their means of winning their affection so as to avoid making them feel incomplete or different from the other children. One shared, "*Masakit sa akun nga mabatyagan sang akun bata nga lain siya sang sa iban nga mga kabataan pero ginahambalan ko siya nga bisan duwa lang kami, malipayon man kami.*" (It hurts me knowing that my child would feel different from other children but I assured him/her that we could be happy even if it is just the two of us.)

During the in-depth interview, single parents shared the same viewpoint that they strive to sustain the education of their children to make them self-sufficient someday. The respondents divulged that this could be their means of safeguarding their own future knowing that their children would someday take care of them. One respondents stated, "*Ginapaintindi ko gid sa akun bata ang importansya sang edukasyon. Bisan wala kami, basta makaeskwela lang, bisan sin-o akun palapitan.*" (I let my children understand the importance of education. Even if we have nothing, as long as they could study, I would approach any person for help.)

The value that attained the highest rate is the familial value. Single parents place greatest significance on their family above all else, as affirmed by Beup (2007) who stated that widowed respondents focused their attention to the children and put family values above everything else rather than personal happiness. In fact, the familial value expresses the ability of single parents in tightening bonds amidst the strife (Carter, 2009). Children of single parents have an increased ability to build stronger bonds with their remaining parent. Children and

parents, who weathered the crisis of becoming a single-parent family, usually find their relationship strengthened. This further strengthens not only the bond but the familial values of a single parent family.

Single parents treat familial values as a moderately important value including its indicators, which are parenting, family ties, spirituality and respect. Among the indicators, parenting is seen as the most important area to be practised and enhanced by single parents. For the single parents, parenting and looking after the needs of their children are their priority as stated during the interview. One discussant affirmed, "*Amo na kun ngaman gaobra kami, para masustiner ang kinahanglanun sang akun kabataan.*" (That is the reason why I work, to sustain the needs of my children.)

Educational values is also deemed as moderately important value by the respondents including its indicators in terms of aspiration, self-esteem, outlook towards education and decisiveness. Among the indicators, outlook towards education is rated as the highest since most single parents revealed during the FGD that they view education as a necessity in uplifting their social economic status and in gaining a respectable reputation in the community. Even if she was not able to finish her education, she strived to finance the education of her child because education is an achievement for both of them. One shared, "*Ginapahangup ko sa akun mga kabataan ang importansya sang edukasyon biskan wala ako tinapusan. Amo gid lang ini ang pamaagi para maka-angat kami. Wala ako sang duta nga ipapanubli gani dapat magbakas gid sila.*" (I let my children understand that education is important even if I did not graduate myself. It is a way of uplifting our status. I have no land or inheritance to leave them. They should strive on their own.)

Single parents also consider economic values as another moderately important value to be possessed including

its indicators in terms of lifestyle, work ethic, security and social status sensitivity. Majority of the FGD respondents admitted that they have difficulties in making ends meet to sustain their family. They aimed to be secure economically. They also avoid lavish lifestyle just to make their incomes sufficient for all their needs. Most of them do not receive any financial support from their previous partners.

Experiences of Single Parents

Single parents have fair and balanced experiences in terms of child rearing practices, time management, financial management and self-image perception. Among the four, the highest rated experience is on financial management and self-image perception indicating that it is the area where they encounter the most difficulties as shown in Table 2.

Table 2. Experiences of Single Parents

Experiences	Mean	Verbal Interpretation
Child rearing practices	3.38	Fair
Time management	3.19	Fair
Financial management	3.40	Fair
Self-image perception	3.39	Fair

Table 2. Mean Scores of the Experiences of Single Parents

Responses were scored and given the following verbal interpretation.

Responses	Score		Score Interval	Verbal Interpretation
	Positive	Negative		
Almost always	5	1	4.21 - 5.00	Very Good
Often	4	2	3.41 - 4.20	Good
Sometimes	3	3	2.61 - 3.40	Fair
Seldom	2	4	1.81 - 2.60	Poor
Never	1	4	1.00 - 1.80	Very poor

Majority of single parents are often associated with poverty resulting to financial management as the most frequently occurring difficulties encountered compared to other experiences. Although majority of them are employed or have business of their own, 88% of single parents from Capiz still has low monthly family income. Majority of the single parents might have stable jobs and regular income but there are still a meager percentage of single parents who are dependent on their parents and relatives.

Single parents still struggle with self-image perception. Single parents even reported that they often encountered discrimination not only from the community but also from their own relatives. Below are some of the participants' shared responses.

“Ginakadlawan ako sang mga tawo kay sa private school ko gid napaeskwela ang akun anak. Napamangkot nila ako kun sa diin ako gakuha kwarta.” (People laughed at me because I send my child to a private school. They would ask me where I would get the money.)

“Naaagyan ko nga gina-judge ako sang tawo sang may isa ka hubog nga gapabati-bati sang makailinsulto nga lahug sa akun.” (I also experienced this judgment when there is one drunken man who would insinuate insulting jokes.)

“Naagyan ko nga napakanubo ako sang mga tawo. May isa ako ka paryente nga namangkot kun diin ako gakuha kuwarta nga ipakaun sa akun mga kabataan. Daw nalibug pa sya ngaman wala kami nagakagutuman. May kwarta sya pero wala ko siya ginsapak. Siya dapat ang magbulig sa amon kesa mamangkot kun diin kami gakuha kuwarta. May isa man ka lalaki nga naghatag sang kwarta sa akun para lang makapalapit sa akun. Nainsulto ako kay napakanubo nya ang

amun sitwasyun.” (I also experienced this that people belittle us. One relative once asked me where I get money to feed my children. She seems surprised that we are not starving. She is wealthy but I did not mind her. She is supposed to help us instead rather than ask where we get the money. There was also this one guy where he would give money to my children just to get through me. I was insulted because he is belittling my situation.)

This discrimination comes in all forms but is the common theme among all the respondents. They disclosed that this discrimination adds to their feeling of insecurity and low self-esteem. Single parents generally feel better about themselves once they had learned to overcome their emotional turmoil. But even after recovery, they could relapse from time to time to sorrow upon remembering their painful incidents (Kotwal, 2009). More so, Taylor (2010) affirmed that the psychological distress that single mothers face are maternal depression, anxiety, unemployment, and social stigma of being a welfare recipient.

Coping Mechanism of Single Parents

Single parents also employ varied coping mechanism suitable to their personal preference in order to recuperate and recover from their painful experiences. The highest noted coping mechanism is spending quality time with their children followed by keeping themselves busy at work or at home. Table 3 shows the participants reported coping mechanism.

