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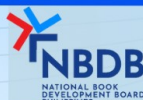
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## Child Temperament and Parenting Styles of Working Millennial Mothers

Abegail R. Nobela, MSSW

Universidad de Sta. Isabel de Naga, Inc., Philippines

Corresponding Author email: [abegailnobela42@gmail.com](mailto:abegailnobela42@gmail.com)

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### Abstract

**Aim:** This study determined the relationship of child temperament to the parenting styles of working millennial mothers.

**Methodology:** The researcher used the simple random sampling in the quantitative part of the study. The researcher requested list of names with age, electronic mail, contact numbers of mothers assigned at the Provincial Office of Camarines Sur from the Human resource Department of DWSD. Data provided by the department were utilized in identifying the millennial mothers. A total 59 respondents were identified and consisted of the following; one Administrative Aide IV, one Administrative Assistant I (AA I), two AA-II, six AA-III, one Area Coordinator, four Community Empowerment Facilitator (CEF), two Municipal Financial Analyst (MFA), two Project Development Officer I (PDO I), four Social Welfare Assistant (SWA) and 36 PDO II. This respondents are chosen as they are the millennial mothers who were born between 1981 to 1996. They are mothers who work at the DSWD- POO of Camarines Sur and have a child below 10 years old, who belong to Alpha generation born from 2010 to 2025. The researcher used the convenience sampling in the qualitative part of the study since respondents are scattered in the different part of Camarines, only those accessible to the researcher and a total of five mothers were identified and able to attend in the schedule focus group discussion.

**Results:** First, the  $r$ -value is .068, interpreted as not significant for Activity Level. Second, the  $r$ -value is -.009 was interpreted as not significant for Rhythmicity. Third, the  $r$ -value is -.034 was interpreted as not significant for Distractibility. Fourth, the  $r$ -value is -.091 was interpreted as not significant for Approach/Withdrawal. Fifth, the  $r$ -value is .044, interpreted as not significant for Adaptability. Sixth, the  $r$ -value is .171, interpreted as not significant for Persistence. Seventh, the  $r$ -value is -.123 was interpreted as not significant for the Intensity of the reaction. Eight, the  $r$ -value is .170, interpreted as not significant for Sensory Sensitivity and the  $r$ -value is .045, interpreted as not significant for Emotional Sensitivity to Self and Others. Last, the  $r$ -value is -.147 was interpreted as not significant for the Quality of Mood.

**Conclusion:** From the summary and findings of the study, the following conclusions were drawn: In the rhythmicity/regularity, distractibility, adaptability, persistence, and the intensity of reaction their extent of manifestations is high. In their activity level and sensitivity their extent of manifestations are higher. While, in their approach/withdrawal and quality of mood their extent of manifestations is low. Respondents' level of engagement to authoritative/democratic type of parenting is highest. While in the authoritarian type of parenting style, their level of engagement is low, and in the permissive parenting style is lower. The result showed that there is no significant relationship between the extent of manifestations of the temperament of the children and the level of engagement of parents along parenting styles.

**Keywords:** Child Temperament, Parenting Styles, Working Millennial Mothers

### INTRODUCTION

In today's world, the millennial generation is now mothers. They are the mothers of the youngest generation, the Alpha Generation, born year 2010 up to present. It is inevitable to deny that they face many difficulties in light of the environment's changes and the impact of social media. These young mothers, who were



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born between 1981 to 1996, love the opportunity to be working parents. They are the type of mothers who both want personal growth and to help with the household's financial needs.

The online source, [millennialmagazine.com](http://millennialmagazine.com) report shows that millennial mothers are happier with their decision to be an at-work or stay-at-home parent and how the at-home responsibilities are divvied up. From the database of staffing in the operational structure provided by the Human Resource Management and Development Division of the Department of Social Welfare and Development Field Office V, 346 out of 496 or 69.76% are the total female staff of Provincial Operation Office II of Camarines Sur and 150 of them are mothers, (DSWD, 2022).

Compared to older mothers, these women's perspectives on parenthood differ. They felt guilty in some manner because they were unsure if what they were doing was right or wrong. Given this, parents must pay close attention to their kids, care for their needs, and always ensure their safety. A parent is someone with a kid, but a responsible parent supports their child's growth and development. A healthy parent-child bond is essential. This may influence children regarding who they will grow up to be. It reveals the character of their relationship with their parents. Parenting is raising children and giving them care and protection so they can develop into healthy adults.

There are three types of parenting styles, according to Diana Baumrind; first, authoritative parenting in this type of parent makes an effort to discipline children by outlining rules, having discussions, and using logic. They consider a child's perspective but do not always agree with it. At the same time, authoritarian parenting is strict. Parents anticipate that their children will adhere to the rules without question or compromise. On the other hand, permissive parents do not make demands. Little responsibility is placed on children, who can control most of their actions and choices.

A child's attitude and behavior change over time. There are variabilities in upbringing due to some situations beyond parents' control. Parents may experience difficulties because their parents' methods to raise them may not be suitable for their children. The challenge of dealing with their children in all aspects other than attitude and behavior is a huge responsibility since how they deal with them can reveal much about who they are as parents.

This Alpha Generation is considered the most materially equipped and technologically literate generation. They spend between 6 and 9 hours per day on media than they engage with almost any other activity (Coyne et al., 2017). According to Carter (2020), they are more likely to grow up selfish and seek rapid gratification. They are more likely to grow up overindulged.

In this case, temperament will come into play. In the late 1970s, two theorists, Thomas and Chess, studied child temperament considerably. They believed that each child's reaction to their surroundings is diverse and unique and that this reaction pattern is innate, unlearned, and present from birth (Oswalt, 2020). In addition, Thomas and Chess discovered that there are nine dimensions or traits that serve to determine temperament in their New York Longitudinal Study (NYLS), including activity level, rhythmicity, distractibility, approach/ withdrawal, adaptability, persistence, the intensity of reaction, sensitivity, and mood (White, 2022).

In general, understanding a child's temperament will also help the parent set appropriate expectations for them, and parenting significantly impacts children's developmental competence and, ultimately, their life course trajectories. Mothers, in particular, play a vital role in the development of their children. Being a parent of today's generation is no longer a simple duty wherein mothers will only attend to their children's particular needs. This piqued the researcher's curiosity in conducting a study and focusing on this group of the population who are also working mothers.

Moreover, these mothers have challenges they are dealing with aside from being a mother of their children. These challenges include the pressure of how to be a good mother, how to handle their children's behavior, how to handle finances, and many more. So much so for working women who work eight hours a day, five days a week, while still fulfilling their roles as a mother. Given changes in the environment, being in that position is difficult.

Despite their unfavorable parenting experiences, parents tried to cope with all their challenges. Those responses, however, may either negatively or positively affect the child. The probability increases that the parent will have one of two reactions towards that type of stress: withdrawal from the situation or applying pressure on the child (Szymańska & Dobrenko, 2017).

While there is no right way to raise a child, parents aren't flawless; they admit they are occasionally inattentive to their children. However, parents must always recognize their child as a unique individual capable of becoming the person they want to be. Several studies discussed parenting styles, but only a few focus on the changes in parenting approaches in contemporary times. Nonetheless, the researcher has examined various parenting styles and their impact on children for years.

This study was conducted to determine the relationship of a child's temperament on the parenting style of working millennial women. Also, it examined the hardships and challenges they face as mothers in light of



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environmental changes, social media influence, work pressure, and other issues that affect their success as mothers. The personal purpose is also for the researcher to learn something and gather wisdom from these wonder moms; this will broaden the researcher's perspective in understanding the dynamics of these mothers she is working with. As observed, these mothers are steadfast, dutiful, and selfless. They even took advantage of social media and utilized it in performing their roles, they are very resourceful and dream big for themselves and their loved ones.

Also, being in a department that cares for vulnerable sectors, this study will help to advocate for the rights of these mothers who sometimes forget their own because of the overwhelming demands of their surroundings. To voice out their silent screams for care and empathy in all aspects of their lives. To raise their flag as they are doing a great job amidst all challenges and to help other mothers see the potentiality in each one of them, become the support system of one another as they are in the modernized world, and take advantage of it to make their motherhood more meaningful. Lastly, the findings of this study lead to the creation of a parent management intervention plan for consideration of the Department of Social Welfare and Development and the respondents.

## Objectives

This study determined the relationship of child temperament to the parenting styles of the working millennial mothers in the DSWD- Provincial Operation Office of Camarines Sur for 2022-2023.

This specifically answered the following questions:

1. What is the extent of manifestations of the temperament of children along the following dimensions:
  - a. Activity level
  - b. Rhythmicity
  - c. Distractibility
  - d. Approach/ withdrawal
  - e. Adaptability
  - f. Persistence
  - g. Intensity of reaction
  - h. Sensitivity
  - i. Quality of Mood
2. What is the level of engagement of parents along their parenting styles:
  - a. Authoritative parenting
  - b. Authoritarian parenting
  - c. Permissive parenting (indulgent)
3. Is there a significant relationship between the manifestations of the children's temperament and parents' level of engagement along their parenting styles?
4. What are the challenges millennial mothers encounter in managing their children?
5. What parent management intervention plan may be proposed based on the results of the study?

## Hypothesis

There is a significant relationship between the manifestations of the temperament of the children and the level of engagement of parents along parenting styles.

## METHODS

### Research Design

The study used mixed method, the sequential explanatory, and correlational. Quantitative method was used to determine the extent of the children's temperament manifestations along nine dimensions and parenting styles of the respondents. Qualitative method was utilized in describing the mothers' challenges in managing their children. Sequential explanatory was used by collecting the responses first of the respondents on the research tool followed by a focus group discussion using the result. On the other hand, correlational method was used to determine the relationship between the temperament of the children and the rate of parenting styles of the respondents.





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## Population and Sampling

The researcher used the simple random sampling in the quantitative part of the study. The researcher requested list of names with age, electronic mail, contact numbers of mothers assigned at the Provincial Office of Camarines Sur from the Human resource Department of DWSD. Data provided by the department were utilized in identifying the millennial mothers. A total 59 respondents were identified and consisted of the following; one Administrative Aide IV, one Administrative Assistant I (AA I), two AA-II, six AA-III, one Area Coordinator, four Community Empowerment Facilitator (CEF), two Municipal Financial Analyst (MFA), two Project Development Officer I (PDO I), four Social Welfare Assistant (SWA) and 36 PDO II. This respondents are chosen as they are the millennial mothers who were born between 1981 to 1996. They are mothers who work at the DSWD- POO of Camarines Sur and have a child below 10 years old, who belong to Alpha generation born from 2010 to 2025.

The researcher used the convenience sampling in the qualitative part of the study since respondents are scattered in the different part of Camarines, only those accessible to the researcher and a total of five mothers were identified and able to attend in the schedule focus group discussion.

## Instrument

The researcher used standard survey questionnaires in the data collection. The questionnaire is divided into two parts:

Part I of the questionnaire is the quantitative part of the study where in the researcher used questions from Temperament Rating Scale of Center of parenting education website, patterned based on the study of Thomas and Chess "The New York Longitudinal Study" as referenced by Kylie Rymanowicz (2017) wherein researcher asked permission to use and reproduce the questionnaire and received approval. The questionnaire contains questions that determined the manifestation of child's temperament. It has nine variables that correlate to the nine dimensions of temperament. In each dimension there are different descriptive scaling. Each variable in the questionnaire consists of three-seven (3-7) yes/no questions with a matching rating scale (1 as the lowest and 5 as the highest). In each dimension, equivalent descriptive ratings are the following: (5) Very High; (4) Higher; (3) High; (2) Low; (1) Lower.

Part II of the questionnaire refers to the parenting styles of the respondents. The researcher utilized the California Department of Education questionnaire and asked permission to use and reproduce the tool. Each parenting style comprises four to thirteen (4-13) questions, the respondents answered by rating each question. Scaling ranges from 1 to 6 wherein following scale corresponds to (1) Never; (2) Rarely; (3) Seldom; (4) Sometimes; (5) Frequent; and (6) Always.

The researcher sought a psychologist's assistance to interpret the responses provided by the respondent right after the data was collected. Constant follow-up and coordination about the data result was conducted through email conversation. With the help of the statistician assigned, the researcher interpreted the data and guaranteed that the outcome was valid and reliable.

