

BIBLIOGRAPHY

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ABSTRACT

This study inquired into the extent of how family type affect the social values of citizenship, work, justice, service and relationship which are observed and practiced; factors that contribute to the different family type structure; and the relationship between the social values and some selected variables. Data were gathered from 327 respondents.

The respondents family type structure of small nuclear family, big nuclear family, extended, single-parent, dual-career, and blended family insignificantly differs from each other. The big nuclear has a higher percentage compared to other family type structure.

The social values of citizenship, work, justice, service, and relationship insignificantly differ from each other. The respondents perceived to be often true in their observance and practice of social values.

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INTRODUCTION

Background of the Study

Families are the foundational unit of society, and their proper functioning is critical to societies success, progress, and peace. As such it is often the subject of biblical admonishments. Pages of Scripture give many examples of family tensions. The first family, that of Adam and Eve, was disrupted by murder when Cain killed his brother. David committed adultery. Amman raped his half sister. Despite family conflicts such as these, the Bible says relatively little about how family should function. In the book of Colossians, for example the family is mentioned in only four verses out of ninety-five, and the statements are clear. "Wives, submit to your husbands as fitting in the Lord. Husbands love your wives and do not be harsh with them. Children obey your parents in everything for this pleases the Lord. Father's do not provoke children or they will become discouraged." Even though these references are brief, biblical teaching on family issues appears to support several conclusions. (1) The father is the head of the home, and his responsibilities include that of Loving his wife in a way that demonstrates Christ's love for us; (2) within this home there is to be mutual submission and commitment between the husband and wife;



and (3) parents in turn are responsible for administering discipline to their children in such a way that they learn obedience and Godly values but are not made bitter or discouraged through verbal abuse, physical abuse, or neglect.

Biblical teachings about interpersonal relations such as love, forgiveness, conflict resolution, self-denial, personal integrity, caring, teaching of biblical principles, maturity, and spiritual growth are universal truths which must all be applied to each member of the family unit. Perhaps it is valid to conclude that "The whole of the Scriptures serve as a guideline for family living."

It is still within the family that a foundation in a child's social and spiritual development occurs. Socialization is one of the major functions of a family. In fact it is most important function because it transmits the culture of the society they live in, including its patterned ways of living, values of religion, and cultural norms. In addition, Ponopio et. al (1978) stated that the child internalizes the value system of the society and acquires the basics skills and basic motivations and attitudes towards work essential for his tasks in his immediate family. So parents play a potent role in preparing their children to perform their social roles in the future, including their religious foundations, that will later be reinforced, refined, and supported by other institutions.



Furthermore, He stated that the family is the most universal and basic of social institutions for without it society would not exist. It is essential for its reproductive function that ensures cultural continuity. It is also where the newborn child is reared, cultured, developed and socialized.

In a similar note, Mc Cubin and Dabl (1985) stated that the family has functioned throughout history as the most significant institution in shaping human interaction. It is the primary agent of socialization where the child's values, attitude toward life, and himself, as well as his habits of learning are developed.

According to the Magazine "The Futurist" (2002), beliefs and values are shaped by what is seen and heard. The appeal of the media and technology to the young definitely has great impact on their behavior. News involving the young people who run into drug abuse, rape, robbery, murder, violations of curfew hours, car napping, terror in the neighborhood are often heard and read.

Andres (1986), a renowned Filipino author says values reflect and define who we are. From the ethical point of view, values are intimately related to the search for meaning in human life. Life is meaningful when a man has found something capable of arousing his commitment, something deserving of his efforts, something worth living for, and, if need be, worth



dying for. (Gualdo,2000). It has been said that values are goals that man strives for, the purpose of which is to render human existence meaningful and to achieve the complete fulfillment of man's personality as an individual in the world community. Values enable man to change, to establish self-control and instill self-discretion.

According to Bustos et al. (1985) the family is the greatest agent in the early socializing and learning process in the child's life. It is the group referred to by Cooley as the "nursery of human nature". Until the child goes to school, he is with his family most of the time. This is the primary group where he spends almost one-third to one-half of his time even after he goes to school. Initial knowledge, habits, values and behavior are acquired in the home. When a young adult leaves the parental home to marry or to seek his fortune in the larger society of work he is considered an adult ready to assume his role as family man and citizen of the nation.

For social Psychologist, values are motivator of behaviors. They motivate an individual to act or move according to the established patterns of behavior. Values not only motivate behavior but also control it. As motives, they are objectives to be attained. As controls of behavior, values are manifested as regulators of the established patterns of behavior. (Shaver, 1987)



Moreover, in a typical Filipino family, the father exercises authority with the advice and consent of the mother. Although he projects the image of a strong disciplinarian and final decision-maker, he treats his children with benevolence and affection, and permissiveness usually suffuses the atmosphere.

Traditionally, the children's role is to obey and not question, but this is changing. Today's children are given a voice in family decisions. Parents still feel, however, that their age and experience better qualify them to judge what is best for the children, especially in the selections of careers. This then points to the fact that the role of the parents, teachers, relatives, peers and significant others affects the learning of the child.

Morally, religiously and psychologically healthy individuals create a healthy social structure; and it is certain that when relationships between the children and the family are seriously impaired there cannot be healthy individuals. Things such as alcoholism, OCW etc. deplete of the family regulatory abilities, certainly, the family is the primary group that affects the child's attitudes, his standards, his values, ideals and personal characteristics.

It is then essential to look at the relationship between the social problems of the societies and the individual behavior and values of its members. As mentioned by former President Fidel Ramos (1993), the



weakness of Filipino citizens accounts for the problems of the nation. Hence, even the least tribe in the Philippines affects the whole citizenry, for as one person or family, the pain of one part affects the whole body.

One of the programs that can help a child develop his/her social values is the guidance program. Since guidance programs in whatever setting most provide evidence of their accomplishment and their relevancy. Thus counseling and guidance program in schools, and non-educational setting should be continuous. It should be developmental in nature, should never seek to maintain the status quo, and is most effective when it can develop and change in response to the current needs of its target population.

Moreover counseling service should be established to have a more deep understanding of the client and help in their concern such as the spiritual, physical, emotional, social, psychological and family problem. By providing these services, it is expected that it will contribute to the personal development of every individual.



Statement of the Problem

This study was focused on the family types and the social values of freshmen students of Benguet State University.

Specifically, this study sought the answers to the following questions:

1. What are the different family types of freshmen students of Benguet State University?
2. What are the social values of freshmen students of Benguet State University?
3. Are there significant differences on the social values of freshmen students of Benguet State University?
4. Do family types differ significantly according to family dynamic condition in terms of:
 - a. The role of each member play in the family
 - b. Managing conflict (how they manage their problems)
 - c. Economic situation
 - d. Child-rearing practice
5. Are there significant differences on the extent of influence of one's family type on the social values of freshmen according to family dynamic conditions in terms of:



- a. The role of each member play in the family
 - b. Managing conflict (how they mange their problems)
 - c. Economic situation
 - d. Child-rearing practice
6. Do the respondents differ significantly in their observation and practice of social values when compared according to their
- a. Family type
 - b. Income
 - c. College
 - d. Gender

Objectives of the Study

It is the aim of this study to analyze the family types and determine the influence on values formation among freshmen students of Benguet State University. Specifically it aimed to determine the following:

1. The different family types of freshmen of Benguet State University.
2. The social values of freshmen students of Benguet State University.
3. The difference of social values of freshmen students of Benguet State University.