Table 3. Coping Mechanism

Statement	Mean
Spending quality time with my children	4.16
Keeping myself busy at work or at home	3.64
Praying and attending church activities	3.63
Raising pets/animals	3.15
Day dreaming	2.73

Socializing with friends	2.69
Reading pocketbooks, magazines, comics, etc.	2.53
Going to the parlor/spa	1.87
Playing mah-jong, card games, etc.	1.18
Taking anti-stress pills	1.06

Coping mechanism helps single parents overcome their problems. As the result implies, single parents commonly spend quality time with their children and shares responsibility with them at home. Children raised by single parent are particularly independent, resourceful and responsible. This could be affirmed by the findings in this study that familial belief is the most significant among all the values to the single parents. They enact this value by giving prime time to their children and building up their home. This is ascertained in the findings of Bianchi (2006) which stated that parents nowadays give time to their children as compared to parents in the past. Single parents spent more time teaching, playing with and caring for their children than parents did 40 years ago. They now include their children in their own leisure and free-time activities.

Single parents admitted to being constantly plagued by depression associated with their status as recalled by one parent in the FGD.

“May isa sadto ka tion nga ginhagad ko manginmatay ang akun anak nga lalaki. Hambal nya maupod man sya panginmatay sa akun. Pero sang ginpamangkot ko ang akun bata nga babaye, nagbalibad sya. Nadumduman ko nga indi ko man sya gusto nga bayaan. Mabudlayan lang sya kun bayaan ko sya upod sang iya mga lolo kag lola kay paubrahan lang sya sa uma. Naluoy ako sa ila. Maayo na nga mapatay kami dungan para matapos na ang amun pag-antos galing indi mag-upod ang akun anak nga babaye. Didto ako nakamarasmas kag nahimasmasan ang akun pinsar. Nalipay ako subong nga nangin maayo sila nga kabataan.” (There was a time when

I even asked my son to commit suicide with me. He told me that he would die with me. But when I asked my daughter, she refused. I remembered that because I don't want to leave her behind. She will just suffer under the care of her grandparents and they will make her work in a farm. I pity them. It is good that we die altogether to end our suffering but my daughter would not come. That cleared my mind and thoughts. I am happy now because they've become good children.)

More so, single parents shared in the interview that they avoided risky coping mechanism such as drinking, smoking and other vices because they know that it would not do anything to alleviate their situation. They stated that they would rather spend time with their children and do household chores to somehow forget their problems.

Predictors of Values and Experiences of Single Parents

The results in Table 4 imply that only socio-demographic characteristics in terms of place of residence, occupation and estimated monthly family income are the predictors of familial values.

Table 4. Socio-demographic Characteristics as Predictors of Values and Experiences

Socio-demographic characteristics	Multiple R	R Square	R Square Change	B	SEB	Beta	F	Sig. F
Familial Values								
Place of residence	0.146	0.021	0.016	0.113	0.045	0.126	2.829	0.038*
Occupation	0.209	0.044	0.015	-0.046	0.018	-0.125	2.948	0.008*
Estimated monthly family income	0.216	0.046	0.003	0.035	0.033	0.053	2.681	0.010*
Educational Values								
Occupation	0.225	0.051	0.010	-0.041	0.020	-0.102	3.427	0.003*
Estimated monthly Income	0.237	0.056	0.005	0.054	0.036	0.076	3.267	0.002*
Number of children	0.250	0.063	0.007	-0.044	0.027	-0.092	3.207	0.002*
Economic Values								
Occupation	0.180	0.032	0.015	-0.046	0.019	-0.124	2.154	0.047*
Number of children	0.198	0.039	0.005	-0.036	0.025	-0.081	1.963	0.050*
Experiences								
Number of children	0.198	0.039	0.005	-0.036	0.025	-0.081	1.963	0.050*
Sex	0.102	0.010	0.010	0.083	0.041	0.102	4.124	0.043*

Place of residence	0.118	0.014	0.003	0.052	0.046	0.058	1.846	0.0138*
Number of children	0.203	0.041	0.006	-0.038	0.025	-0.086	2.072	0.038*

Legend: * = significant @ alpha 0.05

Table 4. Significant predictors of the values and experiences of single parents

Single parents with occupation and stable family income are capable, independent, productive and self-sufficient persons. Although most of them belong to low income level, they take pride in the fact that they could provide the needs of their children. The place of residence or community could affect one's manner of perceiving familial values. Results also indicate that occupation, estimated monthly family income and number of children are significant predictors of educational values. This result could be attributed to the fact that occupation, estimated monthly family income and number of children are relative entities that could affect the economic stability of the single parents.

As for the economic values, only occupation and number of children are significant predictors. One's occupation could greatly help secure the future of the family since it could provide a stable income. Parents who have many children exhibit more difficulties in terms of finances and parenting problems compared with parents who only have a few.

As for experiences, data show that sex, place of residence and number of children are the significant predictor of the experiences of the single parents. Majority of the single parents are female and custodial parents (Sibal et al., 2007). The home environment otherwise interpreted as place of residence is also a concern for most working single mothers because most emotional and social development of young children occurs in the home. Number of children could affect parenting in terms of economic and familial responsibilities (Lleras, 2009).

Differences in the Values and Experiences of Single Parents

Results show that there is significant difference on the familial values of single parents residing in urban and rural areas and none on educational and economic values and experiences as shown in the table below. This result could indicate that single parents from the urban and rural respond differently to familial values. Urban dwellers might be more immune or indifferent to the situation since it is already a rampant situation in the city. Urban dwellers could be more indifferent to the situation due to their culture because they have lesser familial and community connections compared to those living in remote and rural areas. Due to this situation, there are lesser people who would be intervening with one's affairs. This is affirmed in the study of Hiratani and Hohashi (2016) who stated that family functioning was significantly higher for single-parent families living on the islands than for those living in the city. Table 5 presents this result.