## Data Collection

The researcher sought the approval of the Dean of the Graduate School to conduct the study. Required documents requesting to conduct research were submitted and received by the Provincial Office and Regional Office of DSWD, including the letter request address to the Regional director, approved and revised chapter 1 to 3, research instruments and annexes required by the department.

Following acceptance, the researcher requested list of names with age, electronic mail, contact numbers of mothers assigned at the Provincial Office of Camarines Sur from the Human resource Department of DWSD. Data provided by the department were utilized in identifying the millennial mothers. Respondents were identified and sending of research instrument via email and messenger started. The use of Google Forms was utilized given the scope and pandemic situation.

The respondents of this study were given enough time to assess of their readiness to participate, a consent form also pop up when they log in to Google Forms to ensure that they participated based on their approval. The email was also sent that consists of a consent form stating what the study is about and how long it will take, as well as the goal, benefits, and risks of participating in the data gathering. A consent for is crafted friendly and easily understand by the respondent. Instructions in accomplishing the tool were also provided.

The researcher conducted a constant follow-up through chats and text. The researcher ensured the readiness to address issues and concerns in the study or the tool. Respondents were given enough time to think about it so they can answer each question completely and honestly. The respondent was allowed to withdraw the gathered data if they are uncomfortable during and after the data gathering.



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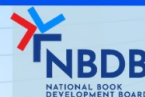
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The researcher sought a psychologist's assistance to interpret the responses provided by the respondent right after the data was collected. Constant follow-up and coordination about the data result was conducted through email conversation. With the help of the statistician assigned, the researcher interpreted the data and guaranteed that the outcome was valid and reliable.

Focus group discussion was also conducted after data interpretation and analysis of SOP 1 and 2. A group of five mothers from the 59 total respondents was gathered in one place (face to face) together with the researcher, the purpose is to answer the qualitative part of the research and validated the statistical result. From the tool, three questions were crafted and other follow-up questions raised during discussion to clarify the statements each mothers gave. The mood of discussion is informal where the mothers freely express their experiences. An ample time was given to each mothers to share how they intervene with their child's behavior, how they demonstrate their tender loving care with their children, and the challenges they encountered as mothers. Simultaneously they commented on the sharing, cheer and give advices to one another.

The researcher ensured that discussion focus on fostering empathy, help and support. Healthy comments were encouraged to help one another become comfortable and avoid feeling judged. Discussion ended by ensuring that the shared stories will be treated with confidentiality. Lastly, the study's findings and recommendations were shared with the respondents and the Department of Social Welfare and Development for possible adaption and consideration.

### Treatment of Data

Mean was applied in rating the manifestation of children's temperament along nine dimensions and the result of the respondents' parenting styles. The Person-R test determined the relationship between the child's temperament in each dimension and the respondent's parenting styles. The researcher used the Microsoft Excel in identifying the mean of each dimensions of child temperament and parenting styles while IBM SPSS Software was utilized in identifying the relation of the two variables.

Focus group discussion was conducted in response to the qualitative part of the study. The researcher mobilized the relating by finding, annotating connections, relationships and patterns of statements and discussions. Visualization was used in providing summary.

### Ethical Considerations

A research proposal sought permission to study the working millennial mothers. Necessary documents needed for the conduct of data collection was submitted and received by the Provincial Office and Regional Office of DSWD, to ensure the study undergone due process in collecting and acquiring data. Following acceptance, the researcher requested list of names with age, electronic mail, contact numbers of mothers assigned at the Provincial Office of Camarines Sur from the Human resource Department of DWSD.

Data provided by the department was utilized to identify the millennial mothers. Respondents were identified and sending of research instrument started via email or messenger. The email includes what the study is all about, how long it will take, its purpose, benefits, and risks of participating in the data collection. The researcher inquired about the respondent's readiness to cooperate through chats and email conversations without pressure and coercion.

The respondents were given the right to anonymity and respect of their privacy. The respondents' data kept confidential used cautions. The moment a respondent wishes to withdraw the data gathered due questions are uncomfortable to answers; they were allowed to do so without feeling obligated to continue. They are advised that refusing to participate will have no negative implications. The researcher ensured no plagiarism or other research misconduct in the study. If the study may cause harm to the respondents, the researcher made every effort to determine and mitigate the risk. The respondents and the Department of DSWD were informed of the study's findings, ensuring that the study is honest, valid and reliable.

## RESULTS and DISCUSSION

### The Extent of Manifestation of Temperament

Tables 1 to 9 present the extent of children's temperament manifestations along activity level, rhythmicity, distractibility, approach/ withdrawal, adaptability, persistence, the intensity of reaction, sensitivity, and quality of mood. Table 10 presents the summary of the temperament of children along nine dimensions.



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Table 1

### The Extent of Manifestations of the Temperament of Children Along Activity Level

PARAMETERS OF TEMPERAMENT ALONG ACTIVITY LEVEL	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Children seem to be moving all the time	4.22	1	Highest
Children are attracted to sports requiring lots of movement, like soccer and bike riding	3.53	2	Higher
Having a hard time sitting at the dinner table or waiting patiently for something	3.27	3.5	High
While sleeping, children move all over the bed, getting entangled in blankets	3.27	3.5	High
During habits of daily living, like brushing their teeth and getting dressed, children move all over the place rather than stand in one spot	3.20	5	High
Children have difficulty sitting during long car trips	2.95	6	High
<b>MEAN</b>	<b>3.41</b>		<b>Higher</b>

**LEGEND:** 1.00-1.80 – *Lower (LR)*; 1.81-2.60 – *Low (L)*; 2.61-3.40 – *High (H)*; 3.41-4.20 – *Higher (HR)*; 4.21-5.00 – *Highest (HH)*

Table 1 presents the extent of children's temperament manifestations along activity level. Activity level refers to how much physical motion children have while doing activities. Results show that the respondents' children have a higher (*HR*) or belong to level 4 of the activity level.

Showing that these children have higher activity levels during long car trips and sleep time, they move all over the bed, getting entangled in blankets. They are active in sports requiring lots of movement, like soccer and bike riding. In daily living, these children actively brush their teeth and get dressed. They move all over the place rather than stand in one spot. Rymanowicz (2017) supports these manifestations, stating that children with a high activity level may go from one activity to another quickly. Their actions can be considered to be loud, disruptive, or boisterous. High-activity children may have difficulty sitting still and will be fidgety during slow or quiet activities.

Although these children's mothers may feel burned out or frustrated, remember that they are not trying to stress out or harm their mothers in any other way. All they need is assistance in handling their activity level. Instead of labeling the child as hyper or wild, re-frame it into a positive that will lead them to think that they are just energetic, like other children. Remember, according to Dayrit (2020), physical activity improves cognition, which could enhance academic achievement in children. Twelve out of 15 studies found significant effects of physical activity on preschool children's motor skills and cognitive development.

When they become overly energetic, stop the behavior as soon as possible. Take note of the behavior; the mother must first take a moment to collect herself and signal the child that he needs to calm down, and then intervene if necessary. Many calming techniques can be found online, like asking the child to take deep breaths and count from 1 to 10. Remember that being highly active is sometimes beyond the child's control.

Further, this result indicates that these children of the respondent or generation alpha fall in the category wherein their activity level, which contradicts the claims of Carter (2020) that Generation Alpha's trailing cohort, particularly those aged 0 to 6 months, are rarely mobile. No matter a child's activity level, teaching him/her self-help skills is the best method to get the most out of parenting and will save mothers from possible parenting stress.




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Table 2

**The Extent of Manifestations of the Temperament of Children Along Rhythmicity/Regularity**

PARAMETERS OF TEMPERAMENT ALONG RHYTHMICITY/REGULARITY	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Their rooms and belongings organized	3.29	1	High
Chores and homework occur at about the same time every day	3.22	2	High
Children get hungry or tired at the same times every day	3.17	3	High
Habits easy to put in place	3.00	4	High
Children enjoy days that follow an established routine	2.97	5	High
<b>MEAN</b>	<b>3.13</b>		<b>High</b>

**LEGEND:** 1.00-1.80 – Lower (LR); 1.81-2.60 – Low (L); 2.61-3.40 – High (H); 3.41-4.20 – Higher (HR); 4.21-5.00 – Highest (HH)

Table 2 presents the extent of children's temperament manifestations along rhythmicity/regularity. Rhythmicity/regularity refers to the predictability of children's biological and behavioral patterns. The result shows that children have a high (H) level of regularity. These children are highly regular when they get hungry or tired. Their rooms and belongings are highly organized, and they do chores and homework moderately regularly or occur at almost the same time daily. They enjoy days that follow an established routine, and their habits are easy to implement.

This result is supported by Rymanowicz (2017), stating that children with regular rhythms are likelier to stick to a routine. It will be simple for them to eat meals and snacks at the same time every day, nap and sleep at the same time every day, and even go to the bathroom at the same time every day. As explained by Lakshya International School (2023), organizing skills are essential for any child's development, and teaching these skills early can have lasting benefits. Not only does it provide children with better self-esteem and academic performance, but it also helps them develop important life skills that will last a lifetime.

The fact that these mothers can handle their children effortlessly may make them feel at ease in some ways, but helping the child learn flexibility will prevent them from becoming fixated. These children will be more adaptable to changes if there is a balance between structure and flexibility. This will help these children to be open to changes because if not addressed, children will not be able to easily adapt if routine changes occur. For instance, mom can gradually encourage them to put off eating and sleeping past their regular times. Make sure to communicate ideas that will boost a child's self-esteem.

Stifter and Moding (2019) showed a fuller appreciation of the complexity of the temperament concept, and thoughtful selection of temperament measures may help improve predictions and identify targets for interventions aimed at decreasing the risk for obesity in childhood. Temperament can be a predictor of the child's health aspect. Help them understand that their temperament determines how they behave. This result is in line with the statement of Carter, 2020 that the behavior of the alpha generation is always altering and evolving.

Table 3

**The Extent of Manifestations of the Temperament of Children, Along with Distractibility**

PARAMETERS OF TEMPERAMENT ALONG WITH DISTRACTIBILITY	MEAN	RANK	DESCRIPTIVE INTERPRETATION
If children get upset, they easily shift their mood	3.29	1	High
Things easily divert them when they set out to do chores	3.27	2.5	High
They need many reminders to get things done	3.27	2.5	High
Children usually notice sights and sounds that others do not	3.2	4	High
When doing homework or reading, children have a hard time focusing on the task	2.95	5	High
Children have a hard time paying attention when speaking to them	2.76	6	High
<b>MEAN</b>	<b>3.12</b>		<b>High</b>



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Table 3 presents the extent of manifestations of the temperament of children along with distractibility. Distractibility refers to how easily, or not so easily, things going on around children disrupt their thought processes and attention. The study of the contribution of early temperament to mental health in preschool and school years authored by Kozlova et al. (2020) stressed the importance of broad and fine-grained early temperamental qualities for later mental health and backed up the idea that effortful control and negative affectivity play a prominent role. Showing that additional characteristics influence temperaments, such as the capacity of the child to use attentional resources and their negative emotional experiences.

In connection, the result shows that children have a high (H) level of distractibility. They notice sights and sounds. They tend to notice things that others do not. They can be diverted when they set out to do chores. In doing homework or reading, these children can focus on the task. Mostly, they need a few reminders to get things done. They can pay attention when someone speaks to them and easily shift their mood. Rymanowicz (2017) supports these manifestations, stating that easily distracted children will swiftly shift their focus from one item to another. If they see a dog outside the kitchen window, they may be unable to concentrate on a dinner conversation. They may be hyper-aware of details and find concentrating in crowded, noisy environments difficult.

In previous years, many Filipino children struggled to study at home during the COVID-19 pandemic due to a lack of motivation as well as social media and gaming distractions, according to research. Embudo (2021), almost all of the students interviewed for the research prefer face-to-face classes as they do not find the home conducive to learning. Some problems cited were lack of internet access and distractions like social media and gaming. Based on the study, 33% of the student-respondents do not perceive the home as a conducive environment for learning compared to their schools. Bologna (2019), the omnipresence of technology during those formative years leads to enhanced digital literacy and learning gratification, shorter attention spans, and impaired social formation.

Children who are distractible need help to handle their temperament. Children who are easily distracted require assistance in managing their temperament. They simply want to know what is happening around them and never try to cause trouble in any activity or work. Avoid blaming him for not finishing a task by not doing so. Providing a quiet atmosphere, ample time, and many reminders will make them get a task done. It will greatly benefit them if you keep them on goal and divide larger chores into smaller ones. Celebrate when these tiny tasks are finished. Children can feel good about themselves if they receive praise when they can concentrate well enough.