4. The difference of family types in terms of family dynamic condition such as role of each member play in the family, managing conflict, economic situation, and child rearing practice.
5. The difference on the extent of influence of one's family type on the social values of freshmen in terms of family dynamic condition such as role of each member play in the family, managing conflict, economic situation, and child-rearing practice.
6. The difference of the respondent's in their practice and observation of social values when compared according to their family type, income, college and gender.

Significance of the Study

The research expects to provide valuable information about the family type structure and the values formation of adolescents. This information would help teachers, guidance counselors, parents and guardians in understanding adolescents better in guiding them to making reasonable adjustments in life.

Bacungan et. Al. (1996) asserts that a person is a social being born into a group and lives in a social group, for, associate with their fellow monks. One is born and raised in a family, plays in the neighborhood, goes to school, worships with others, and joins a group for work. From



these groups, one acquires his personal habits, values, attitudes, and ambitions, and social identity. He relies on his groups for his physical, psychological, emotional and spiritual needs. Social interaction not only influences one's life, but also affects the structure of society where he functions. He acquires social intelligence that is a crucial factor in being accepted by others. Companionship or being with others is a vital element of one's life. It is that which gives shape, color and meaning to existence. Hence, social groups are essential to a person's existence.

Results of this study will be use to bridge the relationship of the school and the home and bring about a more motivated program of action. Examples include: (1) Parent and child encounters or dialogues; (2) School and family conferences for the guidance and supervision in making youth for reasonable choices about scholastic, vocational, and social issues; (3) Parents, who are the first teachers and the first to influence their children would realize their crucial role in the formation of their children who are the assets of the society. (4) Government agencies such as the department of social welfare and development might come up with effective social welfare programs as interventions for strengthening and supporting the Filipino family.

For the researcher, this study will be a very enriching endeavor as a Guidance Counselor, a teacher, and a friend to others. The insights



gained in this study will help her in a most special way in carrying out one of the most important task in life-parenting her future children with genuine sensitivity and confidence.

Moreover, these and other results might serve as basis for guidance counselors, teachers, and social administrators in making school policies and in identifying programs for the enhancement of social identity of the students.

Finally, the study may be a source of information for further studies.

Scope and Delimitation of the Study

The main aim of this study is to identify the different family types of freshmen students of Benguet State University, the social values practiced and observed by the freshmen students, the difference of family types according to family dynamic condition in terms of role of each member play in the family, managing conflict, economic situation, and child rearing practice, the extent of influence of one's family type on the social values of freshmen according to family dynamic condition in terms of role of each member play in the family, managing, economic situation, and child-rearing practice, the difference of the respondent's in their practice and observation of social values when compared according to their family type, gender, and college, and income.



This study was limited to the responses of the freshmen students from the eight colleges of Benguet State University. The College of Agriculture, College of Arts and Sciences, College of Engineering and Applied Technology, College of Forestry, College of Home Economics and Technology, College of Teacher Education, College of Nursing, and College of Veterinary Medicine.

Family type Structures has been classified into six groups. These are small nuclear, big nuclear, extended , single-parent , dual-career and blended family. This study intend to find out the social values of the respondents on how they interact or deal with people around them like their family, friends, classmates and the general public. The social values were classified into five groups. These are citizenship, work, justice, service and relationship.



REVIEW OF RELATED LITERATURE

Family Structures

Family and peer relationships largely influence a child's growing competence and development, a child's well being continues to depend on the quality of family interactions. Children of today are growing up in a variety of households and different family type structures, some with wholesome love and corrections, some with indifference and laxity.

There are two types of families, the traditional and the modern. Sociologist and historians believe that almost all families before industrial times were larger in number because there was no contraception urban congestion, or rampant poverty. Today's families of urban and industrial times are challenged and diminished by all of these.

Family types play an integral role in children's development. A number of these different families are the following:

Nuclear Family, are a family that consists of a couple and their children living together apart from other relatives. The crisis that these nuclear families face today is caused by the rapid changes in the society. As pointed out by Calhoun, et. Al. (1997), family structure vary over time as well as between and within cultures. Consequently there is no family pattern inscribed in stone. Change in adaptation are inevitable, thus



pertaining family structures have changed in order to accommodate the rapid changes in the environment, changes such as like the increasing legal rights of women and children. Today's non-traditional families tend to be smaller and more open to role variations than was yesterday's rigid ideal of bread earning husband, a stay at home wife, and submissive children.

Extended Family, is one which parents, grandparents and grandchildren live together under one "roof" or in close proximity. Today the extended family is more likely to be found among third world countries than among highly developed countries. In the Philippines, for instance, the extended family is more likely to be found among rural dwellers than among urban dwellers. As society changed from a largely rural to a predominantly urban society, the structure of family has also changed.

The structural forms for fulfilling typical parental functions vary from culture to culture. Among the Nayar of Kerala, India, the children are raised, not by their biological father, but instead by their mother's brother. In the Philippines, the biological fathers typically raise the children. Further Christian culture advocates monogamy, a marriage between one man and one woman and its headship of the father in its typical family. (1Cor. 11:3 and Eph. 5:22-35). And the Muslim cultures permit polygamy, a marriage involving two or more partners at the same time.



Children of large families obviously experience different conditions from those in smaller or one-child families. Children in large families have the advantage of having relationships with multiple siblings. These relationships and interactions give them the opportunity to have companionship, emotional support, and, diversity of experience while they are growing up. Children in large families often experience degrees of rivalry resulting in “ fights” for parental attention. The positive interactions that naturally occur between siblings raised together contribute to perspective taking, moral maturity, and competence in relating to other people (Berk 2000).

In the Philippines, the traditional extended families have lost favor due to several factors, first of which is the growing importance of education in determining a career rather than a career inherited from parent. Secondly, economic changes have brought about rapid urbanization of society. Thus, Filipinos living in rural areas expect greener pastures in the cities. Thirdly, a parent’s job is transferred to another location, and the whole family moves to that location resulting in fewer ties with grandparents and other relatives. Finally a shift in values puts more emphasis on individualism and independence rather than on family ties. Filipinos do however expect the help and support of other relatives in times of trouble, particularly those who live in the squatter areas. Among



urban dwellers, close relationships with other relatives are kept, but in limited function because of locality and urban population.

Single parent Families. The number of one parent families has increased in recent years. There are number of varieties of one-parent families; those resulting from divorce, a parent who never-married, or the widowed parent. In single parent families the other parent not living with the family may have little or no involvement in the child's life or he/she may be highly involved.

At present, women giving birth out of wedlock are accepted in society and account for a large percentage of single parent families. The increased of children with an absentee parent has created multiple stresses in society.

Blended Family is one in which one parent brings him/her children from a previous marriage. "For some children, this expanded family network is a positive turn of events that brings with it greater adult attention. But for most, it presents difficult adjustments" (Berk, 2000). It is clear that there are many difficulties in accepting a stepparent into the family, especially one who may have different child raising practices, from the ones which the child were used to. Research found that children of remarriage are likely to experience difficulty in accepting the marriage. This extends from some children having to deal with the loss of a primary



parent to the need to accept a stranger as a parent. Other feelings experienced may include divided loyalties, confusion in terms of belonging, confusion due to membership in a different household, and unreasonable expectations due to the whole adjustment process. But how well children adapt is related to the overall quality of the parental and the sensitivity of the parents to their children's struggles and needs.