Table 5. Difference in the Values and Experience of the Respondents When Classified According to Place of Residence

Variables	Mean	Mean Difference	t-value	Sig. (2 tailed)	Probability
Familial Values					
Urban	3.68	0.11	2.319	0.024*	
Rural	3.80				
Educational Values					
Urban	3.77	0.00	0.093	0.926	
Rural	3.77				
Economic Values					
Urban	3.76	-0.02-	0.353	0.726	
Rural	3.78				
Experiences					
Urban	3.36	-0.05	0.826	0.413	
Rural	3.42				

Legend: * significant @ \.05

Conclusion and Implication

This study was conducted with the main objective of analysing the familial, educational, and economic values and experiences of single parents in the province of Capiz and city of Roxas. This study found out that majority of the single parents are female, middle aged (34 – 49 years old), rural dweller, Roman Catholic, high school graduate, employed, has low monthly family income, with few children (1 - 3 children), has been a single parent for ten years or below and a widow. Findings in this study also made us realize that familial values is the most pressing and prioritized value of a single parent. Single parents prioritize the welfare of their children before anything else. Their children are their only family, their refuge and their source of strength. Among all else, their world revolves around their children. Giving them the best in life such as good education, food and shelter have become their passion since they are the focal point of their lives. Single parents who chose to keep and raise their children are admirable beyond words. They may have experienced difficulties but the greatest reward is seeing their children grow.

This study also found out that single parents indeed encountered difficulties in raising the children but their most challenging experience is on time management. Learning to adjust and taking up both the role of both parents is the hardest part that they have to endure. They are the sole provider and housekeeper at the same time so managing time between work and home is a huge task. Adapting healthy coping mechanism helped them survive their ordeals. This is another significant findings in this study. Familial support and strong faith helped them cope. It is heart-warming to realize that families of single parents are becoming more acceptable and supportive. Spending quality time with their children and keeping themselves busy at their work are some of the productive tasks that they employ.

With the ever increasing number of single parents in the present society, it is high time for our government to extend relief and grants in them just like in other countries. They are, after all, an integral part of our society. Social stigma attached to single parenthood should also be dissipated if not totally eliminated. Society has to learn that single parenthood could also have its advantage to the parent and to their children. Children learn to become interdependent and closer to their family, resourceful, responsible and strong in facing the conflicts in life. It is high time for society to understand that family stability and love is more important than having two parents inside the house that would just continually create a chaotic atmosphere for the children. Understanding, love and guidance are what single parents need from the society and their family. It is the fervent hope of the author that their story would be brought to light thereby making the readers of this manuscript more tolerant, understanding and sympathetic. That already is a good start and sign of better things to come for the single parents.

Recommendations

This study is only limited to the values and experiences of single parents in relation to their socio-demographic characteristics. It does not find out the other possible predictors or causes of their experiences. Future researchers are advised to study other problem areas of single parents so as to discover and possibly improve their conditions in life. Researches may also conduct studies on the government or non-government programs intended for single parents.

A sizable number of single parents are young and they are alarmingly increasing. They need guidance. School, community and the family should work together in order to alleviate this problem by providing support groups and sponsoring productive activity for the youth. They should

be advised to pursue their studies as a means of uplifting themselves and their status in life. Education could help boost their self-esteem and earn them a respectable repute from the society.

Government and non-government sectors are encouraged to put up livelihood projects and support groups for the single parents. DSWD and other government agencies should provide counselling centers for the single parents where they will be advised to be independent and productive financially. They should try to find means to sustain their own selves and not just depend on others.

People in the society are encouraged to be more sympathetic and accepting on both the single parents and their children. They are, after all, victims of life's adversities. Encouraging, instead of criticizing, supporting, instead of scorning are what they need most.

Finally, workplaces are recommended to avoid discrimination against single parents especially the unmarried. They also deserve a second chance to straighten their lives. Solo Parenting Act of 2000 should be strictly implemented so single parents could also work through their hectic schedules at home.

Findings in this paper is expected to reinforce and give additional information on existing literatures about single parents. Family is the most important unit that anyone could belong to. It is highly imperative that studying unconventional families in their struggle to live a normal life should be the subject of more researches in order to help and understand them better. Through this study, many researchers could be enjoined to conduct more studies as they will have sufficient literature which could guide them in their research pursuit.

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Appendix A

Socio-demographic Characteristics of Single Parents

Table 2. Socio-demographic Characteristics of Single Parents

Socio-demographic Characteristics	Frequency	Percentage
Sex		
Male	57	14.5
Female	336	85.5
Total	393	100
Age		
18 – 33 (Young)	137	34.9
34 – 49 (Middle Aged)	158	40.2
50 – 65 (Old)	98	24.9
Total	393	100
Place of Residence		
Urban	44	11.2
Rural	349	88.8
Total	393	100
Religious Affiliation		
Roman Catholic	350	89.1
Baptist	10	2.5
Assembly of God	7	1.8
Jehovah's Witnesses	6	1.5
Iglesia ni Cristo	11	2.8
Seventh Day Adventist	6	1.5
Mormons	3	0.8
Total	393	100
Educational Attainment		
Elementary Level	57	14.5
Elementary Graduate	55	14
High School Level	53	13.5
High School Graduate	75	19.1
Vocational Graduate	26	6.6

Table 2 (Continued)

Socio-demographic Characteristics	Frequency	Percentage
College Level	63	16
College Graduate	52	13.2
With Masteral Units	10	2.5
Masteral Degree	0	0
With Doctoral Units	1	0.3
Doctoral Degree	1	0.3
Total	393	100
Occupation		
Employed	152	38.7
Self-employed	148	37.7
Unemployed	93	23.6
Total	393	100
Estimated Monthly Family Income		
Php3,000 – 10,333 (Low)	346	88
Php10,334 – 17,667 (Average)	35	8.9
Php17,668 – 25,001 (High)	12	3.1
Total	393	100
Number of Children		
1 – 3 (Few)	264	67.2
4 – 6 (Many)	95	24.2
7 – 10 (Very Many)	34	8.6
Total	393	100
Number of Years as Single Parent		
10 years – below (Short)	287	73
11 years – above (Long)	106	27
Total	393	100
Classification as a Single Parent		
Widowed	185	47.1
Separated	109	27.7
Unmarried and not living w/ a spouse	99	25.2
Total	393	100

Appendix B Questionnaire

Part 1. Personal Data

Directions: Please provide your personal data by supplying the information asked or by checking the appropriate blank. (*Direksyon: Palihog sabat sang mga masunod paagi sa pagbutang sang tsek ukon pagsulat sang sabat sa blanko.*)

1. **Sex (Seks):** Male (Lalaki) [] Female (Babae) []

2. **Age (Edad):** _____

3. **Place of Residence:** Urban (Siudad) []
Rural (Banwa/Municipalidad) []

4. Religious Affiliation (Relihiyon):

Roman Catholic []

Baptist []

Assembly of God []

Jehovah's Witnesses []

Iglesia ni Cristo []

Seventh Day Adventist []

Mormons []

Others (Iban pa): _____

5. Educational Attainment (Natapusan sa Pag-eskwela):

Elementary Level []