Table 4  
**The Extent of Manifestations of the Temperament of Children Along with Approach/Withdrawal**

PARAMETERS OF TEMPERAMENT ALONG APPROACH/ WITHDRAWAL	MEAN	RANK	DESCRIPTIVE INTERPRETATION
They protest and cry when introduced to new activities or changes in routines	2.86	1	High
Children cling to the legs of their parents when they enter a new place like a school or a store or when they are being introduced to a stranger	2.75	2	High
They fuss when trying new foods or new clothes	2.53	3	Low
Children's first reactions to new things, places, ideas, or people	1.78	4	Lower
<b>MEAN</b>	<b>2.48</b>		<b>Low</b>

**LEGEND:** 1.00-1.80 – Lower (LR); 1.81-2.60 – Low (L); 2.61-3.40 – High (H); 3.41-4.20- Higher (HR); 4.21-5.00 - Highest (HH)

Table 4 presents the extent of children's temperament manifestations along with approach/withdrawal. Approach/withdrawal refers to how quickly and effortlessly a child adapts to changes and new situations. A study by Valiente et al. (2021) demonstrates that temperament can potentiate the relations between school readiness and reading and highlight the importance of promoting school readiness and effortful control while decreasing shyness.





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In relation, the result shows children belong to low (*L*) levels. These children easily adapt to new things, places, ideas, or people. They always wanted to try new foods or new clothes. They easily adapt to new activities or routines when introduced to a stranger. Rymanowicz (2017) supports these manifestations, stating that approaching children are eager to do new things, meet new people, and experience new circumstances. They will often rush to investigate a new playground without reluctance, and they will acclimate to new conditions quickly.

Mothers of these children may feel proud knowing that their children are very outgoing and can easily adapt to their surroundings. But then, be mindful of how kids respond to unfamiliar people and circumstances. These kids need to be reminded to consider their actions before making decisions. Encourage them not to act hastily, jump into things without thinking them through, or accept new ideas or changes without giving them a chance to evaluate them. Teach them the words to communicate their reactions by giving them an expanded feeling word vocabulary to help them express more accurately and appropriately how they are feeling. Learn to work together.

Results contradict the study by Ruar & Quimson (2018) that separation anxiety among kindergarten learners is sometimes prevalent. Furthermore, 'refusal to go to school' is the most serious problem for kindergarten learners who experience separation anxiety as perceived by their teachers. The generation of today, as observed, is very flexible and can easily adapt to massive changes, whether in their environment or the people surrounding them. In the end, a child needs a mother to help him/her widen his/her understanding when changes come. Working together is the best way to help the child.

Table 5

**The Extent of Manifestations of the Temperament of Children Along with Adaptability**

PARAMETERS OF TEMPERAMENT ALONG WITH ADAPTABILITY	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Children find it stressful to change ideas or routines	2.8	1	High
It is difficult for children to make decisions, and when they do, they agonize over their choices	2.75	2	High
Children cry and get upset when ask them to finish an activity and move on to something else	2.68	3.5	High
They need to be coaxed or beg for days to get involved in new activities	2.68	3.5	High
Surprises upset children	2.53	5	Lower
<b>MEAN</b>	<b>2.68</b>		<b>High</b>

**LEGEND:** 1.00-1.80 – Lower (*LR*); 1.81-2.60 – Low (*L*); 2.61-3.40 – High (*H*); 3.41-4.20 – Higher (*HR*); 4.21-5.00 – Highest (*HH*)

Table 5 presents the extent of manifestations of the temperament of children along with adaptability. Adaptability refers to how easily or quickly children adjust to changes in their environment after their initial response. Results show that the respondents' children belong to the high level (*H*).

This shows that these children do not cry and get upset when asked to finish an activity and move on to something else. Surprises do not upset them; they find it easy to change ideas or routines. They easily get involved in new activities and make decisions, and when they do, they recognize their choices. Rymanowicz (2017) supports these manifestations, stating that very flexible children will have little issue transitioning from one activity to the next. They will effortlessly transition from playing to lunchtime to naptime.

As observed in the table, these children have a neutral way of adapting to changes. This is why being observant right after the initial reactions is vital. According to an internet source, children with difficult temperaments or temperaments that differ from their parents and who grow up with rejecting or inconsistent parents have greater difficulties adjusting and developing than children with supportive and consistent parents. For children with emotional difficulties, "goodness of fit" is an important component in how well they will adjust and adapt to different situations in the future (Alleydog.com).

Be aware of how children react to transitions and use this information about their reactions to change to help engage their cooperation. When transitions or changes become too demanding, keep an eye on them. Generation Alpha is the youngest of today's millennials, born in 2010 (until 2025). This is the most influential generation of the twenty-first century, and it is the most technologically advanced population to date (Fourtané, 2018). Children aged 2–4 years can use touchscreen devices like tablets or smartphones to play or watch movies.


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Parents often introduce kids to use them in boring social situations (i.e., in the pediatrician's waiting rooms or the restaurant).

Encourage them to think through the implications before jumping in or going along with new ideas or changes. They must think independently and speak out for themselves when they do not want to do something. Increase kids' vocabulary to help them communicate their emotions more effectively by teaching them words to use for those emotions. Teach them to think and use caution.

Table 6  
**The Extent of Manifestations of the Temperament of Children, Along with Persistence**

PARAMETERS OF TEMPERAMENT ALONG WITH PERSISTENCE	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Children become engrossed in toys and games	3.69	1	Higher
Once they start tasks, they persist until they are complete	3.47	2	Higher
Children work hard to master sports or musical instrument skills.	3.37	3	High
Children have difficulty stopping activities, especially those they are not finished with.	3.08	4	High
Children plead and beg to do things "their way."	3.08	5	High
Children stick with things, like puzzles or homework, to the end, even after the task becomes boring or difficult	3.00	6	High
<b>MEAN</b>	<b>3.29</b>		<b>High</b>

**LEGEND:** 1.00-1.80 – Lower (LR); 1.81-2.60 – Low (L); 2.61-3.40 – High (H); 3.41-4.20 – Higher (HR); 4.21-5.00 – Highest (HH)

Table 6 presents the extent of manifestations of the temperament of children along with persistence. Persistence refers to how long a child will keep at a task. The result shows that the children of the respondents belong to high (H). Shows that these children experience a hard time stopping activities, especially those that are not yet finished. The children plead and beg to do things "their way." Once they start tasks, they persist until they are completed. These children stick with things, like puzzles or homework, even after the task becomes boring or difficult. These children are engrossed in toys and games and work hard to master sports or musical instrument skills. Rymanowicz (2017) supports these manifestations, stating that persistent children will strive hard to figure out exactly what they need to know, even if it is difficult. They will put a lot of effort into finishing whatever they have started and probably practice something they want to master.

Mothers of these children may feel challenged by the persistence of their children. Know that persistence is part of children's temperament. They are behaving this way on purpose. Discover calming techniques. This will make it easier to avoid having power struggles with the kid. These children need more time to finish a task before moving on. This will be helpful for them because they may find it difficult to stop if they have not succeeded in their goal.

Distinguish "manipulative" behavior/temper tantrums from "temperamentally-driven" behavior/temper tantrums. Do not get into physical altercations with these kids when they are locked in or frustrated; instead, assist them in slowly letting things go. They require someone else to step in and assist them in finding ways to calm down. It will benefit both mother and child to pay attention to and comprehend the child's needs. This will lead to a better understanding that these children are just motivated.

In general, parents may find it annoying if their kids are impatient and want everything right away, but results show that the children of the respondents are persistent. This contradicts the statement of Carter, 2020 that this younger generation is likely to be self-centered, with patience being a foreign concept to them. They are more likely to grow up selfish and seek rapid gratification.



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Table 7

### The Extent of Manifestations of the Temperament of Children, Along with the Intensity of the Reaction

PARAMETERS OF TEMPERAMENT ALONG WITH INTENSITY OF REACTION	MEAN	RANK	DESCRIPTIVE INTERPRETATION
They scream with excitement when good things happen	3.98	1	Higher
They express their emotions in extremes	3.41	2	Higher
When confronted with something they do not like, for example, a certain food, they wail with frustration	3.20	3	High
Children seem to be explosive and loud rather than calm and quiet	3.19	4	High
Parents ask them constantly to quiet down.	3.12	5	High
<b>MEAN</b>	<b>3.38</b>		<b>High</b>

**LEGEND:** 1.00-1.80 – Lower (LR); 1.81-2.60 – Low (L); 2.61-3.40 – High (H); 3.41-4.20- Higher (HR); 4.21-5.00 - Highest (HH)

Table 7 presents the extent of children's temperament manifestations along with the intensity of reaction. The intensity of reaction refers to how much energy children commonly use to express emotions. The result shows that children belong to a high (H) level of intensity of reaction. These children seem to be explosive and loud rather than calm and quiet. They express their emotions in extremes and scream excitedly when good things happen. When confronted with something they do not like, such as a certain food, they wail with frustration and cannot easily quiet down.

Rymanowicz (2017) supports these manifestations, stating that children with strong emotions may be labeled as dramatic as if they are making a big deal out of nothing. They exhibit very powerful reactions to things even if the situation isn't serious. Their reaction to something terrible will be intense. They could have violent outbursts. Similarly, even when good things happen, they can be difficult to control. They are more inclined to move on to something else. When dealing with something difficult for them, it is usual for them to become overwhelmed. When faced with a challenging task, they may become irritated and request that an adult do it for them.

Because of the child's excessive emotions, the mothers of these children may feel stressed and burned out. They can think their kid is rude, violent, or wild. However, those responses (Szymańska & Dobrenko (2017) may negatively or positively affect the child. The probability increases that the parent will have one of two reactions towards that type of stress: withdrawal from the situation or applying pressure on the child. Zubizarreta et al. (2019) suggest that punishment is uniquely associated with an increase in externalizing and internalizing problems, even though some interactions between temperament, warmth, and punishment can exacerbate or diminish direct associations between punishment and children's psychological symptoms.

Mothers of these children must acknowledge their child's ability to react by considering their child is zestful or energetic. Remember that Thomas and Chess conducted considerable studies on child temperament. They believed that each child's reaction to their surroundings is diverse and unique and that this reaction pattern is innate, unlearned, and present from birth (Angela Oswalt, 2020).

Help the child understand that his/her reactions towards things are part of their temperament. Teach children self-help skills, such as how to relax when they feel their intensity level rising. Assist kids in finding healthy outlets for their strong emotions. Work on comprehending and controlling their level of intensity. Hendricks (2017) states that parents are more mature and experienced than children. Thus they have a greater responsibility in creating the first contact patterns and may more effectively induce change by changing their reactions (e.g., responding with patience to the distressed child).




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Table 8

**The Extent of Manifestations of the Temperament of Children, Along with Sensitivity**

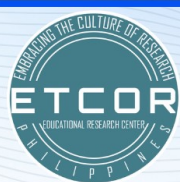
PARAMETERS OF TEMPERAMENT ALONG SENSITIVITY (Emotional Sensitivity to Self and Others)	MEAN	RANK	DESCRIPTIVE INTERPRETATION
<i>A. Emotional Sensitivity to Self and Others</i>			
Children are able to clearly express what they are feeling	4.24	1	Highest
They seem to have reactions to things, like scary or sad stories or movies, that are excessive or "over the top."	4.03	2	Higher
Children seem to notice when others are upset or hurt	3.76	3	Higher
They seem to "feel what others are feeling."	3.64	4	Higher
Children show a lot of empathy or sympathy toward others who are upset	3.63	5	Higher
They have a hard time letting the thoughts of others go	3.31	6	High
They cry a lot and have a hard time "letting things go."	3.29	7	High
Do they get overly upset when someone disciplines, criticizes, or comments negatively on them?	3.24	8	High
<b>MEAN</b>	<b>3.64</b>		<b>Higher</b>
<i>B. Sensory Sensitivity</i>			
Tags in their clothing or socks that do not fit "just right" bother them	4.10	1.5	Higher
Children are able to distinguish flavors and differences in brands of foods	4.10	1.5	Higher
Children have strong reactions to painful situations, like falling off a bike or getting a splinter	3.90	3.5	Higher
They are sensitive to textures of foods	3.90	3.5	Higher
Children are extremely sensitive to certain fabrics or the way certain clothing feels.	3.54	5	Higher
They often comment on how things taste	3.15	6	High
<b>MEAN</b>	<b>3.75</b>		<b>Higher</b>

**LEGEND:** 1.00-1.80 – Lower (LR); 1.81-2.60 – Low (L); 2.61-3.40 – High (H); 3.41-4.20- Higher (HR); 4.21-5.00 - Highest (HH)

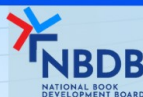
Table 8 presents the extent of children's temperament manifestations and sensitivity; (a) Emotional Sensitivity to Self and Others; (b) Sensory. Emotional sensitivity refers to the ease or difficulty children respond emotionally to various situations. Results show that respondents' children feel higher (HR) for their emotional sensitivity to themselves and others.