This type of family is one of today's non-traditional families that is very common in western cultures and that has increased popularity here in the Philippines. In the United States, blended families were mostly occasioned by high divorce and remarriage rates. In the Philippines, annulment, separation or death of a partner typically opens the option for blended family. Mostly blended families experienced some difficulties in stabilizing kinship. However, several factors can ease the adjustments or transition. Cherlin and Fursteberg (1994) found out that it is much easier for preschoolers to accept a stepparent as a "real" parent than for older children to do so. It helps if stepchildren do not see both their non-resident stepparent and resident parent. Unfortunately, there are no generally accepted norms or written document for preventing this occurrence. Most recorded child abuse and spouse abuse is related to a stepparent or second husband/wife inflicting its physical, psychological, and/or sexual abuse.



Dual- Career family is one in which both husband and wife hold jobs that offer opportunities for advancement. In this family structure, the family has had to become resourceful in facing the growing needs and difficulties in life such as inflation, economic insecurity, technological advancement, and luxuries in life. In dual-career families the children from low-income families are most likely to be cared for by a relative or friend, mostly grandparents. Whereas, children from a higher income families are more likely to use non-family sources of care such as day care centers, or private institutions.

In all families, problems arise causing changes in the status quo. One common problem is when parents need to take care of their sick child. Generally, mothers are more likely to give way to stay home and miss work in this situation. According to Russel et al. (1989), more employed women work a second shift at home after a full day at their jobs. In addition, Scarr. et. al. (1986) said that employed mothers of children under the age of three put up to ninety hours a week of combined work and child care responsibilities. Hence, mothers experience more stress than their husbands. Moreover, the stress, fatigue, and role conflict that the mother experiences may negatively affect the quality of her interaction with her child. There's an increased possibility for abuse to their children, whether verbal, physical, psychological, or social abuse.



Factors that contribute to differences of family structure

Economic Situation: Because of the industrial Revolution and the resulting growth of suburbs and urban areas, the kind of labor force needed has also changed from agriculture to machine or professional work. People today are aiming to get jobs in the cities for more opportunities, resulting in fewer ties to traditional parental based employment, thus, this has created nuclear, multigenerational and dual-career and other family structures. Moreover, women today are accepted in the labor market. In general, however, men have a greater opportunity for higher status and high-paying careers, like law or business, than women do because women are more likely to give way to child-care responsibilities. (Keller, 1997)

Managing Conflict. Marital conflicts or fights among husbands and wives have many causes. Many social problems are caused by poverty. According to Panopio (1984) most families living below the poverty line have frequent conflicts that often lead to more serious problems like the breaking up of the family. The possibility that fathers, and even mothers, will shrink their responsibilities or their parental roles are high, especially, among unemployed or underpaid fathers and mothers. Thus they neglect the well being of their children. In trying to sustain finances and solve their problems with money, parents are more likely to experience emotional and



physical stress and fatigue, which often negatively affect their relationship with their children. Most low-income families are coming from those whose parents did not attain any education or finish college. Hence, they cannot hold a job that offers a reasonable wage. Instead most of them land jobs offering low compensation.

Alcoholism. Drinking too much alcohol causes conflict in the family. The incidence of drunkenness in the family is higher among husbands than wives. A parent who is drunk oftentimes goes out of control. Unknowingly, the parent inflicts emotional, physical, as well as social pain in the family, thus, resulting in marital conflicts.

Drug-abuse. A drug dependent person often hallucinates while using drugs. Drug users are prone to commit dreadful crimes while partly or totally unconscious. Sexual abuse of children and wife, parricide, and other related crimes are common. This problem frequently led to severe conflicts and could be a ground for annulment or separation.

Commitment. It is difficult to build family togetherness and to deal with problems when one or more members of the family have no desire or time to be involved. Some career-motivated people work for companies that expect 100 percent commitment from their employees. The job requires a willingness to work long and hard for the company “family”.



Employees often have little energy or desire to build rapport at home or deal with evolving problems.(Faulkner,1988)

Lack of role clarity. Each family assigns roles to its members. Some of these roles involve activities; like who takes out the garbage, cooks the meals, or takes the kids to the dentist. Other roles are emotional; some family members become encouragers, jokers, problem solvers, or etiquette advisers. Usually these roles evolve over who does what. These conflicts are especially acute when roles are held rigidly or when there is role confusion.

Women and children have more rights today than before, and when couples disagree about basic goals or values this will often destroy the solidarity of marriage. When their basic role expectations are not met, and neither of them wants to step down or eat their pride, then they will always quarrel until they decide to put their marriage to an end, resulting in an annulment or separation.

Religion. The Bible warns of problems when a believer and an unbeliever try to live together in marriage. (1 Cor. 7:12-16) When a husband and wife differ from each other in their denominational preferences, their degree of commitment to spiritual things their interest in religion, or their expectations about the religious education of their children there is frequently strife. Sometimes these differences create



tension in other areas such as choice of friends, view of ethics, the use of time on Sunday's etc. Religion can be a binding or strengthening force in a marriage, but when a husband and wife have different viewpoints, religion can also be a destructive cause of marital tensions.(Collins,1988).

Child –rearing practice: In the Bible, children are seen as gifts from God that can bring both joy and sorrow. Young people are to be loved, honor, and respected as persons. They are important in God's kingdom and they are not to be harmed. Children are also given responsibilities: to honor and respect parents, care for them, listen to them and be obedient. In Ephesians 6:1-3 we read “Honor your father and mother that it may go well with you and that you may enjoy long life on the earth.”

Mothers and fathers have the responsibility to model mature Christian behavior, to love their children, to care for their needs, to teach the young, and to discipline fairly. According to Getz (1976) “we exasperate children when we abuse them physically, abuse them psychologically, (by humiliating them and failing to treat them with respect), neglect them, don't try to understand them, expect too much from them, withhold love unless they perform, force them to accept our goals or ideas, and refuse to admit our mistakes. In contrast, we “bring them up” by being examples to our children and by giving instruction and encouragement. All of these things are most easily discussed than



accomplished.” Children, like parents, have different personalities and the biblical directives for child rearing are not as specific as many people might be.

Functions of the Family

Family, like education, can be viewed in different terms. Its definitions vary depending on the prevailing culture that is present in every society. However, a family typically consists of a husband, a wife and several children.

The workbook (1991) defines family as a core group of persons related by birth, marriage, or by adoption. Anthropologists and sociologists speak about the basic function and the importance of family in the society. However, functions and roles of families may differ from one society to the next. According to Encyclopedia Americana (2000), family roles are related to sexual, reproductive, economic and educational issues. The child's immediate setting for growth and development is the family. Added to this is his natural environment such as the school and community. But still the family remains the most important natural environment for the young child. Therefore physical, emotional, and intellectual growth, as well as the social development of a child, all begin at home. In addition, Popenoe (1991) claimed that, in many ways, the family is well suited to



the task of early socialization. It is a small group in which the members have a great deal of face-to-face contact. The children's progress can be closely watched and any adjustment in their behavior can be made as necessary. One of the major functions of family that is universal and true in all kinds of family in different societies today, aside from what have been enumerated earlier, is to provide love and affection for its members. Love and affection are as important to children as learning is, and they remain important throughout life.

For lack of love, children sometimes even die. If not they may resort to suicidal attempts or may linger in depressions. Family is one of the few ongoing sources of affection and companionship in modern societies because there are fewer opportunities for friendship and support from relatives outside the immediate family.