(Wala makatapos sa Elementarya)

Elementary Graduate []

(Tapos sa Elementarya)

High School Level []

(Wala makatapos sa High School)

High School Graduate []

(Tapos sa High School)

Vocational Graduate []

(Nakatapos sang Bokasyunal nga kurso)

College Level []

(Wala nakatapos sa College)

- | | |
|---|-----|
| College Graduate
(Tapos sa College) | [] |
| With M.A./MS/ MAT units
(May units nga nakuha sa Masteral) | [] |
| MA/MS/ MAT Graduate
(Tapos sa Masteral) | [] |
| With Ph. D./Ed. D. Units
(May units sa Doctoral) | [] |
| Ph.D./Ed.D. Graduate
(Graduate sa Doctoral) | [] |

6. Occupation (Trabaho):

7. Estimated Monthly Family Income (Kita sang pamilya sa isa ka bulan): _____

8. Number of Children (Pila kabilog ang bata): _____

9. Number of years as single parents (Pila na katuig nga nangin single parent): _____

10. Classification as a single parent (Klasipikasyon bilang single parent):

- | | |
|---------------------------------|-----|
| Widowed (Balo) | [] |
| Separated (Bulag sa asawa/bana) | [] |
| Unmarried (Wala makasal) | [] |

Part II. Familial, Educational and Economic Values

Direction: Please indicate your answers by checking your beliefs in these situations. (*Direksyon: Palihog butangan sang tsek ang inyo sabat suno sa inyo pagpati sa mga nasambit nga sitwasyon.*)

1.1. Familial Values on Parenting (*Pinamilya nga pagpati bilang ginikanan.*)

As a single parent, ... (<i>Bilang isa ka single parent, ...</i>)	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
1. I try to be a good role model to my children. (<i>Nagatinguha ako nga mangin maayo nga ehemplo sa akon kabataan.</i>)					
2. I enforce discipline upon my children. (<i>Ginadisiplina ko gid ang akon mga kabataan.</i>)					
3. I listen to my children's problems. (<i>Nagapamati ako sa mga problema sang akon mga kabataan.</i>)					
4. I require my children to follow my decisions. (<i>Ginaobligar ko ang akon mga kabataan sa pagtuman sang akon mga desisyun.</i>)					
5. I accept feedbacks from my children. (<i>Nagapamati ako sang kumentar sang akon mga kabataan.</i>)					
6. I am suspicious of what my children are doing when they are outside the home. (<i>Nagaduda ako sa mga ginahimo sang akon mga kabataan kun ara sila sa guwa sang panimalay.</i>)					

As a single parent, ... (<i>Bilang isa ka single parent, ...</i>)	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
7. I do most of the chores at home. <i>(Ako lang ang nagahimo sang kalabanan nga trabaho sa sulod sang balay.)</i>					
8. We always eat together. <i>(Tilingub kami kun magkaun.)</i>					
9. I spank my children when they were young as a form of punishment. <i>(Sang bata pa ang akon kabataan, akon sila ginahanot bilang disiplina.)</i>					
10. I can not avoid spanking my children when I feel angry and later regret it. <i>(Indi ko malikawan nga mahanot ko ang mga kabataan kun ako maakig pero ginahinulsulan ko man ini dayun.)</i>					

1.2. Familial Values on Family Ties (*Pinamilya nga pagpati sa paghiusa sang pamilya*)

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
1. I involve my own parents or relatives when I make major decisions. <i>(Ginalakip ko ang akon ginikanan o kapamilya kun magahimo ako sang mabug-at nga mga desisyon.)</i>					
2. We maintain constant communication with our relatives despite the distance between us. <i>(Padayun ang amon komunikasyon sa amon paryentes bisan kami nagahilayuay.)</i>					

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
3. The influence of family has declined considerably. (Ang imphuwensya sang pamilya naga-amat-amat kadula.)					
4. Relatives, friends and co-workers share our happiness and troubles. (Ang amon paryente, abyan kag katrabaho nagapakigbahin sa amon kalipay kag kasubo.)					
5. Family becomes strong during critical times because of the help of relatives. (Nagapag-on ang pamilya sa oras sang kabudlayan paagi sa pagbinuligay sang mga paryente.)					
6. Family problems become lighter when shared by relatives. (Nagamag-an ang problema sang pamilya kun nagabinuligay ang mga kaparyentihan.)					
7. Life is happier when there are many relatives in our household. (Masadya kun madamo ang mga paryente sa panimalay.)					
8. We can depend on our relatives to help pay for medicines and hospital bills. (Makasalig kami nga ang mga paryente makabulig bayad sa bulong kag pagpaospital.)					
9. Our relatives are happy despite economic constraint. (Malipayon kami nga magparyente sa pihak sang kaimulon.)					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
10. Although my family lives near our relatives, I am independent from them and I do not consult them regarding myself. <i>(Bisan nagapuyo ako malapit sa akon paryente, wala ako nagasalig o nagakonsulta sa ila.)</i>					

1.3. Familial Values on Spirituality (*Pinamilya nga pagpati sa spiritualidad*)

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
1. I go to church every Sunday with my children. <i>(Nagasimba ako kada Domingo upod sang akon mga kabataan.)</i>					
2. Praying does not answer problems. <i>(Indi masulbar sang pangamuyo ang tanan nga problema.)</i>					
3. I encourage my children to join religious activities. <i>(Ginalaygayan ko ang akon kabataan sa pag-intra sa mga buluhaton sa simbahan.)</i>					
4. I encourage my children to pray every morning and before sleeping. <i>(Gina-engganyo ko nga magpangamuyo ang akon mga kabataan kada aga kag antes magtulog.)</i>					
5. We pray before meals together. <i>(Nagapangamuyo kami antes magkaun.)</i>					

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
6. I find time to teach Gospel to my children. <i>(May tiun ako sa pagtudlo sang Pulong sang Dios sa akon kabataan.)</i>					
7. Listening to missionaries and preachers is a waste of time. <i>(Ang pagpamati sa mga misyonaryo kag manugwali usik lang sang tiempo.)</i>					
8. I try to live the life of a good Christian. <i>(Nagakabuhi ako bilang maayo nga Kristiyano.)</i>					
9. I can not understand the Bible so I avoid reading it. <i>(Wala ako nagabasa sang Bibliya kay indi ko man maintiendihan.)</i>					
10. I faithfully abide with the teachings of my religion. <i>(Matutom ako nga nagasunod sa mga ginatudlo sang akon relihiyon.)</i>					