Showing that these children clearly express what they are feeling. They react excessively or "over the top" too scary or sad stories or movies. They cry a lot and have difficulty "letting things go." They get overly upset when someone disciplines, criticizes, or comments negatively on them. These children seem to notice when others are upset or hurt. They show a lot of empathy or sympathy towards others who are also upset. They "feel what others are feeling," and they experience a hard time letting the thoughts of others go. Rymanowicz (2017) supports these manifestations, stating that highly sensitive children may react strongly to their surroundings. They react to the tiniest stimuli that may appear harmless to others or perhaps go unnoticed by them.

These children's mothers might believe that their child is sensitive on an emotional level to anything and anything that affects him or her, whether directly or indirectly. Remember, approach and withdrawal differences may persist over time and thus have importance for understanding emotional risk and resilience. Withdrawal is a risk factor for childhood depression. The greater fear, sadness, and behavioral inhibition of negative events have been linked to behavioral difficulties and poor emotion regulation. Differences in withdrawal in novel stimulus contexts reflect temperament differences resulting from gene-by-environment interaction. Less is known about early differences in approach, but "exuberance" or sociable temperaments have been proposed to reflect strong approach tendencies. Individual differences in approach and withdrawal are important features in young children's emotional competence (Sullivan, 2022).


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Use descriptive, more positive words like "more sensitive," "tender-hearted," "intense," and "aware of their feelings" instead of negatively labeling the child who may be more emotionally sensitive as a "whiner," or "cry-baby" or "selfish." Recognize children's temperament and help them understand their temperament. To prevent shaming or embarrassing children for being who they are, learn to appreciate children's special ways of being and comprehend their intense reactions and behaviors. For children with emotional difficulties, "goodness of fit" is an important component in how well they will adjust and adapt to different situations in the future (Alleydog.com).

Sensory sensitivity refers to children's awareness of each sensory channel: sight, sound, taste, smell, touch, and pain. The result shows that the sensory sensitivity of the respondents' children is Higher (HR). These children react strongly to painful situations, like falling off a bike or getting a splinter. They are children who are extremely sensitive to certain fabrics or how certain clothing feels. Tags in their clothing or socks that do not fit "just right" bother them, and they are sensitive to the textures of foods. These children distinguish flavors and differences in brands of foods, and they often comment on how things taste.

They react strongly to smells and odors and even notice them when they visit other's homes or the smells drifting through an open window. These children are aware of soft sounds in the next room or far away. They respond to changes in sound, like a slight increase in the volume or direction of a sound. Bright lights, such as a flash from a camera, bother them, and they need their room to be completely dark to sleep. Rymanowicz (2017) supports these manifestations, stating that highly sensitive children may react strongly to their surroundings. They react to the tiniest stimuli that may appear harmless to others or perhaps go unnoticed by them.

Mothers of these kids need to understand that sensory sensitivity is a trait that is innate to their temperament. They better remove themselves from the scenario, put earplugs in if they know they will be around loud noises, or put on sunglasses if bright light bothers them to help them monitor when things become too overpowering or exciting. Remember that the child is not being disobedient; his sensitivity to outside stimuli genuinely bothers him. They are particularly bothered by the tags on their apparel. Recognize that delicate kids may experience, perceive, or hear things others do not. Discuss their experiences with them. Ask for modifications, such as not having to run errands where there will be a lot of sights and sounds that will be overstimulated.

Acknowledge children's temperament and help them to understand their temperament too. Learn to appreciate children's unique sensitivity and avoid discounting their reactions and sensitivities or shaming or embarrassing them for being who they are. Augustine, M. E., & Stifter, C. A. (2019) further support temperament- and context-specific relations between different parenting qualities and children's later regulatory skills, which may inform the development of more effective temperament-based parenting interventions. Their study fosters the effectiveness in maintaining a positive relationship between the child and the parent by giving importance and consideration to temperament.

Table 9

**The Extent of Manifestations of the Temperament of Children Along with the Quality of Mood**

PARAMETERS OF TEMPERAMENT ALONG WITH MOOD	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Children are more optimistic about life, pessimistic, or somewhere in between	2.29	1	Low
Children smile and laugh often, or whine and complain most of the time?	2.24	2	Low
They show mostly friendly and pleasant behaviors or mostly unfriendly and unpleasant behaviors during different situations	2.22	3	Low
They seem to be more happy and cheerful or more serious and glummer most of the time	1.95	4	Low
<b>MEAN</b>	<b>2.17</b>		<b>Low</b>

**LEGEND:** 1.00-1.80 – Lower (LR); 1.81-2.60 – Low (L); 2.61-3.40 – High (H); 3.41-4.20 – Higher (HR); 4.21-5.00 – Highest (HH)

Table 9 presents the extent of children's temperament manifestations along with the quality of mood. Quality of mood refers to children's predominant and overall mood or disposition. The result showed that the children of the respondents belong to a low level. These children seem to be somehow optimistic about life, happy, and cheerful. They show friendly and pleasant behaviors, smile, and laugh. These manifestations are supported by the Center for parenting education, stating children in a good mood are more likely to see the world as a positive


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place. They are generally more upbeat and light-hearted, and they receive more affirming feedback, which reinforces the cycle (centerforparentingeducation.org)

Results demonstrate that these kids have a positive outlook and are optimistic about the future. Children with a positive mood need to learn to recognize when things are serious. These children can be perceived as insensitive as they sometimes do not understand when something is wrong. A mother can help them to respond appropriately. Use the skill of active listening. This allows one to reflect on the child's feelings and communicate acceptance. Learn not to feel guilty or angry because of children's moods. Learn to work together and create strategies to help each other.

Whether the child's reaction or response is high or low, regular or irregular, it only entails that they are children. All they need is tolerance and acceptance from their parents, who guide them as they deal with their temperament. The Center for Parenting Education Org stated that serious mood children tend to respond to the world more pessimistically, seeing the "glass half empty" and focusing on the negative aspects of most situations before mentioning the positive aspects.

Table 10

**Summary Temperament of Children**

DIMENSION OF TEMPERAMENT	MEAN	DESCRIPTIVE INTERPRETATION
SENSITIVITY (Sensory Sensitivity)	3.75	Higher
SENSITIVITY (Emotional Sensitivity to Self and Others)	3.64	Higher
Activity Level	3.41	Higher
Intensity	3.38	High
Persistence	3.29	High
Rhythmicity/Regularity	3.13	High
Distractibility	3.12	High
Adaptability	2.68	High
Approach/Withdrawal	2.48	Low
Quality of Mood	2.17	Low

**LEGEND:** 1.00-1.80 – Lower (LR); 1.81-2.60 – Low (L); 2.61-3.40 – High (H); 3.41-4.20 – Higher (HR); 4.21-5.00 – Highest (HH)

Table 10 summarizes the manifestation of children's temperament along nine dimensions. The summary shows the level of the temperament of children and its interpretation. Knowing a child's temperament will help parents adjust or recalibrate their expectations for their children. Examining the child's temperament is critical because parents are the child's primary caregivers and influencers.

The goodness-of-fit will be enhanced if you deal with the child's temperament suitably and appropriately. According to The Center for Parenting Education (2020), the goodness of fit refers to how well a child's temperament "fits" with the people in his environment and how likable those individuals consider the child to be. Two theorists, Thomas and Chess, referenced by Oswalt (2020), conducted a considerable study on child temperament. They believed that each child's reaction to their surroundings is diverse and unique and that this reaction pattern is innate, unlearned, and present from birth. Children have their unique manner of reacting, which is innate rather than acquired. In addition, Thomas and Chess discovered that there are nine dimensions or traits that serve to determine temperament in their New York Longitudinal Study (NYLS), including activity level, rhythmicity, distractibility, approach/ withdrawal, adaptability, persistence, the intensity of reaction, sensitivity, and mood (White, 2022).

It means that any child can have any temperament depending on their ability to adjust, adopt, and express their emotions. Depending on how they react to their surroundings. There is no right or wrong temperament. In the children of those mothers who attended focus group discussions, their children's temperament differs. However, they shared the same sentiments and challenges as they raised their children.

That is why it is crucial to know a child's temperament. Parents must be able to know the strength and weaknesses of the child. Therefore, the expectations setting is must be realistic and achievable. As a result,





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according to Hendricks (2017), the quality of the parent-child interaction is particularly important. Both mothers and fathers benefit from having a supportive partner, and parents who have such a partner are warmer and more sensitive to their children.

As a child grows older, the environment to which he or she is exposed gets wider and bigger. Those are the things that are beyond the control and limit of a parent. Only how the parent responds to the child and how they manipulate things within their reach are the things they can only do. That is why monitoring the child's activity and temperament is essential.

### Level of Engagement of Parents along Parenting Styles

Tables 11-13 present parents' level of engagement in three types of parenting styles. They rated themselves based on the instruction and results based on the interpretation provided. Table 14 summarizes their level of engagement in the three types of parenting styles.

Table 11

#### Level of Engagement of Parents in Authoritative/Democratic Parenting Style

PARAMETERS OF AUTHORITATIVE/DEMOCRATIC PARENTING STYLE	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Treat the child as an equal member of the family.	5.78	1	Highest
Responsive to the child's feelings and needs.	5.66	3	Highest
Provide comfort and understanding when a child is upset.	5.66	3	Highest
Compliment the child.	5.66	3	Highest
Explain to the child how they feel about his/her good/bad behavior.	5.61	5	Highest
Encourage the child to talk about his/her feelings and problems.	5.46	6.5	Highest
Considers child's preferences when making plans for the family (e.g., weekends away and holidays).	5.46	6.5	Highest
Encourage the child to freely "speak his/her mind," even if he/she disagrees with the parent.	5.42	8.5	Highest
Respect the child's opinion and encourage him/her to express them.	5.42	8.5	Highest
Have warm and intimate times together with the child.	5.37	10	Highest
Explain the reasons behind expectations.	5.22	11	Highest
Considered the child's wishes before asking him/her to do something.	4.75	12	High
<b>MEAN</b>	<b>5.46</b>		<b>Highest</b>

**Legend:** 1.00-1.83- *Lowest (LT)*; 1.84-2.66- *Lower (LR)*; 2.67-3.50- *Low (L)*; 3.51-4.33- *High (H)*; 4.34-5.17- *Higher (HR)*; 5.18-6.00- *Highest (HT)*

Table 11 presents the respondents' engagement level in the authoritative/democratic parenting styles. In authoritative/democratic, parents have high expectations for their children's achievement and maturity, but they are also warm and sensitive. These parents use open dialogue and argument to establish norms and enforce boundaries. Democratic Parenting Approach is another name for this parenting style. Being an authoritative parent is good. Parent makes use of their child's freedom to speak up for what they think they are capable of but do not sacrifice the outcome of the expectation. It is characterized by "high demands" and "high responsiveness."

In connection, results show that respondents have the highest (*HT*) level of engagement in the authoritative or democratic type of parenting. These mothers are responsive to their child's feelings and needs. They consider the wishes of their children before asking him/her to do something. These mothers complement their children and consider their child's preferences when making plans for the family. Showing these mothers make use of the child's freedom to speak up for what they think they are capable of but not sacrifice the outcome of the expectation.

With this, Lascala (2019), children will understand what is expected of them and be more confident in their ability to comply. Authoritative parents' children are likelier to have positive peer relationships, do well in school, and grow up independent and self-sufficient than children whose parents are authoritarian, permissive, or neglectful.