According to Andres (1983), in apparent accord, the family is the basic social institution and primary group responsible for the promotion and protection of their children. He went further to narrate the key tasks of parents namely: a) the goal-set of values, b) shaping the character of the children, c) maintaining values and distinctive identify of each child, and d) resolving conflict among competing interests, particularly as regards the codes of values.



Similarly, Pervin (1980) declared that parents influence their children's behavior in at least three important ways:

1. Through their own behavior they present situations that elicit behavior in their children.
2. They serve as role models for identification.
3. They selectively reward behaviors.

Family relationships during Adolescence

When the relationship of young adolescents with members of their families deteriorate as adolescence progresses, the fault usually lies on both sides. Parents far too often refuse to modify their preconceived notions of their children's abilities, as they grow older. As a result, they treat their adolescent's sons and daughters much as they did when they were younger. In spite of this, they expect them "to act their age", especially when it comes to assuming responsibilities.(Hurlock,1982).

Hurlock added that the so called "generation gap" between adolescents and their parents is partly the result of rapidly changing culture, and partly the result of the fact that many young people now have greater educational, social and cultural opportunities than most of their parents had when they were adolescents. George (1997) concluded that



it is more correctly a “cultural gap,” not due to differences in chronological age.

Parents cannot be blamed for all the friction that develops between them and their adolescent children. According to Goudy (1975) no one is more irresponsible, more difficult to live with, more unpredictable, or more exasperating than young adolescents, but with the possible exception of pre adolescents. Their inability or unwillingness to communicate with their parents helps to widen the gap between them.

Parents likewise find it difficult to accept their adolescent children’s objections to the restraints they regard as necessary. And they may be impatient with their failure to assume responsibilities they feel are appropriate for their age. These sources of irritation generally reach their peak between fourteen and fifteen years, after which there is generally an improvement in parent-child relationships. Weller (1977)

Moreover many adolescents feel that their parents do not “understand them” and that their standards of behavior are old fashioned. This is due more to the cultural gap than to differences in age. But this partially contradicts the opinion of Kuehn (2006), who claimed in an interview that if the family functioned according to what the Bible instructs, there would be less adolescent/parent conflict and more love, joy and understanding among all family members.



Socializing Agencies

Various groups or institutions play a significant role in the socialization of an individual and in shaping his personality. Foremost among them is the family. But as the child grows older, other socializing agencies like friends, school, church, and culture influence him.

The family plays a unique role in personality development for the first few years of life since the family is responsible for initiating the child into the culture of the group. Here, the child gains his first experiences of love, affection, kindness, sympathy, courtesy, and other truths. Generally, members set examples for the child, who learns the habits, attitudes and values of the group through some system of reward and punishment. The child either conforms to the rules or rebels against them.

The family acts as a social Laboratory which prepares the child for life in the bigger society. It is the first closest and most influential social group in the child's life. (Medina, 1991). Filipino's influence individual future behaviors by setting examples. Parents have the primary right and obligation to provide for the upbringing of their children and to discipline them as necessary for the formation of their good character. (Child & Youth Welfare Code, 1996). The kind of interaction they experience may eventually determine their relationships with others.



In the rural communities, parents live close to their children and this brings closeness among the members of the family. In the urban communities, work activity is usually distinctive from other activities. To some, parents leave their family at dawn for work and arrive when their children are in bed. This affects the family relationships, which in return affects their dealing with other people outside the family. The training at home is carried out as they interact with others outside the family.

Children continue their interaction with other children more or less of the same age coming from the kin group, neighborhood, or school. Membership in the peer group continues until adulthood or even old age, and tends to form a kind of subculture.

During adolescence, parental authority declines because peer group serves as the role model and source of values and attitudes (Medina, 1991). Children learn to develop self-sufficiency as their outlook and perspectives differ from their parents (Shepard, 1984).

More often than not, every member of the peer group understands one another and shares ways of solving their problems even unknown to their parents. The members influence each other with their personal views, which in turn motivates others and affects their aspirations and ambitions. From these, they develop a strong attachment and loyalty with their peers.



In the Philippines, parents bring their children to the church as early as infancy for the baby to know his guardian angel and for the baby to be a God-fearing individual, as he grows old. Children are encouraged to pray and form a notion of God. Children learn the norms of conduct and codes of behavior set forth by the church. Expectations of what would result from doing good, fear of sin, a concept of life after death, and the heaven/hell concept motivate an individual to do what is good. Involvement in church activities usually affects the individuals outlook and attitudes.

The school provides a formal of weaning of children from home and introducing them into the society (Panopio et. al; 1994). it is in school where their emotional and intellectual growth is forged. Knowledge, discipline, and training on their responsibilities are prepared for their future role in the society. The culture of the group is being transmitted also, giving a glance into their cultural heritage that can also guide their behavior. In modern societies, mass media or technology is considered another socializing agency. Whatever they observe in television is manifested in their way of dressing, haircuts and even imitate their favorite actors.

Culture also helps in the development of an individual. One is born into a social world with its ready-made culture. The people around him



instruct him what to do, what to believe in, how to behave, and even how to feel through a system of rewards and punishments. The cultures symbols and ways of classifying experiences are taught to children through the medium of language. Children learn to conform to the norms of the group, acquire a status, play a role, and emerge with a personality. Teaching and learning and culture enable the child to become part of the society, to interact smoothly with others, to share in the culture's common standards of symbols, norms, and knowledge (Clark and Kebby, 1988). One has to adapt to the norms of requirements of the group if one is to be a functioning member of that group. One may have to drop the unsuitable old patterns, acquire new codes, regulations and sanctions, or learn the rulers of the game so to speak.

Social Values of Adolescence

The positive social values, which should be present and be molded in an individual, are not being nurtured due to some social factors mentioned in the works of Arud (1996) and Samonte (1993). According to these authors, negative values are influenced by bad social environment because people are more interested in finances in all their ventures than in due concern for discipline. Due to crises, like the increase of energy needs and other basic needs, the fast growing population that causes the



shortage of our limited resources, pollution, and the need to survive diseases, people disregard traditional values standards like upholding honesty, decent labor, and temperance.

Purunganan (1997) stated that some of the Filipino values, particularly those of the Tinguians, were chased out, e.g. the stereotype responsibilities of women and men. Men, according to culture are for mechanical works, for police etc. but generally should not wash dishes or clothes, sit babies. Women are to stay at home, care for children, and cook for the family. The social cultures of today that women can even wear pants, a circumstance largely due to education and religion taught by the Americans and Spaniards.

Accordingly revision of the culture caused the folks to claim that education lead the youth to become lazy. They forget their duty to their parents and home. They can shout at their elders claiming that they need to fight for their rights even to the extent of arguing with them. There are no more taboos, and almost no fear of God. They prefer to experiment rather than obey prohibitions.

Flores (1992) worked on the influence of Guidance counseling of students in order to aid in their academic performances. He postulated that the immediate person to lead these students would be the teacher who has direct contact with the students most of the day. The teachers'



function would be to teach and act as a guidance counselor too. Flores further added that in order for this mold of dreams to guide the youth from their undesirable values, the teacher should adopt functional and academic guidance programs, and be emphatic so as to attain the objectives of education, and enable the child to adjust to his changing world.