1.4. Familial Values on Respect *(Pinamilya nga pagpati sa pagrespeto)*

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
1. I teach my children to kiss the hands of the elders. <i>(Ginatudluan ko ang akon mga kabataan sa pagbisa sa mga tigulang.)</i>					
2. I believe that children are not supposed to answer back to the elders. <i>(Ako nagapati nga indi dapat magsabat ang mga kabataan sa ila katigulangan.)</i>					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
3. I do not obey my parents but I want my children to obey me. <i>(Indi ako matinumanun sa akon ginikanan pero gusto ko nga ang akon kabataan magtuman gid sa akon.)</i>					
4. I teach my child to follow what I say and not what I do. <i>(Ginatudluan ko ang akon mga kabataan sa pagsunod sa akon ginahambal kag indi sa akon gina-obra.)</i>					
5. I cannot avoid arguing with my parents in front of my children. <i>(Indi ko malikawan nga makigbais sa akon ginikanan bisan sa atubang sang akon kabataan.)</i>					
6. I seek advice from my own parents or siblings when I am making major decisions. <i>(Sa mga importante nga desisyun, nagapangayo ako sang laygay sa akon ginikanan o kauturan.)</i>					
7. I sometimes read my children's cellphones or search their belongings to find out something suspicious. <i>(Kun may pagduda ako, akon kun kis-a ginabasa ang cellphone o gina-usisa ang gamit sang akon kabataan..)</i>					
8. If I am angry, I reprimand my children anywhere I like. <i>(Kun ako maakig, bisan diin ko lang ginaakigan ang akon mga kabataan.)</i>					

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
9. I am afraid that my children will be angry with me if I do not give in to what they want. <i>(Nahadlok ako nga maakig sa akon ang akon kabataan kun indi ko sila pagpasugtan sa ila gusto.)</i>					
10. I allow my children reason out on what I say. <i>(Ginapasugtan ko nga magrason ang akon kabataan sa akon ginapanghambal.)</i>					

2.1. Educational Values on Aspiration (*Edukasyonal nga pagpata sa mga handum*)

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
1. I push my children to get awards at school. <i>(Ginapilit ko ang akon mga kabataan nga makakuha sang awards sa eskwelahan.)</i>					
2. It is too late for me to go to school and be successful. <i>(Ulihi na para sa akon ang mag-eskwela kag mag-asenso.)</i>					
3. I want my children to study to attain the education that I failed to achieve. <i>(Gusto ko nga maangkon sang akon kabataan ang edukasyon nga wala ko malambut paagi sa ila pag-eskwela.)</i>					
4. I work hard knowing that I could still uplift our socio-economic condition. <i>(Nagatinguha ako sa pagtrabaho kay nahibaluhan ko nga mapauswag ko pa ang amon kahimtangan.)</i>					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
5. I believe that I could still be somebody I want to be because of my education. (<i>Tungod sa akon pagtuon, nagapati ako nga maabot ko pa ang akon mga handum.</i>)					
6. I don't care about my status in life. I do not expect much. (<i>Wala ako nagakabalaka sa akon kahimtangan. Wala man ako sang daku nga ginahandum.</i>)					
7. I aspire to see my children finish their studies. (<i>Handum ko nga makatapos ang akon kabataan sa ila pagtuon.</i>)					
8. I set expectations for my children and pressure them to attain it. (<i>Ginahatagan ko sang lalambutan ang akon kabataan kag ginapilit ko sila nga malambut gid ini.</i>)					
9. At this time, I believe that I have already attained my dreams. (<i>Sa subong, nagapati ako nga naabot ko na ang akon mga damgo.</i>)					
10. I want to be rich but I don't know how to do it. (<i>Gusto ko nga manginmanggaranon pero indi ako kabalo kun paano.</i>)					

2.2. Educational Values on Self-esteem (*Edukasyunal nga pagpati sa kaugalingon nga dungog*)

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
1. I am ashamed to go to my children's school. (<i>Nahuya ako magkadto sa eskwelahan sang akon kabataan.</i>)					
2. I do not like people to pity me because of my situation. (<i>Indi ako luyag nga kaluoyan ako sang mga tawo tungod sa akon sitwasyon.</i>)					
3. I do not care what other people will say about me as long as I do not hurt anybody. (<i>Wala ako labot kun ano man ang hambalon sang mga tawo sa akon basta wala ako nagaperwisyo sa ila.</i>)					
4. It is good to finish my education to boost my self-esteem. (<i>Mas maayo gid nga makatapos ako sa pag-eskwela agud mabatak ko man ang akon dungog.</i>)					
5. I am not at ease being with other people because they might be talking behind my back. (<i>Indi ako mapahamtang upod sa iban nga tawo kay basi ila ako ginalibak.</i>)					
6. I am ashamed to borrow money to pay for my children's tuition and other expenses. (<i>Nahuya ako manghulam kwarta nga ibayad sa tuition o galastuhan sang akon kabataan.</i>)					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
7. I pity myself because of what I had been through in life. <i>(Naluoy ako sa akon kaugalingon tungod sang akon naagyan.)</i>					
8. I have to be strong for the sake of my children. <i>(Kinahanglan ko nga magpakabakud para sa akon kabataan.)</i>					
9. I am not ashamed of doing menial chores just to earn some money. <i>(Wala ako nahuya magpamugon tungod kinahanglan ko ang kwarta.)</i>					
10. I feel that people belittle us because of our status in life. <i>(Nabatyagan ko nga ginapakanubo kami sang tawo tungod sa amon kahimtangan.)</i>					

2.3. Educational Values on Outlook towards Education

(Edukasyonal nga pagpati sa panan-awon sa edukasyon)

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
1. It is important for me to finish my education. <i>(Kinahanglan ko gid matapos ang akon pagtuon.)</i>					
2. It is necessary for my children to finish their education. <i>(Kinahanglan nga matapos gid sang akon kabataan ang ila pagtuon.)</i>					

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
3. I was not interested to study because of lack of money. <i>(Indi ako interesado magtuon sadto tungod sa kakulangan sa kwarta.)</i>					
4. Even if we are not financially well-off, I encourage my children to pursue education. <i>(Bisan may kakulangan kami sa kwarta, ginaengganyo ko gid ang akon kabataan nga magpadayun sa pagtuon.)</i>					
5. I believe that education is a way of improving our status in life. <i>(Nagapati ako nga ang pagtuon amo ang paagi para mag-uswag kami.)</i>					
6. I advise some of my children to stop schooling because we do not have enough money. <i>(Ginalaygayan ko ang akon kabataan nga mag-untat na lang sa pagtuon tungod wala kami bastante nga kwarta.)</i>					
7. I work hard and even borrowed some money just to pay for my children's tuition and other expenses. <i>(Nagabakas ako kag nagapangutang pa gid sang kwarta para sa tuition o galastuhan sang akon kabataan.)</i>					
8. I advise my children to study hard and get good grades. <i>(Ginalaygayan ko ang akon kabataan nga magtuon gid para makakuha sang mataas nga grado.)</i>					