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They can explain to their child how they feel about his/her good/bad behavior. They are mothers who explain the reasons behind expectations and provide comfort when their child is upset. These behaviors are supported by Parenting for Brain stating that authoritative parents have high expectations for their children's achievement and maturity but are also warm and sensitive. These parents use open dialogue and argument to establish norms and enforce boundaries ([www.parentingforbrain.com](http://www.parentingforbrain.com)).

Respondents mostly encourage their child to talk about his/her feelings and problems and give the child the freedom to speak his/her mind. They treat their child as an equal family member and always have warm and intimate times with their child. Dewar (2018) states that children from authoritative families are typically well-behaved and academically accomplished. They are usually emotionally well-adjusted, resourceful, and socially competent.

Caparito et al. (2020) results regarding direct effects indicated that mothers' and fathers' stress contributed to the child's social skills. Additionally, results showed indirect effects: fathers' authoritative parenting mediated the link between fathers' stress and social skills, regardless of the gender of the child, while for mothers, the corresponding mediation effect was only observed for daughters; fathers' authoritarian parenting mediated daughters' externalizing problems while fathers' permissive parenting mediated daughters' internalizing problems. Overall, this study emphasizes the importance of both parents for the adjustment of their children, in addition to the need to examine dyadic parent-preschooler relationships, given that the results suggest some specificity in the processes responsible for direct and indirect effects.

Overall, this style may require patience but, according to researchers, has the best outcomes for children. These parents themselves can regulate their behavior. They are confident and responsible. They also encourage independence in their children. Finally, these children have a high level of academic achievement. Hendricks (2017) stated that parents play an important role in influencing children's settings and their exposure to other developmental elements, such as peer interactions.

Table 12

#### Level of Engagement of Parents in Authoritarian Parenting Style

PARAMETERS OF AUTHORITARIAN PARENTING STYLE	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Remind the child that "I am his/her parent."	4.36	1	Higher
Punish the child by taking privileges away from him/her (e.g., TV, games, visiting friends).	3.68	2.5	High
Remind the child of everything being done in favor of him/her.	3.68	2.5	High
Feel the need to point out the child's past behavioral problems to ensure he/she will not repeat them.	3.63	4	High
When a child asks why he/she has to do something, parents tell him/her it is because they said so, "I am your parent," or because that is what they want as parents.	3.27	5	Low
Parent yells when they disapprove of their child's behavior.	3.17	6.5	Low
Struggling to try to change how the child thinks or feels about things.	3.17	6.5	Low
Explode in anger towards the child.	2.8	8	Low
Punish the child by withholding emotional expressions (e.g., kisses and cuddles).	2.73	9	Low
Openly criticize the child when his/her behavior does not meet my expectations.	2.46	10	Lower
Use criticism to make my child improve his/her behavior.	2.25	11	Lower
Spank the child when they do not like what he/she does or says.	2.10	12	Lower
Use threats as a form of punishment with little or no justification.	2.07	13	Lower
<b>MEAN</b>	<b>3.03</b>		<b>Low</b>

**Legend:** 1.00-1.83- Lowest (LT); 1.84-2.66- Lower (LR); 2.67-3.50- Low (L); 3.51-4.33- High (H); 4.34-5.17- Higher (HR); 5.18-6.00- Highest (HT)



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Table 12 presents the respondents' level of engagement in the authoritarian parenting style. In an authoritarian parenting style, parents adopt strict discipline and punishment to regulate their children's behavior. This style relies on rules the parent sets, and the child obeys no ifs, and, or buts; no questions asked, and certainly, no communication about possibly deviating from those rules. No mistakes are allowed, or the child is punished. It is characterized by "high demands" and "low responsiveness."

It is probably obvious, but these parents also tend to be less nurturing. These children are typically well-behaved because they know the consequences of not being so. They follow instructions precisely. But paradoxically, these children may have higher levels of aggression while being shy and unable to make decisions. While they have been given many rules in life, they have been given no proper guidance in managing their anger. Also, probably obviously, they have poor self-esteem, which only adds to their problems with decision-making. As the child gets older, he or she tends to rebel against authority figures only because of their relationship with their parental figures.

Results show that these mothers engaged low in this type of parenting, meaning they seldom remind their children that they are their parents or that is what they want as a parent. They seldom yell when they disapprove of their child's behavior or explode in anger towards the child, they seldom struggle to change how the child thinks or feels about things, and they do not punish the child by withholding emotional expressions (e.g., kisses and cuddles). This shows that somehow an authoritarian in them exists. Authoritarian parents are indifferent to their children's needs and do not provide a nurturing environment.

According to Lascaia (2019) in Psychology Today, authoritarian parents feel that children are naturally strong-willed and self-indulgent. They regard obedience to higher authority as a virtue in and of itself and consider it their primary responsibility to bend the child's will to that of authority. On the other hand, the absence of authoritative parental guidance has a cost. Although, sometimes they punish the child by taking privileges away from him/her (e.g., TV, games, visiting friends). They sometimes feel the need to point out a child's past behavioral problems to make sure he/she will not do them again, and they sometimes remind the child that all the things being done are in favor of him/her.

With this, it is related to the claim of UNICEF (2020) that children in the Philippines feel that their parents or caregivers practice more restrictive mediation with them than enabling, preferring to try and restrict and monitor their child's internet use than speaking to them about what they do online, and spending time with them online, or teaching them appropriate skills. However, parents tended not to engage consistently with the children in any form, enabling or restricting their internet use, perhaps influenced in part by the digital skills of the parents or caregivers themselves.

These mothers also rarely engaged in the following activities criticizing the child when his/her behavior does not meet their expectations or using criticism to make the child improve his/her behavior. They rarely spank the child when they do not like what he/she does or says or use threats as a form of punishment with little or no justification. Good thing that these mothers rarely engage in those parameters, but it does not mean that authoritarian parenting is not good; it can be even the best parenting is only suited to the child's attitude and behavior.

Suppose a parent's demands are unrealistic and do not correspond to the child's abilities. This might put the child under much stress, leading to low motivation and fear of rejection. Dewar (2018) states that children raised in authoritarian households are likelier to become violent or disobedient over time. They are also more likely to be anxious, depressed, or have low self-esteem. According to studies, these children are also more prone to become bullies. Authoritarian parenting might result in behavioral issues (Lascaia, 2019).

Table 13  
**Level of Engagement of Parents in Permissive Parenting Style**

PARAMETERS OF PERMISSIVE PARENTING STYLE	MEAN	RANK	DESCRIPTIVE INTERPRETATION
Find it difficult to discipline the child.	2.83	1	Low
Spoil the child.	2.73	2	Low
Give into the child when he/she causes a commotion about something.	2.64	3	Lower
Ignore my child's bad behavior.	1.46	4	Lowest
<b>MEAN</b>	<b>2.42</b>		<b>Lower</b>





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Table 13 presents the respondents' engagement level in the permissive parenting style. In permissive parenting (Indulgent), parents have few norms and boundaries in place, and they are hesitant to enforce them. These parents are generous and loving, yet they do not like to disappoint their children by saying no. It is characterized by "low demandingness" but "high responsiveness."

The result shows that these mothers engaged lower in this type of parenting. These mothers rarely find it difficult to discipline their children, and they never ignore their child's bad behavior. Showing that these mothers have lower levels of being permissive because permissive parents are warm and nurturing, with open communication with their children. On the downside, they have minimal to no expectations of their children and, in the oft-cited phrase, "act more like friends than parents." Children have the freedom about what to eat when to go to bed, whether to do homework, and how much time to spend on the computer can lead to many negative habits, including risks for obesity and other health problems. These children tend to have good self-esteem and social skills, but these traits can be diminished by the child's impulsiveness and selfishness, which the peer group may reject.

Lascala (2019) states that children are likely to learn on their own without the guidance of their parents; this parenting style may develop independence. However, studies reveal that children with permissive parents are more likely to exhibit indications of anxiety and depression, to be violent, to have poor social skills, and to perform poorly in school.

Though sometimes, respondents spoil their child but rarely give in to the child when he/she causes a commotion about something. It is the child that is more important than the rules. This may help the child to become independent but may lead to poor decision-making because rules do not ground them.

Although, compared with children from authoritative families, children with permissive parents may be less likely to experience behavior problems. They may also experience fewer emotional issues. On the other hand, these children are more likely to have problems than children raised by authoritarian parents, and they may perform worse in school (Dewar, 2018).

Also, studies reveal that children with permissive parents are more likely to exhibit indications of anxiety and depression, to be violent, to have poor social skills, and to perform poorly in school (Lascala, 2019). One good thing about this type of parenting style is that it fosters independence, wherein in the child's later life, he will be able to decide based on her capacities and capability. Rules are unknown to them.

Table 14

#### Summary of Level of Engagement of Parents in three types of Parenting Style

TYPES OF PARENTING STYLE	MEAN	DESCRIPTIVE INTERPRETATION
Authoritative/Democratic Parenting Style	5.46	Highest
Authoritarian Parenting Style	3.03	Low
Permissive Parenting Style	2.42	Lower

**Legend:** 1.00-1.83- *Lowest (LT)*; 1.84-2.66- *Lower (LR)*; 2.67-3.50- *Low (L)*; 3.51-4.33- *High (H)*; 4.34-5.17- *Higher (HR)*; 5.18-6.00- *Highest (HT)*

Table 14 presents the summary of parents' level of engagement in three parenting styles. Results show that respondents have the highest engagement in authoritative or democratic parenting styles and a low level of engagement in the authoritarian type of parenting. At the same time, they engaged lower in permissive parenting styles. This shows that a parent can be in any of the three parenting; these three types of parenting are present in them, and it just so happens that there is only one that is dominant.

This result contradicts the claims that parenting style in the Philippines varies, but it is predominantly more "authoritarian than progressive," according to a study. Given that the Filipino parenting style is often described as autocratic, you may find it somewhat baffling to discover that permissive parenting is also relatively common among parents in the countryside, according to a study (acupofparenthood.com). A clear example is when parents overlook the need to establish firm and appropriate consequences for their children who have a habit of arriving late for



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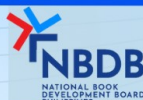
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school. You would often see parents scold their children in response to such misconduct. However, they would not implement any strict disciplinary measures to ensure future tardiness would be prevented.

Overall, it is a good indicator that these mothers belong to the ideal parenting styles. Given that they are working and can understand the wide range needs of children. As a child grows older, the environment to which he or she is exposed gets wider and bigger. Those are the things that are beyond the control and limit of a parent. The only things a parent can control are how they react to their child and how they use the resources at their disposal. Other factors in parenting the child may interfere; at the end of the day, it is the parent and the child who will work together.

### The significant relationship between the manifestations of the temperament of the children and the preferred parenting styles of the mothers

Table 15 displays the relationship between the children's temperament manifestations and the mothers' preferred parenting styles as they rated themselves and their children.

Table 15

#### Relationship between the manifestations of the temperament of the children and preferred parenting styles of the mothers

Temperament	Pearson Correlation	Sig. (2-tailed)	Descriptive Interpretation
Activity level	.068	.606	Not Significant
Rhythmicity	-.009	.947	Not Significant
Distractibility	-.034	.799	Not Significant
Approach/ withdrawal	-.091	.488	Not Significant
Adaptability	.044	.740	Not Significant
Persistence	.171	.193	Not Significant
Intensity of reaction	-.123	.349	Not Significant
Emotional Sensitivity to Self and Others	.045	.733	Not Significant
Sensory Sensitivity	.170	.194	Not Significant
Quality of Mood	-.147	.263	Not Significant

**Legend:** *N*- 59; *Sig*- 0.05

Table 15 illustrates the relationship between the children's temperament manifestations and mothers' preferred parenting styles. It shows that there is no significant relationship along the nine dimensions of temperament in the parenting styles of the respondents. These further reveals that respondents observed the ideal type of parenting.

Although the result does not show a significant between these two variables somehow, parents must know and manage the temperament of their children. Good thing these parents are very accommodating, but though. Their responsiveness and demands are always based on the behavior of the child. That is why goodness-of-fit is crucial; it helps parents manage their children. Hendricks (2017) concludes that children do best when parents are warm and engaged, sensitive and responsive to their children's needs, and help children understand and effectively cope with their emotions. Parents must also monitor their children, maintain age-appropriate expectations, set and enforce reasonable limits, use consistent discipline, and encourage their children to develop healthy autonomy.