The research of Balino's (1991) on habitual self-reflection and analysis of one's values revealed that values are the result of experiences and the influences of people that surround us. According to Balino, teachers as second parents, understand the behavior of students by leading them to habitual self-reflection and analysis which can strongly influence their rationality in valuing.

Values are only strengthened in school because development of values starts at home, which supports the above mentioned findings. According to Pedrajas, home is a community of love and life and is a laboratory of personality growth and development. It is a laboratory for it gives love by nourishing, approving, recognizing, and accepting your uniqueness as a person. Parents and other siblings are the models that influence the development of the child in which this imitation is strengthened with the approval of the standards in the community. As concluded in his research, the children imitate most of the behaviors at



home. When they get out of the home, they reflect that training as they mingle with other people. Hence we say, like father like son, like mother like daughter.

Thus the children imitate examples, and it is useless cautioning them without personal application, for action speaks louder than words. It is, then, the role of the parents to give a Godly example if they want their children to grow up to be good citizens.

Gender Difference on Social Values

Gender roles in the family are certainly changing. But men and women are still likely to enter relationships with vastly different expectations, desires and goals. Gender explains a variety of phenomenon in intimate relationships, such as the way people talk to one another, how they express themselves sexually, how they deal with conflict, and what they feel their responsibilities are. As a result, gender influences how men and women go about family relationships.

Traditional gender role socialization encourages women to be sensitive, express affection, and reveal weakness, whereas men are taught to be competitive, strong and emotionally inexpressive. These stereotypes have some basis in fact research has consistently shown that women have more close friends than men and are more romantic in their



intimate relationships (Perlman and Fehr, 1987). Furthermore, women have been shown to be more concerned about, attentive to, and aware of the dynamics of their relationships than men do. (Acitelli, 1988)

Ironically, such attentiveness and concern do not necessarily mean that women get more out of family relationships than men do. In fact, the opposite maybe true. According to Bernard (1972) – sociologists, every marriage actually contains two marriages: “his” and “hers” seems to be the better deal. Married men derive more satisfaction from marriage than married women do (Skolnick, 1981). Marriage even seems to benefit men’s health and well-being. Married men get sick less, live longer, and have fewer emotional problems than single men (Gove et.al, 1990). Women’s family experiences can be quite different.

Because of the continued pressures of gender-typed family type responsibilities, women than men, are likely to experience the stresses associated with parenthood and running the household. Men have historically been able to feel they are fulfilling their family obligations by simply being financial providers. Most people still interpret a man’s long hours on the job as an understandable sacrifice for his family’s sake.

Moreover boys’ interests differ significantly from those of girls in such areas as sports, clothes, current events and machines. Nearly twenty times as many teenage girls as boys mention clothes as one of their



principal interest. In general, girls are more feminine in their interest and boys are masculine. Masculinity comes from the fathers participation in the growing boys' interest and activities. There is also a matter of the adolescent girls social adjustment, in early childhood, boys and girls play together but after the age of six one usually see a certain degree of separation between the sexes. Boys do not want girls hanging around and getting involved in their games. Girls as a rule are interested in playing with each other. At adolescent there is a beginning of a new relationship between the sexes. (Schmiedeler, 1971)

Filipino parents instill norms and values in their children according to the expectations of society. They do this by direct supervision and control of their children's activities and associations. Children on the other hand, are expected to be obedient to their parents. The result of the "study on influence of family on lifestyle of adolescents" (Cruz et al. (2003) states that female adolescents are more likely to claim their parents to be more strict than their male counterpart. This mirrors the gender differentials in the upbringing of Filipino children where females are generally more protected. Parents are more lenient with their adolescent boys than their girls in their participation of social activities. Such behavior finds support in a culture which continues to give a premium on feminine virtues like virginity implying the need to protect girls more. Philippine society also



continues to uphold the value of “hiya” or shame which impinges more on women than men. An experience of premarital pregnancy for instance, is more likely to bring shame and loss of face for the woman compared to the man.

Conceptual Framework

Human behavior and its causality are viewed, approached and explained by psychologists via divergent theoretical viewpoints. These points of view and their respective approaches in explaining human behavior “overlap somewhat and should not necessarily be considered as competitors.” Rather they represent different angles and complementary methods of understanding behavior.(Roediger,1987).Briefly, humanistic psychology says that behavior is largely controlled by unconscious “thought processes;” processes that we are not aware of and that we cannot control. These theories focus on what goes on inside the person, with the internal structures and dynamics underlying observable behavior patterns. Conversely, behaviorist concern themselves with “the person’s overt actions determined by his or her life experiences.” They see no need to speculate about mental structures and process buried away in the mind. Instead, they emphasized the external environment as the key determinant of the person’s behavior.



Defined, the family is a group of persons united by ties of blood or adoption constituting a single household interacting and communicating with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother, and sister and creating and maintaining a common culture.” (Andres,1983).Precisely, parents of a family are morally obliged to care for their children and to ensure their individual welfare. This responsibility and obligation is found in Article 209 of 1988 Family Code of the Philippine to wit: (Nolledo,1988)

“Pursuant to the natural right and duty of parents over the person and property of their un-emancipated children, parental authority and responsibility shall include the caring for and rearing them for civic consciousness and efficiency and the development of their moral mental and physical character and well being”.

This general provision implies the recognition by the Philippine government of the important role parents have over their children. Parents provide the fundamental apprenticeship for life, since they are expected to prepare the young people to realize their potential and assume useful role as adults in society.

The family headed by the parents, is the basic educational institution. Andres (1983) believes that parents greatly influence the spiritual, intellectual, and physical growth of their children through the kind of home environment they create. Moreover Ventura (1981) conjectured that parents are the first persons children look up to and the main people



to whom they subscribe for the satisfaction of almost all their needs. The parental function of promoting and protecting the children relates to the various steps of their growth that can either be supportive or destructive in the development of their children's character and personality.

The Filipino family is a patriarchal type, hence, the father/husband is the head of the home, The "Haligi ng Tahanan," and as such he has the duty of meeting the financial needs of the family. Likewise, he is the main source of discipline. On the other hand, the mother is the light of the home or the "ilaw ng tahanan". Most children remain dependent and need some parental care at least until they reach college. Robles (1986) stated that aside from tending home, another important concern for her is helping the children with school assignments. Comparatively, the father may bring the children to school but leaves the mother to attend to the children's school needs. He accompanies mother and children on occasional outings and provides the needed finances, but, he expects mother to know exactly what the child needs and to attend to it right away. Furthermore, the mothers discipline the children but use the fathers as a threat to bring the children to behave themselves. The father responsibility for the children is discharged in cooperation with the mother. (Andres, 1983)

Furthermore Carandang (1987) attests that children feeling overwhelmed by a marriage break-up, may consequently learn not to



verbalize their feelings directly and simply, especially if these are negative feelings toward the adults in the family. He may thus unconsciously express himself through “misbehavior”. This misbehavior may be at home or school where he spends a considerable amount of time each day.

In addition, Murray (1990) extended his condemnation of the ‘underclass’ by suggesting that this ‘lost generation’ is populated by single mothers and illegitimate children. Given the lack of strong mothers and illegitimate children-as young adults- are seen by Murray to lack of discipline, morality, and work ethic. Rapoport (1989) strongly believe that without two parents and strong family discipline in a family, social order in society will collapse.