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha-duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
9. If my children do not want to go to school, I don't mind. <i>(Kun indi luyag sang akon kabataan nga mag-eskwela, ginapabay-an ko lang sila.)</i>					
10. Skills and experiences in life are more important than education. <i>(Ang kina-adman kag ekperyensya sa kabuhi labing importante kaysa sa edukasyon.)</i>					

2.4. Educational Values on Decisiveness (*Edukasyonal nga pagpata sa paghimo desisyon*)

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha-duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
1. My children can not easily deceive me because I know better than them. <i>(Indi ako basta matunto sang akon mga anak tungod mas may ihibalo ako sang sa ila.)</i>					
2. As long as they stay in my house, my children should follow my decisions. <i>(Samtang nagapuyo sila sa akon balay, kinahanglan magsunod ang akon kabataan sa akon desisyon.)</i>					
3. Most of my major decisions in life seem to be wrong. <i>(Kalabanan sang akon mga desisyon sa kabuhi, sala.)</i>					
4. I let my children do some decisions of their own such as choosing their friends. <i>(Ginapabay-an ko nga magdesisyonsa sila sa ila kaugalingon pareho abi sang pagpili sang ila abyan.)</i>					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
5. I decide what school or course my children should take up. <i>(Ako ang nagadesisyun kun ano ang eskwelahan kag kurso ang kuhaon sang akon kabataan.)</i>					
6. I cannot decide what is best for my children. <i>(Indi ako makadesisyun kun ano ang maayo para sa akon mga kabataan.)</i>					
7. My parents are the ones taking care of my children. <i>(Ang akon ginikanan amo ang naga-asikaso sang akon kabataan.)</i>					
8. It is hard for me to convince my children to follow my decision. <i>(Nabudlayan ako magpasunod sang akon mga kabataan sa akon desisyon.)</i>					
9. My children are free to decide on what they want to do. <i>(Pagusto ang akon kabataan sa pagdesisyun kun ano ila gusto.)</i>					
10. I justify my decisions and stand firm on it. <i>(Ginatindugan ko gid ang akon desisyon.)</i>					

3.1. Economic Values on Lifestyle (*Ekonomik nga pagpati sa pangginawi*)

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
1. We economize on clothes by buying relief goods or getting second hand things. <i>(Nagatipid kami sang bayo paagi sa pagbakal sa ukay-ukay o pagbaton sang mga nausar na nga bagay.)</i>					
2. We spend leisure time together because the family enjoys each other's company. <i>(Upod kami sa paglagaw-lagaw tungod ang amon pamilya nagakalipay sa isa kag isa.)</i>					
3. Members of my family have regular medical check up at least once a year. <i>(Kada myembro sang akon pamilya may regular check-up sa doktor bisan makaisa sa isa ka tuig.)</i>					
4. My family avoids buying expensive furniture and equipment. <i>(Ang akon pamilya nagalikaw sa pagbakal sang mahalalon nga mga gamit sa balay.)</i>					
5. Members of the family prefer to eat meat than vegetables. <i>(Mas ginapili sang myembro sang akon pamilya ang pagkaon sang karne sang sa utan.)</i>					
6. Members of the family use spoon and fork when eating. <i>(Ang myembro sang akon pamilya naga gamit sang kutsara kag tinidor kung magkaon.)</i>					

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
7. We prefer to buy ready cooked foods than preparing it. <i>(Mas ginapili namon ang magbakal na lang sang luto na nga pagkaon kaysa sa maghiwat pa.)</i>					
8. I go out with my friends at night to party once in a while. <i>(Naga upod ako sa akon nga mga abyan nga maglagaw kung gab-e kun kis-a.)</i>					
9. I allow my children go out with friends to attend parties once in a while. <i>(Ginapasugtan ko ang akon mga anak nga mag-guwa upod ang ila nga mga abyan para mag lingaw-lingaw kun kis-a.)</i>					
10. I pamper my children in buying the things they like. <i>(Napasugtan ko ang akon nga mga bata sa pagbakal sang bisan ano lang nga ila nahuyagan.)</i>					

3.2. Economic Values on Work Ethic (*Ekonomik nga pagpati sa pamatasan sa obra*)

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha- duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
1. I am sincere in my work. <i>(Sinsero ako sa akon nga trabaho.)</i>					
2. I am motivated to work. <i>(Ganado ako sa trabaho.)</i>					
3. I report to work punctually. <i>(Naga-sulod ako sa trabaho sang timprano.)</i>					
4. I have different work every month. <i>(Lain-lain ang akon nga trabaho sa kada bulan.)</i>					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (Gapangduha-duha)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
5. I am lazy to wake up early in the morning to go to work. (<i>Ginatamad ako nga magbugtaw sang temprano para magkadto sa trabaho.</i>)					
6. I easily get bored at work. (<i>Madali ako nga matak-an sa trabaho.</i>)					
7. Money is the only purpose why I work. (<i>Nagatrabaho ako tungod lang sa kwarta.</i>)					
8. I easily get distracted at work because of personal problems. (<i>Madali ako matublag sa trabaho tungod sa mga personal nga problema.</i>)					
9. I have good interpersonal relationship with my co-workers. (<i>Maayo ang akon nga relasyon sa akon kaupod sa trabaho.</i>)					
10. I am happy with the salary I receive in my work. (<i>Nalipay ako sa ginabaton ko nga sweldo sa akon trabaho.</i>)					

3.3. Economic Values on Security (*Ekonomik nga pagpati sa seguridad*)

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (Gapangduha-duha)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
1. I am not financially secured because I have no job. (<i>Wala ako kasiguraduhan sa kwarta tungod wala ako obra.</i>)					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
2. I have to work hard to cope with my financial needs. <i>(Kinahanglan ko magbakas obra para mapun-an ko ang akon kakulangan sa kwarta.)</i>					
3. I strive to own a house of my own. <i>(Nagatinguha ako nga maka-angkon sang kaugalingon nga balay.)</i>					
4. I plan to acquire educational and pension plans. <i>(May plano ako nga magkuha sang educational kag pension plan.)</i>					
5. Having SSS and Philhealth plans is a necessity for me. <i>(Importante gid nga may SSS kag Philhealth ako.)</i>					
6. I make it a point to save for the future of the family. <i>(Ginatinguhaan ko nga makatipon para sa buasdamlag sang akon pamilya.)</i>					
7. I advise my children to be thrifty. <i>(Ginalaygayan ko ang akon kabataan nga magtipid.)</i>					
8. I work with dedication to maintain and keep my job. <i>(Naga-obra ako sang matutum para indi ako mapahalín sa obra.)</i>					
9. Aside from my work, I seek extra source of income. <i>(Maluwas sa akon trabaho, may iban pa gid ako nga pangita.)</i>					