Hendricks (2017), the researcher who investigates the importance of parenting, emphasizes a few points. First, it is difficult to distinguish between genetic and sociocultural factors in biologically linked families. As a result, parental experiences often modify genetic predispositions (strengths and weaknesses). Second, rather than being unidirectional, the influence stream between parents and children is bidirectional (e.g., from parent to child). Parents, on the other hand, are more mature and experienced than children. Thus, they have a greater responsibility in creating the first contact patterns and may more effectively induce change by changing their reactions (e.g., responding with patience to the distressed infant).



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These findings demonstrate that parenting styles and parent-child relationships significantly impact children's development. It is a special link between a parent and a child that might influence the child's overall behavior as he/she grows older. Good thing these mothers belong to the authoritative/ democratic type of parenting. Also, Sanders & Turner (2018), the parent-child relationship has a wide-ranging impact on children, affecting various developmental areas such as language and communication, executive function and self-regulation, sibling and peer relationships, academic achievement, and mental and physical health.

In connection to the result, it is being said that regardless of the child's temperament, whether it be at a lower or higher level, these mothers are willing enough to provide rules and demands from the child but also warm enough to encourage and support the child. Augustine and Stifter (2019) further support temperament- and context-specific relations between different parenting qualities and children's later regulatory skills, which may inform the development of more effective temperament-based parenting interventions.

Knowing a child's temperament will help parents adjust or recalibrate their expectations for their children. Given that parents are the child's primary caregivers and influencers, examining the child's temperament is critical regardless of the parenting styles employed. Understanding a child's temperament will also help the parent to have appropriate expectations for their children (Rymanowicz, 2017). The goodness of fit, according to The Center for Parenting Education (2020), refers to how well a child's temperament "fits" with the people in his environment and how likable those individuals consider the child to be.

Expectations are fine, but expectations based on the child's temperament are even better. Both the parent and the child will profit from it. That is why it is crucial to know a child's temperament. Parents must be able to know the strength and weaknesses of the child. Therefore, the expectations setting is must be realistic and achievable. The result also supported the statement of Hendricks (2017) that the quality of the parent-child interaction is particularly important. Both mothers and fathers benefit from having a supportive partner, and parents who have such a partner are warmer and more sensitive to their children (Hendricks, 2017).

Overall, Klein's (2018) findings suggest that temperament and parenting have independent and additive effects on preschool-age child adjustment. Both temperament and parenting can influence a child's ability to adjust. Still, these two variables may have no significant relationship to one another, given that these mothers are in the model type of parenting. In any instance, temperament and parenting both influence the overall child's development.

## Challenges Encountered by Millennial Mothers in the Management of their Children

There are six common challenges that arose during the conduct of the focus group discussion.

### 1. Inconsistent dealing/ Differing orientation

One of the bottlenecks of mothers is when she and her husband or partner have an inconsistent dealing/differing orientation regarding child-rearing. According to them, they sometimes feel guilty about harming their children just to discipline them, and their partner does otherwise. This leads them to question how they deal with their children and sometimes want to switch places with their husbands.

Fathers should also be sensitive to the needs of their wives or partner, especially if the distance is one of the barriers; fathers must know how to double or triple the effort to ensure that their partner does not have a hard time handling the kids. More so, they must also know and consider their partner's emotions, given that they experience emotional and physical exhaustion. Contrasting or differing ways of child-rearing will sometimes bring balance but may also lead to confusion for the child. Both mothers and fathers benefit from having a supportive partner, and parents who have such a partner are more warm and sensitive to their children (Hendricks, 2017).

In relation to Sanders and Turner (2018), the parent-child relationship has a wide-ranging impact on children, affecting various developmental areas such as language and communication, executive function and self-regulation, sibling and peer relationships, academic achievement, and mental and physical health.

Likewise, there is an importance in the maternal-child interaction to a child's health. Regarding child health, temperament, parenting stress, and maternal-child relationship are all important factors. The need to be with their child in everyday life frustrated the mothers like they compete every time they hurt the feeling of their children.

Yun (2022) the findings concluded that participants who perceived a higher level of maternal acceptance showed a higher level of emotional expressiveness than those with a lower level of perceived maternal acceptance. These findings might advocate the importance for significant female caregivers, especially biological mothers, to reside with their sons and daughters to promote emotional expressiveness as one of the components of emotional





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health. Furthermore, teachers, counselors, social workers, churches, government, and private companies should likewise acknowledge the importance of a strong mother-son/daughter relationship to promote emotional health. The following statements supported the first challenges of millennial mothers:

Participant D said that, "*Kapag makukulit yung kids and tumatawag yung father nila. Tapos nakikita akong galit, sasabihan ako na wag kasing iritado. Minsan nagagalit ako. Ikaw kaya dito, palit tayo. Kasi dae din naman nya naeexperience yung sitwasyon ko.*" ("When the kids are naughty and their father calls. Then he saw me angry, I will be told not to be so irritated. Sometimes I get angry. You can be here, let's change. Because he has not experienced my situation either")

Participant C shared that, "*Tapos si agum ko tigatao permi ang gusto kan aki mi (pag-gamit ng cellphone), kaya feeling ko lugod pag nag aabot ako habo saku kan aki ko.*" (My husband always gives what our child wants (using of cellphone) so I always feel when I come home that our child does not want me anymore)

Participant E mentioned, "*Pag-yaon si daddy nya spoiled pa sya*" (He was spoiled when his daddy was around)

Participant C added that, "*Makuliton ang aki ko sobra kaya talagang strikto ako saiya kaso yung mga tita nya maluwag sa kanya, to the point na sinabihan ako ng baby kona di ako love kasi mas love nya ang tita nya. Naghihibi ako, anung ginigibo ninda na dae ko nagigibo?*" (My child is very naughty so I am strict with her. Her aunts are easy on her, to the point that my baby told me that she does not love me because she loves her aunt more. I am crying, what are they doing that I cannot do?)

How parents interact with their children can indicate a lot about who they are as parents. Dealing with children in all facets other than attitude and conduct is a major responsibility. The description of Participant C to her child supported the statement of Carter (2020) that children of today's generation have a higher probability of growing up selfish and seeking rapid gratification. They are more likely to grow up overindulged.

Other mothers butted in because of the situation being shared by Participant C. They give advice to Participant C by telling them,

Participant B, "*Adalan mo ang aki mo mam, kamu na ni agum mo magtios kan ribok. Kesa naman yung baby mo mawala, kasi may namamatay dyan kakagamit ng cellphone.*" (Study your child, mam, you and your husband need to adjust, be patient with the child's noise. It's better than losing your baby, because someone will die using a cellphone)

Understanding a child's temperament will also help the parent set appropriate expectations for them. Being a parent entails getting to know and understand the child personally. This demonstrates the importance of recognizing children for who they are as individuals. It reveals the nature of their relationship with their parents. Knowing a child's temperament will help parents adjust or recalibrate their expectations for their children. Given that parents are the child's primary caregivers and influencers, examining the child's temperament is critical.

Participant D said that, "*Tsaka dapat parehas kamu kan agum mo sa pagtupad kan rules, tabang dapat kamu magdisiplina.*" (Besides, you and your husband should be equal in enforcing the rules, help one another in disciplining the child)

These situations made clear that parents must discuss how they will deal with their child in parenting. People also consider that today's children are less respectful to their elders than previous generations (Protzko & Schooler, 2019).

When Participant C talked about the hurt she felt when her child told her she did not love her. Participant D was able to empathize. She shared that her son even describes her superpower as a dragon, and Lola's superpower is love.

Overall, in parenting the child, the mother and father must know how to agree on rules to follow to avoid confusion for the child. Parents must also monitor their children, maintain age-appropriate expectations, set and enforce reasonable limits, use consistent discipline, and encourage their children to develop healthy autonomy (Hendricks, 2017).



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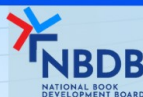
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## 2. Absentee/ Remote parenting

Respondents have different situations and challenges in dealing with their children and performing their roles as mothers. One of those challenges is that they live far away from their children. Some may be physically present at night but mentally absent due to over-fatigue and stress of daily activities as working mothers.

Working mothers serve as a barrier for them in establishing rapport with their children, especially those children who are still toddlers and cannot comprehend why mommy is leaving the house every day, leaving them alone. In contrast, Carter (2018) stated that working mothers believe that their status helps them to be good role models for their children (Carter, 2018).

Participant A said that, *"Ang pagiging nanay kaipuhan mo mag spend ning time, time sa pag prepare kan needs ninda kasi yan ang daily survival ninda, mayo talaga ako dyan, hands off ako dyan, kasi mahali ako turog pa sinda, mabalik ako turog na din sinda."* (Being a mother, you have to spend time, time preparing for their needs because that is their daily survival, I am really hands off in that matter, because when I leave they are still asleep, when I come back they are already asleep too)

Participant C shared that, *"Hirap ako e-manage sya kasipag nag aabot ako pagal naman, nakakaturugan ko sya (naga-cellphone pa)."* (It is hard for me to manage her because when I come home, I am tired, I am already asleep and she is still on her cell phone).

These words demonstrate a working mother's daily struggle, who has to overcome the guilt she feels when she has left her kids in the care of others to provide for other basic needs in the family.

Participant A sadly said that, *"Parang ang dating para kitang absentee parent sa part kan mga aki ta. Kasi dae macocompensate kan toy yung nawarang time, dae ta man mabakal yung love pero dae din naman pwedeng dae kita magrabaho."* (It seems that we were like absentee parents to our children. Because you cannot compensate for lost time with a toy, you cannot buy love either, but we cannot resign from work)

Participant E supported by saying that, *"Si baby sitter ko na ang nag didisiplina kasi mayo ako maghapon. Pero pinapakita ko sa baby sitter na never ako nag touch sa baby ko (pumalo) na ayaw ko na paluin nya ang aki ko."* (The baby sitter is the one who discipline my child because I am not around the whole day. I make sure to show that I do not want my children to be bitten by her)

Participant A commented that, *"Yan ang downside ng hindi mo kaano-ano yung katulong"* (that is the negative side of having nanny who is not blood related)

The statement of Participant A somehow contradicts the statement from an online source report, showing that millennial mothers are happier with their decision to be at-work or stay-at-home parents and how the at-home responsibilities are divided up. This is because millennial mothers seem to be moving toward a more egalitarian home life, where both mom and dad can chip in to get the work done (millennialmagazine.com).

Participant D said, *"Totoo, mas gusto na nila kasama yung yaya, Lola or tita."* (It is true; they prefer to be with their nanny, grandmother, or aunt)

The various statements illustrate how unfair the mother feels, especially when their husband is far away. Realistically, neither mothers nor children can make up for lost time. They scream for physical and emotional support, but due to their family's financial circumstances, they have chosen to become accustomed to the situation and bear it, no matter how difficult and painful it is. This circumstance demonstrates how resilient and unstoppable these mothers are.

## 3. Gender issues

These gender issues are the usual struggle in the day-to-day life of mothers, where mothers are expected to perform everything in the household chores. At the same time, their husband or partner provides for daily expenses. Reality strikes that these gender issues somehow affect the mothers who dutifully perform their roles and sometimes sacrifice themselves, their happiness, and their individuality. Seldom are people called mothers by their names. The majority call them the wife of or mother of. Supposedly starting a family should raise and advocate for



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self-fulfillment and satisfaction. Starting a family they can call their own must also start partnership and co-ownership.

Participant B said, "*Akala mo may agum kita pero single parent palan. Ultimo pag-paayos ning buhok kaipuhan pa naka-schedule*" (We thought we were married, but we were single parents. Even going to the hairdresser for self-care requires schedule)

Participant A mentioned also that, "*Pag makaisip sinda mag-inom, mainom sinda. Kaya kapag nag-paaram saku na mainom, no ang sagot ko, ako nagpapagal igdi tapos ika mag inom-inom*" (if they wanted to have some drink, they can have it. So, when daddy asks me if he can have some drink, my answer is no, I am working hard and then you have your drink)

Participant D commented that, "*Akala kan mga agum ta good parent na sinda pagnatao or nagpadara ng sustento*." (Our husbands think they are good parents when they give or send allowance)

Participant D said that, "*Grabe ang sakripisyo, halos mayo ng pahingalo. Buti sya pakatapos duty nya sa barko pwede na sya na magpahingalo or magturog o kaya mag inom-inom, eh kita na mommy dakulon kita responsibilities*." (The sacrifice is great, there is almost no rest. It is good for him that after he finishes his duty on the ship, he can rest or sleep or have a drink. As for us mommies, we have many responsibilities)

The various statements illustrate how unfair the mother feels, especially when their husband is far away. They scream for physical and emotional support, but due to their family's financial circumstances, they have chosen to become accustomed to the situation and bear it, no matter how difficult and painful it is. This circumstance demonstrates how resilient and unstoppable these mothers are.