The operational paradigm of this study presents the independent variables, dependent variables, and moderating variables. The dependent variables revolve around with the five social values of the respondents, which are observed in their day to day activities. These are citizenship, work, justice, service and relationship. The independent variable are the family type structures of the respondents namely: Small nuclear family , Big nuclear family, Extended family, single-parent family, dual-career family and blended family. The moderating variables are Family type, income, college and gender.



Hypothesis of the Study

The following hypotheses are put forward for testing

1. There are significant differences on the social values of freshmen students of Benguet State University.

2. There are significant differences on the Family types according to family dynamic conditions in terms of:

- a. Role of each member play in the family
- b. Managing conflict
- c. Economic situation
- d. Child-rearing practice

3. There are significant differences on the extent of influence of one's family type on the social values of freshmen according to family dynamic condition in terms of role of each member play in the family, managing conflict, economic situation, and child rearing practice.

4. Respondents differ significantly in their observation and practice of social values when compared according to their:

- a. Family type
- b. Income
- c. College
- d. Gender



Operational definition of terms

The following terms are defined according to how they are used in the study:

Analysis: refers to the determination of the extent of influence of family types in the practice of social values; and the difference in the observance of social values as affected by gender, college, and family type.

College: It refers to the college that the respondent is affiliated with based on the course that he is taking. It may refer to any of the following colleges of the University: Agriculture, Arts and Sciences, Engineering and Applied Technology, Forestry, Home Economics, Nursing, Teacher of Education, and Veterinary Medicine.

Counseling: Is a process where the counselor and counselee talks and discuss the problem and by means of leading questions enable the counselee to develop insights. The principal objective is the improvement of the welfare and the amelioration of the problems of the counselee (Dioso, 1995)

Difference: refers to variations among students in the practice of social values as affected by family type, gender, and college. Difference is significant when the compared t-value is higher than the tabulated value.



Economic Situation: refers to the living standard of a family based on its monthly income.

Family Type: is the kind of family where the respondents belong. It maybe nuclear family, extended family, blended family, single parent, dual-career family.

Family Dynamic condition: refers how the family operates such as the role of each member of the family, managing conflict, economic situation, and child rearing practice.

Gender: this refers to the category of male or female

Guidance: is a process of helping an individual to understand himself and his world so that he can utilize his potentialities, make wise decision, in helping him choose a line of action, a method of procedure and goal.

Influence: is the extent to which family contributes to the formation or adoption of values. Influence is none when the weighted mean ranges from 1.00-1.49, minimal when mean ranges from 1.50-2.49, moderately when mean ranges from 2.50-3.00, much when mean ranges from 3.50-4.49, and very great when mean ranges from 4.50-5.00

Social Values: refer to internalized beliefs of what are extreme and considered worthy as they are observed in how an individual interacts with



others. There are five social values in this study: citizenship, work, justice, service and relationship.

Values Formation: refer to behavior or attitudes display by the respondents as they interact with others. These are reflected in their observance and practice of their social values.



Paradigm of the Study

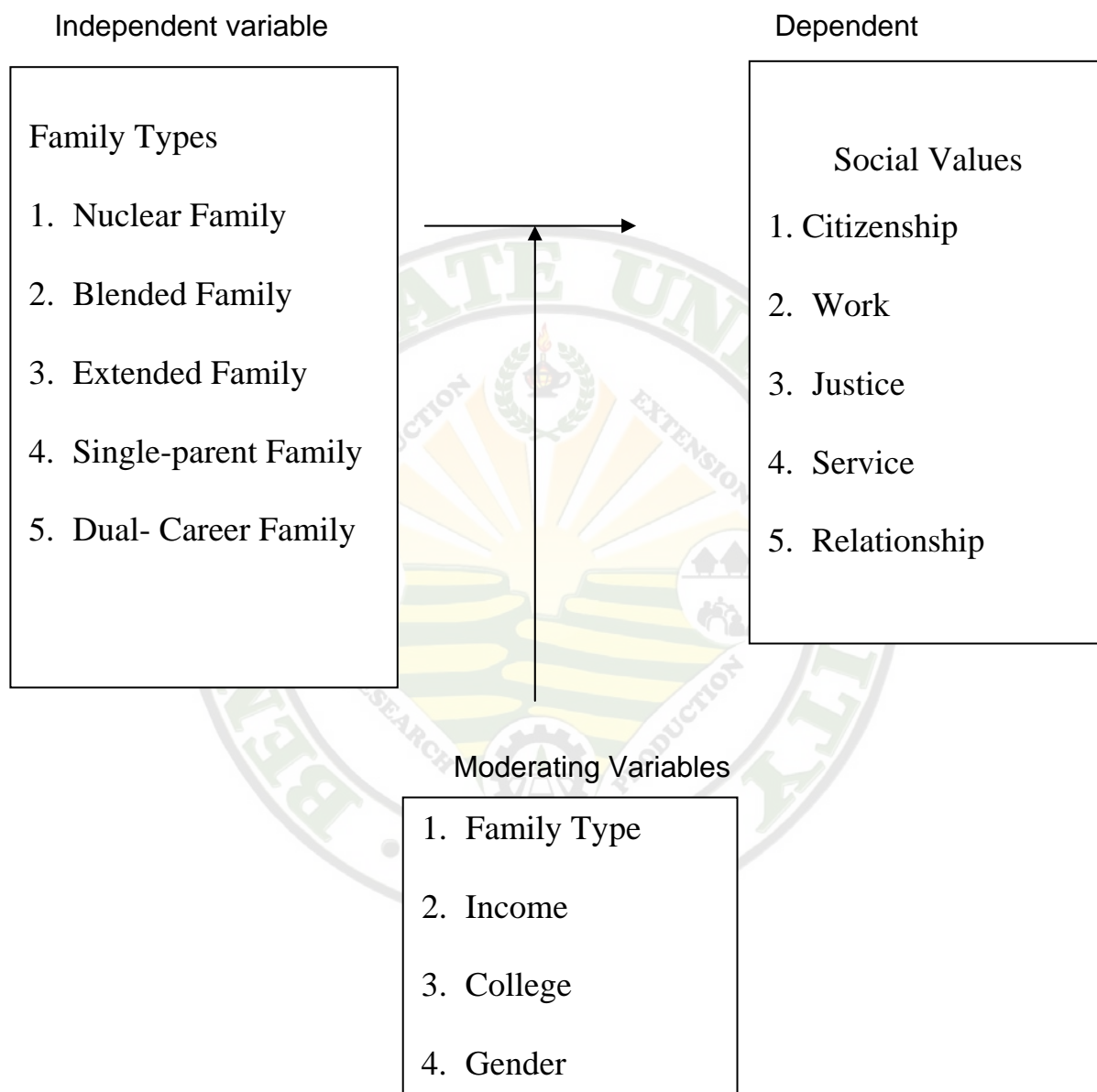


Figure 1. Paradigm of the Study.