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha-duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
10. I have different jobs every month depending on the needs of the customer. <i>(Sari-sari ang akon obra kada bulan depende sa pagkinahanglan sang mga customer.)</i>					

3.4. Economic Values on Social Status Sensitivity (*Ekonomik nga pagpati sa pagiging sensitibo sa estado sang kabuhi*)

	Strongly Agree (Sugot gid)	Agree (Sugot)	Uncertain (Gapangduha-duha)	Disagree (Indi sugot)	Strongly Disagree (Indi gid sugot)
1. I wear branded and expensive clothings. <i>(Malahalun nga beste ang akon ginasuksok.)</i>					
2. I select friends who belong to the same social economic status. <i>(Ginapili ko ang akon mangin abyan nga pareho sa akon sang estado.)</i>					
3. I am shy in attending school activities because I might feel out of place. <i>(Nahuya ako magtambung sa mga buluhaton sa eskwelahan kay basi indi ako nagakabagay ditto.)</i>					
4. I am contented with my life and don't crave for things I could not afford. <i>(Kuntento na ako sa akon kabuhi kag wala na nagahandum sang mga butang nga indi ko masarangan.)</i>					
5. I try to give my children what they want even if this would cost me much. <i>(Ginatinguha ko nga mahatag sa akon kabataan ang ila gusto bisan pa namahalan ako sini.)</i>					

	Strongly Agree (<i>Sugot gid</i>)	Agree (<i>Sugot</i>)	Uncertain (<i>Gapangduha-duha</i>)	Disagree (<i>Indi sugot</i>)	Strongly Disagree (<i>Indi gid sugot</i>)
6. I feel so insulted when people mention my being a single parent. <i>(Nainsulto ako kun ginamentionar sang tawo ang akon pagiging single parent.)</i>					
7. My family should be happy despite of our situation because we still have each other. <i>(Dapit mangin masadya ang magpamilya kay ululupod kami sa pihak sang amon kahimtangan.)</i>					
8. Despite my situation, I have a lot to be thankful for and one of it is my children. <i>(Sa pihak sang amon kahimtangan, madamo ako sang dapat nga ipagpasalamat kag isa na dira ang akon kabataan.)</i>					
9. My children are ashamed to associate with other children because of my being a single parent. <i>(Nahuya makipag-upod sa iban nga mga bata ang akon mga anak tunod sang akon pagiging single parent.)</i>					
10. I am not ashamed of my status in life. <i>(Wala ko ginakahuya ang akon estado sa kabuhi.)</i>					

Part III. Experiences.

Please indicate your answer by checking the box on how often these situations happens to you. (*Palihog butangan sang check kun san-o pirme nagakatabu ini nga mga sitwasyon sa imo.*)

4.1. Experiences on Child Rearing Practices (*Eksperyensa sa pagpadaku sang kabataan*)

	Almost Always <i>(Pirme gid)</i>	Often <i>(Pirme)</i>	Sometimes <i>(Kun kaisa)</i>	Seldom <i>(Talagsa-hun lang)</i>	Never <i>(Wala)</i>
1. I punish my children when I am angry. <i>(Ginapinahan ko ang akon kabataan kun naakig ako.)</i>					
2. When I punish my children, I leave visible marks. <i>(Kun sila ginapinahan ko, may makita gid nga lagub sa lawas.)</i>					
3. As a parent, I think I am punishing my children too much. <i>(Bilang ginikanan, nabatyagan ko nga sobra gid ang akon pagpina sa ila.)</i>					
4. I feel that my children take up much of my time. <i>(Laban sang akon tyempo nagakadto gid sa akon kabataan.)</i>					
5. I get angry with my children. <i>(Nagaka-akig ako sa akon kabataan.)</i>					
6. People tell me I'm too lenient on my child when he or she misbehaves. <i>(Ginahambalan ako sang tawo nga daw wala lang sa akon kun magsinutil ang akon bata.)</i>					

	Almost Always (Pirme gid)	Often (Pirme)	Sometimes (Kun kaisa)	Seldom (Talagsa-hun lang)	Never (Wala)
7. I am not bothered when my children shouts back at me. <i>(Daw wala lang sa akon kun ang akon mga anak magsinggit sa akon.)</i>					
8. I am more strict with my children than most parents are. <i>(Mas istrikto ako sa akon kabataan kesa sa iban nga mga ginikanan.)</i>					
9. It really bothers me when my child whines because he or she wants something. <i>(Nagakabalaka gid ako kun magsinutil ang akon mga anak kun may gusto sila pangayuon.)</i>					
10. I am not worried when my children come home late at night. <i>(Wala ako nagakabalaka bisan gab-i na magpuli ang akon mga anak.)</i>					

4.2. Experiences on Time Management (*Eksperyensya sa pagbahin-bahin sang oras*)

	Almost Always (Pirme gid)	Often (Pirme)	Sometimes (Kun kaisa)	Seldom (Talagsa-hun lang)	Never (Wala)
1. I am always busy, but I feel I haven't accomplished much. <i>(Pirme lang ako masako pero daw wala man ako sang madamu nga hinimuan.)</i>					
2. People have to wait for me, or for work I'm supposed to get done. <i>(Sa masami, ang tawo nagahulat sa akon ukon sa akon ubra nga dapat ko tapuson.)</i>					