#### 4. Sibling squabbles

This challenge is happiness and pain to these mothers. Three out of five mothers admit they felt exhausted hearing their children quarrel. Given that they carried a lot of responsibilities on their shoulder, being working mothers, here come their children having their different concerns about their siblings. Mothers admitted that sometimes they displaced their frustrations to the eldest, which they admitted was wrong. Sometimes these situations lead their children to develop hate and anger toward them. It is tough to be a working mother. The following statements supported the claims.

Participant A shared that, "*Aware naman ako na pagkinurahawan ko sya mali yun eh, pero bugso ng damdamin dae ko sya ma-control. Kasi ang kapasawayan nya ngunyan sobra, very active. Very short tempered ako, madali ako mapikon sa pagsaway ko saiya na dae sya nagtutubod saku. Nakokocompare ko kaya ta si saru (her daughter) pagtigsabihan ko enough nayan, eh okay na, sumusunod. Namumundo ako kasi ganun sya pero natural yun sa aki ang pagiging malikot kaya parang gusto ko nga ipa check sa pediatrician*". (I was aware that when I yelled at him it was wrong, but I could not control because of rush emotions and he is too naughty now, very active. I am very short-tempered; I am easily offended when I scold him and then he does not follow me. I am comparing him with my daughter (her daughter) because when I say that is enough, she follows. I am sad because he's like that, but it's natural for a child to be naughty, so I think I'd like to have him checked by a pediatrician)

The guilt feeling leads her to question herself. She brings work home; her second child is the opposite of her first. She even reaches the point where she wants to contact a pediatrician about her son because she occasionally becomes upset by his behavior. She expresses sadness while she speaks since she is aware that she is not engaging in positive discipline. She starts to doubt herself because of the guilt feelings. According to Dodds (2017), guilt and confidence are the strange bedfellows of the millennial mom, constantly wondering whether they are doing the right thing.

Participant D said that, "*Tough talaga ako, as in maisog ako. Minsan na papatanong ako, abusive na ba ako? Parang sa panganay ko na naibubunton yung pagod. Kasi napapakol ko talaga sya. iniisip ko part ba ito ng pos-partum. Ta pag naghibi si tugang nya, ika na naman may kasalan, anu naman ang ginibo mo. Sobrang kulit kasi nya (panganay). Sobrang playful kasi kaya minsan na mimisinterpret ko yung anak ko*





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(mapang-asar sya eh). Pero sinasabihan ko sya na love kita nak kaya kita pinapalo kasi ayaw ko na maging bad boy ka paglaki mo." (I am really tough, as in brave. Sometimes I ask myself, am I abusive? It's like my firstborn who piles up the tiredness because I really beat him sometimes. He is so playful that that leads me to misinterpret my son (he is annoying). But I tell him that I love you that is why I hit you because I do not want you to be a bad boy when you grow up)

Participant A supported this by saying, "Yung playful lang sa part ng panganay natin, kaya lang, kita narindi na kita sa hibi kan si bunso." (It's just playful to our eldest, it just happens that we get frustrated because our youngest child cries)

Although there is no one-size-fits-all approach to raising a child but a real parent is the one who helps children eradicate their personality flaws and imbibe good qualities (Swamianrayan Gurukul International Schools, 2019). Having a child defines a parent, but helping the child to positively grow and develop makes someone a responsible parent, but this does not give an excuse to inflict pain and cause physical harm to the child.

### 5. Lack of parental supervision/ Lack of time/ Poor time management

One of the reasons why working mothers opted to give up their self-dream is because of their overlapping responsibilities. They know that, being working mothers, things are being sacrificed. One of those is a lack of time with their children. Given that majority of them works far from their houses, and they travel a few hours to get to their workplace, they know that time is being wasted because of transporting every day or staying at boarding houses instead of allotting those time to have memories with their children and these leads to lack of parental supports.

Their absence during those times when their children need them caused too much pain to them as mothers. They admitted that they choose to be working mothers and that being a working mother is not easy. They sometimes mismanage their time due to the reason that they do not know what to do first and where to go first. These situations happen especially if there are many demands at work, their children are sick, and other family needs arise.

Participant A shared that, "Nakukulangan ako sa time (with kids) kaya grabe yung eagerness na yung career ko ba kaipuhan naribayan? Kasi sa pagiging nanay nakakahurt pala itong nag aabot sa punto na bako na ako itong tiglo-longing ninda na kaibahanan. Kapag yung tita nya (aalis) tighihibian, kapag ako dae. Su bako na ako ang mama ninda, mayo na kaya ako quality time sa mga aki kotalaga." (I lack time (with kids) so the eagerness is so bad that my career needs to be changed? Because when you are a mother, it hurts when you get to the point where you are not the one they are looking for. When their aunt leaves, they cry and when I leave, they do not cry. I am no longer their mother, because I really do not have quality time with my children).

The statement of participants contradicts the statements of Carter (2018), where these young mothers are proud to be working parents, but their professions do not define them. Rather, they believe their status helps them be good role models for their children. Participant A is a mother of two whose children are cared for by her sisters because her husband works outside the province. Her statements express the frustration and pain she has felt due to the children being (innocently) denied by her because attachments are being sacrificed.

Participants C shared that, "Nagkaproblema kami sa panganay ko kasi nagkaroon sya ng speech delay because solong aki, mayong nag kakaalay, si mother-in-law ko lang tapos ang naintroduce saiya na dialect English. Nahirapan sya mag cope. Kasi si mga kasarabay nya mga bicol, tapos sya English. Tahimik sya, pero kung may gusto sya dapat maitao mo kasi kung dae mairiwal kamu. Nagtatantrums sya." (We encountered problem with my oldest because she had a speech delay because she was the only child, no one talked to her, and only my mother in law and then the only dialect that was introduced to her is English. She had a hard time coping because the kids her age are Bicol. She is quiet, but when she wants something, you should give it to her otherwise you will fight. She will throw tantrums)

Participant B felt frustrated because she is a Social Worker but could not protect her daughter from experiencing those things. In their study about temperament and emotion, MacNeill and Pérez-Edgar (2019) cited



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that temperament is defined as an early appearing, biologically rooted, and relatively stable disposition. Their study showed that individual differences in temperament are evident in how infants and children experience, express and regulate their emotions. Their research focuses on how children react to their surroundings individually and how they express and regulate their emotions depending on their experience. Individual differences in behavior and socio-emotional outcomes are caused by the interactions between temperament and emotion during infancy and childhood.

Participants C sadly said, "*Naguilt ako kasi kang nagdadakula si panganay ko, mayo kami ta nagtatrabaho. Yun yung time na dae mi sya naattend'deran na maray, dae ko sya na practice sa speech or kaulayon man lang kasi super busy бага.*" (I am guilty because when my eldest is growing up, we did not focus on her because we were working. That was the time when we did not take care of her properly; I did not practice her speech or even talk to her because of being busy)

According to Sanders & Turner (2018), the parent-child relationship has a wide-ranging impact on children, affecting a variety of developmental domains such as language and communication, executive function and self-regulation, sibling and peer relationships, academic achievement, and mental and physical health. Participant B's story shows that making time for children and encouraging social interaction is important for them to become healthy in all aspects. This can influence children into who they will become one day. It reveals the nature of their relationship with their parents.

Participant B said that, "*Dahil dae nya na tataram si gusto nya, nag tatantrums na sya, kasi minsan dae mi sya maintidihan, as in sound lang mayo ka maintindihan saiya, pero naiintindihan nya si tigdadalan nya tsaka si tiggigibo mo pero dae nya masabi. May time na tig rapado ko na sya kasi dae sya nagsusunod saku, habu nya mag karigos pero gusto nya magpara cellphone lang, dae man pwede ta mahali kami. Yun yung first time.*" (Because she cannot express his feelings, she will throw tantrums and sometimes we cannot understand her. Only creating sound is the only thing she can do, but she understands what she is watching and what you do, but she cannot say it. There was a time when I hit her because she did not follow me, she did not want to take a bath and only wanted to cell phone, it wasn't possible because we were leaving. That was the first time)

Participant B also shared, "*Nakonsyanya ako, then tigsabihan ako ni mother-in-law ko na matalino yung anak ko, pwede ko daw sabihan at pwede ko paliwanagan. And nung time nayun feeling ko nag kaigwa din trauma saku si aki ko. Kaya habu ko din to mautro.*" (I felt guilty, then my mother-in-law told me that my daughter is smart, she said I can tell and explain it to her. And at that time, I felt that my daughter is traumatized, so, I do not want it to happen again)

Participant C said, "*Ako yung anak ko ngunyan lang sya nakanood, nag cellphone sya poon kan nagtrabaho ako. Ta syempre eyo na ang libangan nya, kang yaon ako dae man*" (She is learning how to use a cell phone; she has been using a cell phone since I started working)

Parents must also monitor their children, maintain age-appropriate expectations, set and enforce reasonable limits, use consistent discipline, and encourage their children to develop healthy autonomy (Hendricks, 2017). In parenting the child, the mother and father must know how to agree on what rules to follow in one another to avoid confusion for the child.

In their experience, it is proven that generation alpha is more likely to grow up selfish and seek rapid gratification. They are more likely to grow up overindulged and the most monetarily equipped and technologically-educated generation to date (Carter, 2020).

## 6. Physical and mental exhaustion

Working mothers carried a lot of responsibilities not because they wanted to but because they opted to. The reason is to give their children the best quality of life. Being too much selfless leads them to be physically and mentally exhausted.





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Participant A said, "*Guilty ako dyan dae ko sya maiwasan kasi dae ko din aram, baka ako ang may problema. Kaipuhan ko siguro ng self-care.*" (I am guilty there, I cannot help it because I do not know either, maybe I am the one with the problem. I might need some self-care)

Participant D added, "*Grabe ang sakripisyo, halos mayo ng pahingalo.*" (The sacrifice is great, there is almost no rest)

Participant B said that, "*Napapagal sinda duman, eu, pero kita double pa ang pagal ta digdi. Pati pag-paayos kan buhok kailangan pa eschedule*" (They are working hard there, but we are the ones who are doubly tired. Even hair styling needs a schedule)

Participant B added, "*Hindi naman pwedeng hindi tayo magtrabaho, mahal and gatas at diaper*" (Leaving work is not an option, milk and diapers are expensive)

At the end of the session, they continued to share funny and "kulit" memories with their kids. They chuckle because it makes them feel special despite the pains and difficulties of becoming a mother. After all, they know some little, adorable babies who saw them as their entire universe. They admitted that they have a "dragon" in them but are as smooth as marshmallows when those cute little smiles, small kisses, and hugs touch them and wash those pains away. This sharing is supported by Carter (2020), stating that six out of ten parents whose oldest (or only) child is a member of Generation Alpha believe that being a parent is always rewarding.



**Figure 2. Challenges of Working Millennial Mothers**

Figure 2 summarizes the challenges experiences by millennial mothers in managing their children, and challenges include other factors affecting the management of their children and performing their roles as mothers. These challenges made them feel guilty, neglected, and exhausted, but they also made them feel strong, resilient,





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and loving. These mothers become more compassionate to their children and family amidst these challenges, they sometimes escape, but their motherhood makes them feel that they are needed. They perform the role that no one can replace. They say their simple happiness is seeing their family members healthy and happy.

## A PROPOSED PARENT MANAGEMENT INTERVENTION PLAN FOR WORKING MILLENNIAL MOTHERS

### I. Rationale

The study of Child Temperament and the Parenting Styles of the Working millennial Mothers revealed the level of manifestation of temperament of children, level of engagement of working millennial mothers along parenting styles and the challenges encountered in the management of children. This study aims to offer crucial information that will aid mothers in raising their children, particularly in raising them according to their temperament and to bring awareness of their engagement to different parenting styles. To initiate tips based on facts on how to handle their child temperament and to empower the working millennial mothers respond accordingly to the identified issues and concern they encountered while parenting their children and the difficulties of being working mothers.