METHODOLOGY

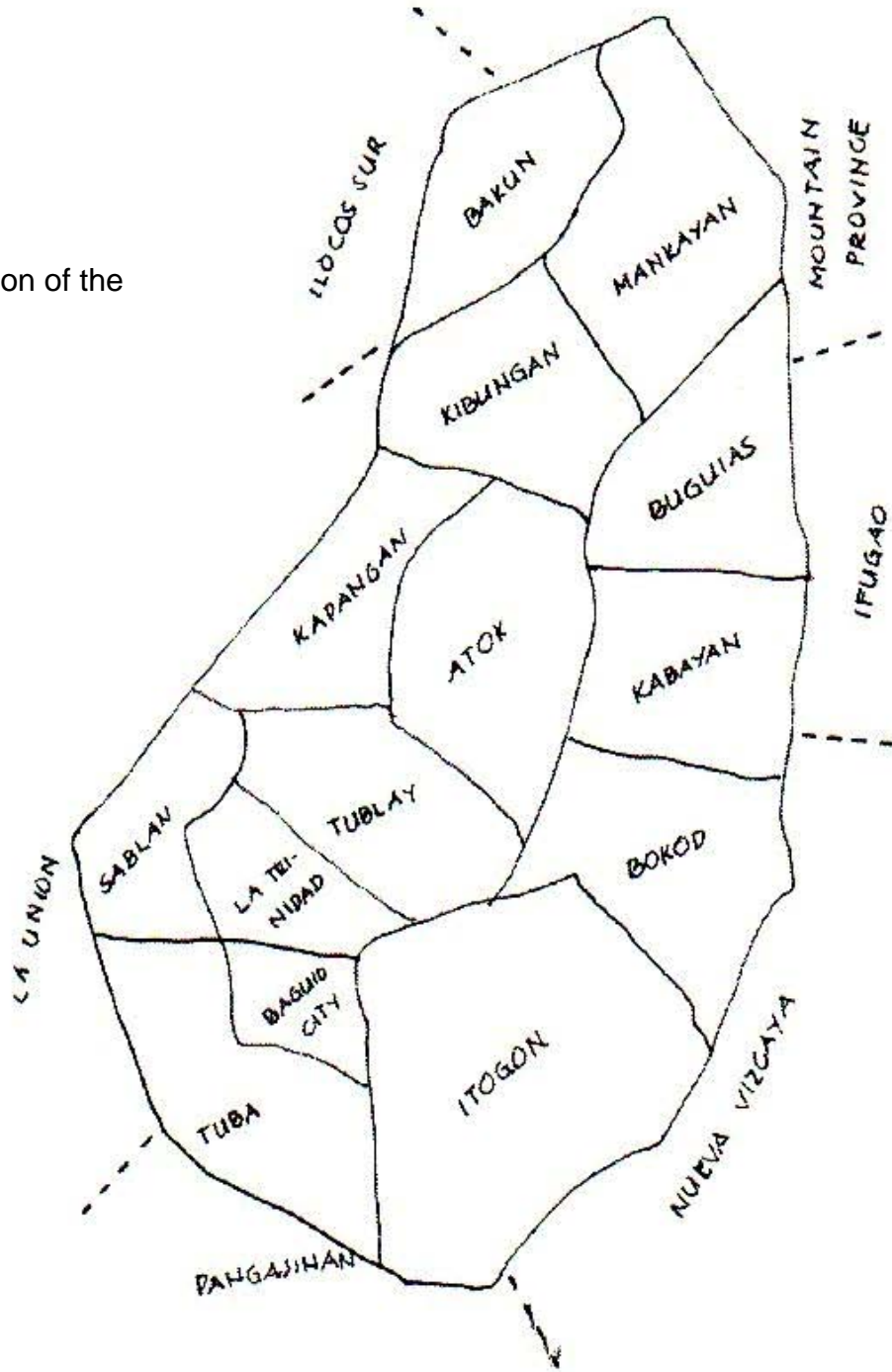
Locale of the Study

The study was conducted at Benguet State University located at the heart of La Trinidad Valley, a prime institution in the Cordillera, just five Kilometers north of Baguio City. Benguet State University traces its roots to the La Trinidad farm school in 1916. It started offering elementary education and later it became an agricultural high school in 1919. Then the name was changed to Mountain National Agricultural School. By virtue of Republic Act 5923, the Mountain National Agricultural School was converted into Mountain State Agricultural College (MSAC) on June 21, 1969, in recognition of its leadership in Agricultural education. Finally; MSAC was into a state university, Benguet State University by virtue of P.D. No. 2010 on January 12, 1986.

Benguet State University serves the primary center of education that propels progress and development in the Cordilleras and lowland provinces. It provides basic education in pre-school, elementary in the fields of education, arts and sciences, home economics and technology, agriculture, forestry, engineering and applied technology, nursing, veterinary medicine, physical education and sports. It has also an open



Location of the study



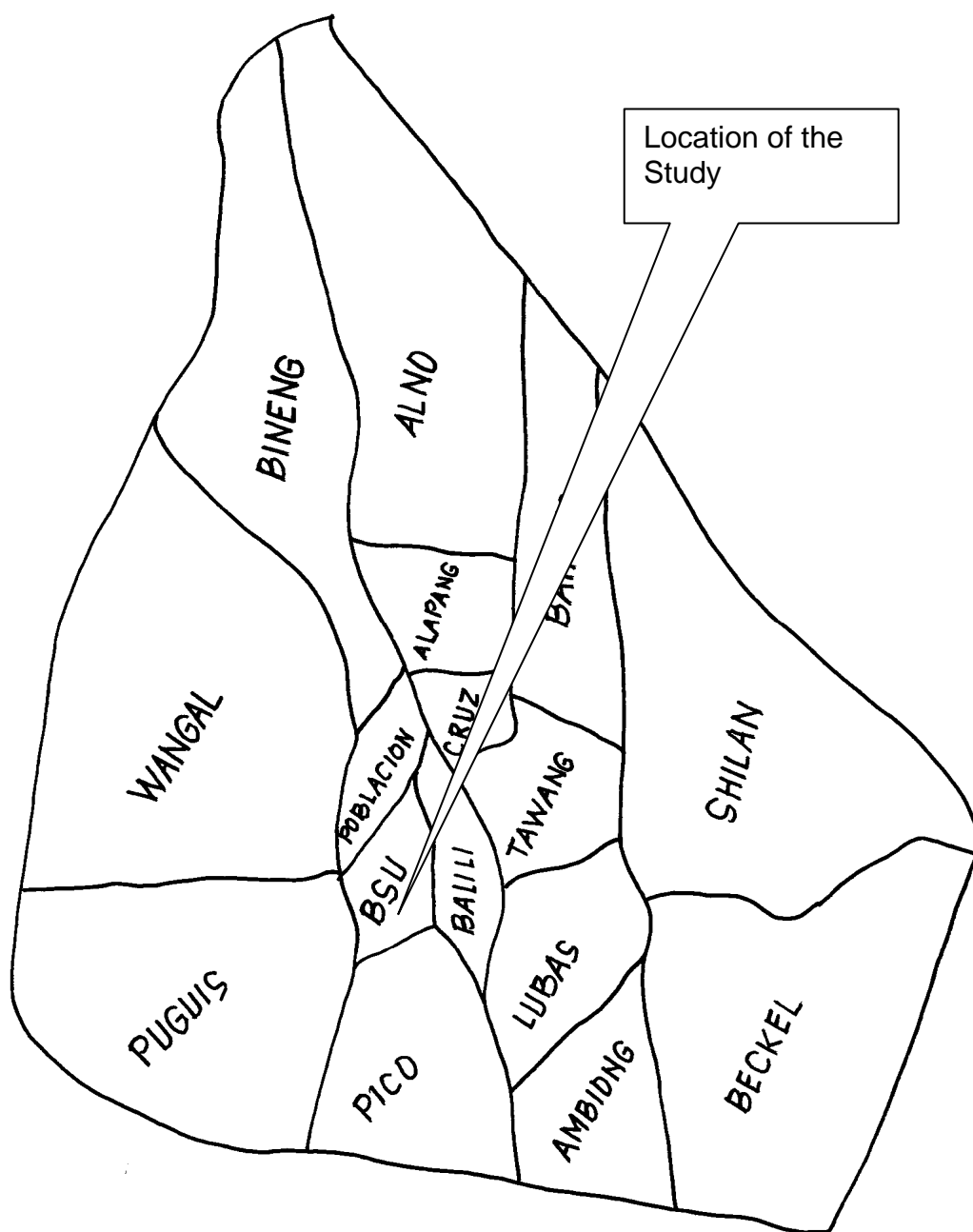


Figure 3. Vicinity map of La Trinidad showing the location of the study



University offering relevant and practical courses. The university is now the center of excellence for Agriculture Education system in the Cordillera Administrative Region.