	Almost Always <i>(Pirme gid)</i>	Often <i>(Pirme)</i>	Sometimes <i>(Kun kaisa)</i>	Seldom <i>(Talagsa-hun lang)</i>	Never <i>(Wala)</i>
3. I have to wait for the right mood to do creative work. <i>(Dapat maayo ang akon modo antes ako makahimo sang trabaho.)</i>					
4. I seem to jump around from task to task and often leave things unfinished. <i>(Daw nagalumpat-lumpat ako sa akon trabaho, pero daw wala man ako sang natapos.)</i>					
5. Unnecessary socializing takes up too much of my day. <i>(Ang labay-labay nga pakipag-istorya ang nagapuno sang akon oras sa bilog nga adlaw.)</i>					
6. I don't interrupt the time I spend with my family in order to get job-related work done. <i>(Wala ko gina-intrahan sang trabaho ang akon tion sa pamilya.)</i>					
7. I can find time whenever I need it. <i>(May tyempo ako sa pagpanumdum kun san-o gusto ko.)</i>					
8. I don't have enough time for my family and friends. <i>(Kulang ang akon oras sa pamilya kag mga abyan.)</i>					
9. Crises and problems seem to be happening in my life all the time. <i>(Pirme lang may krisis kag problema sa akon kabuhi.)</i>					
10. I find time to relax and be with friends. <i>(Ginaplano ko nga maglingaw-lingaw upod sa akon abyan.)</i>					

4.3. Experiences on Financial Management (*Eksperyensya sa pag-budget sang kwarta*)

	Almost Always (<i>Pirme gid</i>)	Often (<i>Pirme</i>)	Sometimes (<i>Kun kaisa</i>)	Seldom (<i>Talagsa-hun lang</i>)	Never (<i>Wala</i>)
1. I do not have funds for household expenses. (<i>Pirme lang ginakulang ang akon kwarta sa mga galastuhan.</i>)					
2. I am an impulsive buyer. I have a habit of buying unimportant things. (<i>Daso-daso ako kun magbakal. Batasan ko nga magbakal bisan indi importante nga bagay.</i>)					
3. I budget for my whole expenses beforehand. (<i>Ginaplanuhan ko gid ang akon nga mga galastuhan.</i>)					
4. I borrow money from other people to compensate my inadequate income. (<i>Pirme ako gapanghulam kwarta para mapun-an ang akon kakulangan.</i>)					
5. I have other sources of money aside from my stable income. (<i>Maluwas sa akon regular nga kita, may ekstra pa ako nga ginakita.</i>)					
6. I rely on my parents and relatives to sustain my children's needs. (<i>Nagasalig ako sa akon ginikanan o paryente para masustentuhan ang akon kabataan.</i>)					
7. I lend money to others in case of emergency even if it is intended for my own needs. (<i>Ginapahulam ko ang akon kwarta sa iban kun sila may emerhensya bisan pa may ginatigan-an ako sini.</i>)					

	Almost Always (Pirme gid)	Often (Pirme)	Sometimes (Kun kaisa)	Seldom (Talagsa-hun lang)	Never (Wala)
8. I keep tract of my expenses. I know where my money is being used. (<i>Madumduman ko ang akon ginakagastuhan. Kabalo ako kun diin nagakadto ang akon kuwarta.</i>)					
9. I misplaced or lost some of my money. (<i>Nagakawasi o nagakadula ang akon kwarta prime.</i>)					
10. I allot a portion of my salary for savings. (<i>Makatago kag makatipon ako sang kwarta.</i>)					

4.4. Experiences on Self Image Perception (*Eksperyensya sa panan-awon sa kaugalingon*)

	Almost Always (Pirme gid)	Often (Pirme)	Sometimes (Kun kaisa)	Seldom (Talagsa-hun lang)	Never (Wala)
1. I accept responsibility of my own actions. (<i>Ginabaton ko ang kunsekwensya sang akon nahimo.</i>)					
2. I learn from my own mistakes. (<i>May natun-an gid ako nga leksyon kun may sala ako nga nahimo.</i>)					
3. It would be hard for me to develop close intimate, personal relationships again. (<i>Nabudlayan na ako makipagrelasyon liwat sa iban.</i>)					
4. I can love others without expecting them to love me in return. (<i>Sarang pa ako nga maghigugma sa iban nga wala nagapaabot nga higugmaon man nila ako.</i>)					

	Almost Always (Pirme gid)	Often (Pirme)	Sometimes (Kun kaisa)	Seldom (Talagsa-hun lang)	Never (Wala)
5. I have positive relationships with both men and women in my life. <i>(Maayo ang akon relasyon sa babaye o lalaki sa akon kabuhi.)</i>					
6. I feel positive about myself as a person. <i>(Maayo ang akon pananawon sa akon kaugalingon.)</i>					
7. I feel that my life has a purpose. <i>(Nabatyagan ko nga may katuyuan ang akon kabuhi.)</i>					
8. My actions are guided by my own beliefs, not the beliefs of others. <i>(Ang akon nga ginahimo naayon sa akon pagpati kag indi sa pagpati sang iban.)</i>					
9. I still cry a lot when I remember my problems in life. <i>(Nagahibi/nagatangis pa ako kun madumduman ko ang akon problema.)</i>					
10. I feel that I have no more hope left in me. <i>(Nabatyagan ko nga daw sa wala na gid ako sang paglaum sa kabuhi.)</i>					

Part IV. Coping Mechanism (Pagsugata sa problema)

As a single parent, I cope with my problems by... <i>(Bilang isa ka single parent, ginasugata ko ang akon problema paagi sa...)</i>	Almost Always (Pirme gid)	Often (Pirme)	Sometimes (Kun kaisa)	Seldom (Talagsa-hun lang)	Never (Wala)
1. praying and attending church activities <i>(pagpangamuyo kag pag-intra sa buluhaton sang simbahan)</i>					

As a single parent, I cope with my problems by... <i>(Bilang isa ka single parent, ginasugata ko ang akon problema paagi sa...)</i>	Almost Always <i>(Pirme gid)</i>	Often <i>(Pirme)</i>	Sometimes <i>(Kun kaisa)</i>	Seldom <i>(Talagsahun lang)</i>	Never <i>(Wala)</i>
2. going to the parlor/spa <i>(pagkado sa parlor o spa)</i>					
3. playing mahjong, card games, etc. <i>(paghampang sang mahjong, baraha, etc.)</i>					
4. raising pets/animals <i>(paghupot sang kasapatan)</i>					
5. keeping myself busy at work or at home <i>(pagiging masako sa akon trabaho sa obra o balay)</i>					
6. day dreaming <i>(pag-“day dreaming”)</i>					
7. taking anti-stress pills <i>(pag-inom sang pampakalma nga bulong)</i>					
8. reading pocketbooks, magazines, comics, etc. <i>(pagbasa sang pocketbooks, magasin, komiks, etc.)</i>					
9. socializing with friends <i>(paglingaw-lingaw upod sa akon mga abyan)</i>					
10. spending quality time with my children and others <i>(paghatag sang maayo nga tinion sa akon kabataan)</i>					
11. Others (iban pa): _____					