### II. General Objectives

1. By 2024, the working millennial mothers are able to work in balance by promoting temperament-based parenting, maintaining their level of engagement to parenting styles and addressing their identified challenges as working mothers.
2. To lobby for funding and support to the Department of Social Welfare and Development by proposing activities that will help in promoting care to the millennial mothers.

### III. Action Plan

The following suggested parent management intervention plan have been developed in light of the study's finding in order to address the identified issues and concerns. Overall goal is to provide recommendations to the agency for which they work on and how to get the most out of them without compromising their quality time, emotional, mental, or physical health by ensuring that these mothers feel secured and valued despite of all the challenges they encountered at home and at work. This is also, to lobby for funding and support to the Department of Social Welfare and Development by proposing activities that will help in promoting care to the millennial mother.

Areas of Concern	Objectives	Activities	Strategies	Resources Needed	Person Responsible	Time frame
Sibling squabbles	- To strengthen harmony among siblings.	<ul style="list-style-type: none"> <li>- Set Ground Rules</li> <li>- Teach children to communicate their feelings</li> <li>- Re-enforce positive play</li> <li>- Teach and practice emotional regulation</li> </ul>	<ul style="list-style-type: none"> <li>- Tag line promotion "Kapatid ko love ko" (my sibling, my love)</li> <li>- Avoid favoritism</li> <li>- Say "No" to comparison</li> <li>- Play Fair</li> <li>- "No" to blame game</li> </ul>	<ul style="list-style-type: none"> <li>- Time</li> <li>- Ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Working Millennial Mothers</li> <li>- Husband/partners</li> <li>- Children</li> <li>- Caregivers</li> <li>- Other members of the family</li> </ul>	1 <sup>st</sup> week of October 2023
Inconsistent dealing/ Differing orientation	- To foster consistency of rules along parenting	<ul style="list-style-type: none"> <li>- Establish House Rules</li> <li>- Setting Clear Expectations within the household</li> <li>- Develop a behavior plan</li> </ul>	<ul style="list-style-type: none"> <li>- Husband and wife Diad (discuss parenting approach)</li> <li>- Work with caregiver</li> <li>- Family meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Time</li> <li>- Ideas</li> </ul>	<ul style="list-style-type: none"> <li>- DSWD working mothers</li> <li>- Husband of the working mothers</li> <li>- Caregivers</li> </ul>	3 <sup>rd</sup> week of October 2023



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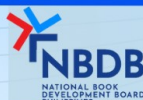
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		for the child - No favoritism				
Absentee/ Remote parenting	- To promote quality time to their children amidst distance	- Explain absences to the child according to their age and by being realistic and optimistic about it  - Keep an open communicatio n to encourage contact (physical or virtual)  - Avoid speaking bad about parent who work and leave the child to caregivers	- Virtual happy time  - Family time	- Internet connection  - Time	- DSWD Working mothers  - Husband of the working mothers  - Child/children  - Caregivers and other family members	1 <sup>st</sup> week of November 2023
Lack of parental supervision  Lack of time/ Poor time management	- To be mindful of the ill effect of gadgets.  - To foster positive parenting by encouraging quality time with family.	- Weekly Family Meeting	- Time- management	- Time  - Effort	- Working Millennial Mothers  - Husband/par tners  - Children  - Caregivers  - Other members of the family	3 <sup>rd</sup> week of November 2023
	- To maximize time spent both at work and at home.  - To reduce the cost of allowances, particularly for employees who travelled for over an hour or two only to get to work or for employees	- Case Management workshop  - Consultation meeting  - Workload assessment workshop	- Localization "Work where you live"  - Workshop	- Technical assistance from the Regional Program Management Office  - Budget Allocation	- Regional Program Coordinator for Operation  - Case Management Unit  - Human Resource Department  - Provincial Link  - Social Welfare	January 2024



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	<ul style="list-style-type: none"> <li>who chose to stay in boarding houses.</li> <li>To make sure employees stay with the Department permanently.</li> </ul>				Officer III	
Gender issues	<ul style="list-style-type: none"> <li>To create and establish equality between husband and wife along parenting</li> </ul>	<ul style="list-style-type: none"> <li>Gender Sensitivity Training</li> <li>Gender Equality Training</li> <li>Gender Transformative Education</li> <li>Empowerment and Reaffirmation of Paternal Abilities (ERPAT) program.</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of "Equality matters"</li> <li>Equal shares of household responsibilities</li> <li>Trainings/Seminars</li> <li>Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Budget Allocation</li> <li>Technical assistance from the Regional Program Management Office</li> <li>Training facilitator or expert (may it be outside or inside the organization or a combination as part of fostering partnership)</li> </ul>	<ul style="list-style-type: none"> <li>Family Development Unit</li> <li>Regional Program Coordinator for Operation</li> <li>Accounting Office/ Budget Office of DSWD</li> <li>Working Millennial Mothers</li> </ul>	April 2024
Child temperament and Parenting styles of the respondents	<ul style="list-style-type: none"> <li>To maintain the level of engagement of parents to their parenting styles.</li> <li>To address the result of those dimensions of temperament that belong nearly to extreme levels.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Effectiveness Training</li> <li>Positive Parenting Program (Triple P)</li> <li>Discovering your child's temperament</li> <li>Understanding Child Temperament</li> </ul>	<ul style="list-style-type: none"> <li>Focus group discussion</li> <li>Small talks</li> <li>Trainings and Seminars</li> </ul>	<ul style="list-style-type: none"> <li>Budget Allocation</li> <li>Technical assistance from the Regional Program Management Office</li> <li>Training facilitator or expert (may it be outside or inside the organization or a combination as part of fostering partnership)</li> </ul>	<ul style="list-style-type: none"> <li>Family Development Unit</li> <li>Expert to consult with (a psychologist or counselling expert)</li> <li>Regional Program Coordinator for Operation</li> <li>Accounting Office/ Budget Office of DSWD</li> <li>Working Millennial Mothers</li> </ul>	July 2024
Physical and mental exhaustion	<ul style="list-style-type: none"> <li>To prevent mothers from harm that may</li> </ul>	<ul style="list-style-type: none"> <li>Regular psychological check-up</li> </ul>	<ul style="list-style-type: none"> <li>Buhay mo, alaga mo (Self-care)</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Budget</li> </ul>	<ul style="list-style-type: none"> <li>DSWD Working Millennial</li> </ul>	October 2024





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<ul style="list-style-type: none"> <li>lead to health problem.</li> <li>To help mothers appreciate their own worth and celebrate greatness of oneself amidst all challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Creating self-help group</li> </ul>	<ul style="list-style-type: none"> <li>Encourage to connect with other moms</li> <li>Small group discussion</li> <li>Hug Day activity</li> </ul>	<ul style="list-style-type: none"> <li>allocation for psychological examination and consultation</li> <li>Partner Hospitals/ Clinics</li> <li>An expert who will facilitate, handle and monitor the group (may it be outside or inside the organization or a combination as part of fostering partnership)</li> <li>Technical assistance from the Regional Program Management Office</li> </ul>	<p>Mothers</p> <ul style="list-style-type: none"> <li>Expert to consult with (a psychologist or counselling expert)</li> <li>Regional Program Coordinator for Operation</li> <li>Human Resource Department of DSWD</li> <li>Accounting Office of DSWD</li> </ul>	
<ul style="list-style-type: none"> <li>To come up with a tracking instrument to ensure that there is a different approach in instilling a sense of value in the staff based on their strength and regardless of their vulnerabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Work load Assessment</li> <li>Follow standard caseload</li> </ul>	<ul style="list-style-type: none"> <li>Pantay-pantay na Gawain (work load equalization)</li> </ul>	<ul style="list-style-type: none"> <li>A focal person from the human resource to be tasked to carry out the monitoring of the approaches being provided by the department in ensuring the satisfaction of the worker.</li> </ul>	<ul style="list-style-type: none"> <li>Regional Program Coordinator for Operation</li> <li>Provincial Link</li> <li>Social Welfare Officer III</li> <li>Worker concerned/working mothers of the Department</li> </ul>	<p>December 2024</p>

## Summary, Conclusions, and Recommendations

In the rhythmicity/regularity, Distractibility, Adaptability, Persistence, and Intensity of reaction, their extent of manifestations is great. In their activity level and sensitivity, their extent of manifestations is greater. While, in their approach/withdrawal and quality of mood, their extent of manifestations is low. The researcher recommends to mothers that they must keep an eye on their children. Although extreme temperaments are not present in these children, they still need to be raised according to their temperament because if not, they may experience stress



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during their formative years. To parents, finding the appropriate outlet for a child's expression can be a lifesaver for both parent and child, especially those dimensions with means that are far from being extreme. Seeking professionals can be done if the child shows outrageous behaviors that are not expected from them at their age, especially children that are the almost higher and lowest level of temperament. These children from extreme levels of temperament might feel that they do not belong or something is wrong with them. To parents, helping the child accept their unique behavioral style will make them feel that they are being respected as a child, thus helping them also how to manage and handle their own. A friendly reminder that there is no such thing as a good or bad temperament; work with the child to adjust temperament as needed. Keep in mind to encourage teamwork among the child.

Also, respondents' level of engagement to authoritative/democratic type of parenting is highest. While in the authoritarian type of parenting style, their level of engagement is low, and in the permissive parenting style is lower. The researcher recommends to parents that identifying your level of engagement in any of the parenting styles may help in recalibrating parenting strategies to match to child's temperament. During focus group discussions, they express thoughts and shared experiences in hitting and inducing physical pain in their children. To the DSWD, creating a self-help group that will help them be mindful of their way of expressing hatred, burn-out, and frustration from all the stress that causes them. This will also help them to avoid self-sabotaging, which may lead to feelings of insecurity and self-doubt.

Over all, there is no significant relationship between the manifestations of the temperament of the children and the level of engagement of parents along parenting styles. With this, parents, remember that there is no one right way to raise a child. Never-ending challenges are always right in front; being aware and being prepared is always the key. To the DSWD, seminars, and training related to parenting education may help the mothers maintain the level of engagement of respondents to the parenting styles and how to manage easily the temperament of their children.

Working millennial mothers are all facing adversity in terms of child-rearing, parenting conflict, workload management, and self-reconciliation. Being a mother of the youngest generation and being a working mother at the same time takes a lot of courage, stamina, and dedication. These mothers experience a tremendous level of stress that is beyond their control, which sometimes leads to self-sabotaging and self-doubt. It is importance to encourage the support system to be mindful of the challenges and struggles expressed by these mothers. Ensuring to bring into their awareness the impact of their simple actions and support in helping these mothers to feel that they are not being pressured to put things all in one. To the family members and partners of these mothers, encourage fairly division of tasks to perform at home as parents amidst distance and work. This is to ensure that these mothers will feel the possibility of seeking help if they have too much on their plate. To inform the Department of Social Welfare and Development of the effects and the things that are being sacrificed due to an excessive workload and other relevant tasks. For the department to include the annual psychological examination and consultation in the health care services that can be availed by the worker. Health care services must not only provide intervention on the physical but also with the emotional and psychological needs of the worker. To establish a self-help group for women in the department by encouraging them to meet up once every quarter, whether formally or informally, to discuss and talk all about motherhood and things that make them feel challenged in performing their role as a mother and as a worker. The end result of these activities is to come up with strategies on their own by learning from experiences and recharging from everything that made them feel exhausted. To the DSWD, localization of the employees, in particular mothers and those vulnerable workers, to maximize time spent both at work and at home. This will lessen the need to continually file for leave credits. Additionally, this will help the employee manage their time effectively and prioritize family time. It will reduce the cost of allowances, particularly for employees who traveled for over an hour or two only to get to work or for employees who chose to board and sacrificed time spent with their families at the end of the day. To make sure employees stay with the Department permanently.

The proposed recommendation was crafted to help working millennial mothers address the challenges they experience as they face motherhood. Also included in the recommendations are the issues and concerns raised by the working mothers in relation to their work-related tasks to give knowledge to the Department of Social Welfare and Development for possible consideration. The suggested recommendations were created to assist working millennial women in overcoming the difficulties they encountered as new mothers. In order to inform the Department of Social Welfare and Development about the challenges and worries working moms have regarding their job-related responsibilities, these issues and worries were also included in the suggestions.



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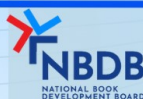
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