This study was conducted during the second semester of school year 2006-2007.

Profile of the Respondents

The respondents of this study were the freshmen students of Benguet State University enrolled during the second semester of school year 2006-2007.

They were chosen through stratified random sampling from the eight colleges namely College of Agriculture, College of Engineering and Applied Technology, College of Forestry, College of Home Economics, College of Teacher and Education, College of Nursing and the College of Veterinary Medicine. Table 1 presents the profile of the respondents.

There are 327 respondents in the study and of this sample group, 226 or 69.1% respondent's range in 15-17 years old. There are 73 or 22.3% respondents range in 18-20 years old, 15 or 4.6% respondents range in 21-23 years old, and 13 or 4% respondents range in 24 years old and above. The result indicates that freshmen students are in their middle adolescents.



As gleaned in the table, 114 or 34.9% are males and 213 or 65.1% are females. The differences in the number of male and female respondents can be attributed to the enrollment trend of BSU. It has been consistently noted that there are more females who get admitted in the different courses in the university. The result also shows that more women are interested in academe than men.

Table 1. Profile of the Respondents

Profile	Number (N)	Percent (%)
Age		
15-17	226	69.1
18-20	73	22.3
21-23	15	4.6
24 and above	13	4.0
Total	327	100.00
Gender		
Male	114	34.9
Female	213	65.1
Total	327	100.00
Income		
Low	223	68.2
Average	67	20.5
High	37	11.3
Total	327	100.00



Based on the socio-economic status of the respondents, 68.2% belong to low socio-economic status. This means that the family has monthly income of less than Php 8,000. Sixty seven (67) or 20.5 % belong to average socio-economic status with a family income ranging from Php 15,000.00 - 19,000.00. The high group comprise 11.3% and they have monthly family income of Php 20,000.00 above. This finding indicates that few are rich in the area of the study.

Instrumentation

To gather the needed data in this study an adapted survey questionnaire was used. The questionnaire consists of four (4) parts.

Part I shows the profile of the respondents name(optional), and the relevant demographic characteristics like age, gender, college, and socio-economic status.

Part II deals about the family type of the respondents. It is composed of six categories, small nuclear family, big nuclear family, extended family, single parent family, dual-career family and blended family. The respondents would be asking to check the space provided the family types they have.

Part III is composed of twenty-five (25) items that deals on the social values of freshmen students of Benguet State University. The items



were adapted on the study of Albano (2004). The respondents will be asked to encircle the number that best describes how they practice and observe their social values using a four-point scale where:

- 1 – The statement is always true to me
- 2 – The statement is often true to me
- 3 – The statement is seldom true to me
- 4 – The statement is never true to me

Part IV is composed of twenty (20) items which deals with the family dynamic condition of the respondents such as the role of each member in the family, managing conflicts, economic situation, and child rearing practice. Items of this part of the questionnaire were assembled from various sources like Christian counseling, and books on parenting. To determine the influence of family on the social values of freshmen students at Benguet State University, the respondents were asked to encircle their responses using a four-point scale where:

- 1 – True of my family
- 2 – not true of my family
- 3 – hardly true of my family
- 4 – never true of my family

Data Gathering

To gather data needed in this endeavor, the permission from the vice president of academic affairs, Dean of the graduate school, and the



deans of the colleges in Benguet State University were asked. The Communication was presented to the teachers of the respondents.

The main-data-gathering tool is the survey questionnaire. The library method was used, books, unpublished master's thesis, micro software and journals related to the study were used as supplementary materials in gathering data aside from questionnaire.

The researcher personally gathered the data during their classes and vacant period of the respondents. Before the respondents answer the questionnaire, the researcher gave an overview and orientation on the purpose of the study, and explains the instructions for easier accomplishment of the said questionnaire. The scale was particularly emphasized to guide them in answering the items. They were instructed that there will be no time pressure, that is, they had to answer the items on their own pace. The choice of several who will refuse to participate will be respected. It will take 5-10 minutes for the respondents to accomplish the questionnaire. There were three hundred twenty seven (327) questionnaire that was administered and were retrieved carefully and was check if they were properly accomplish.



Statistical treatment of Data

The t-test was used when the observed mean was compared to the assumed mean, denoted by μ_0 . The test was computed using the formula given below,

$$t = \frac{\bar{x} - \mu_0}{s / \sqrt{n}}$$

where,

$$\bar{x} = \frac{\sum x_i}{n}$$

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}$$

The statistic t has values under the Student's t-distribution with n-1 degrees of freedom. The hypothesized value of the test was rejected when the value of the computed $t_c < -t_{\alpha/2, n-1}$ or $t_c > t_{\alpha/2, n-1}$ at certain α -level and n-1 degrees of freedom. This was used to find out the difference of family type of freshmen students of Benguet State University.

Analysis of Variance

The analysis of variance was employed in the comparison between several groups, when the grouping consisted of more than two groups. This was used to determine the extent of influence of one's family type on



the social values of the respondents. The test was computed using the formula given below:

$$F_c = \frac{MS_{BetweenGroup}}{MS_{WithinGroup}}$$

To obtain the computed F-value, the following preliminary computations were done:

1. Sum of Squares

$$\text{Correction Factor} = CF = \frac{Y^2}{n}$$

$$\text{Total Sum of Squares} = \sum \sum Y_{ij}^2 - CF$$

$$\text{Between Group Sum of Squares} = \sum \frac{Y_{i.}^2}{n_i} - CF$$

$$\text{Within Group Sum of Squares} = (\text{Total Sum of Squares}) - (\text{Between Group Sum of Squares})$$

2. Degree of Freedom

$\text{Total } df = n-1$ (df means degrees of freedom, n is the total number of respondents)

$\text{Group } df = p-1$ (p is the number of groups under the comparison)

$\text{Error } df = \sum (n_i - 1)$ (n_i is the number of respondents in the group)

3. Mean Squares

$$MS_{BetweenGroup} = \frac{\text{BetweenGroupSum.of.Squares}}{(p-1)}$$



$$MS_{WithinGroup} = \frac{\text{WithinGroupSum.of.Squares}}{\sum (n_i - 1)}$$

4. Computed F-value

$$F_c = \frac{MS_{BetweenGroup}}{MS_{WithinGroup}}$$

where

Y_i = total of the i^{th} group

\bar{Y}_i = mean of the i^{th} group = Y_i/n_i

$Y_{..}$ = grand total

$\bar{Y}_{..}$ = grand mean = $Y_{..}/n$

Under the null hypothesis, the quantity $\frac{MS_{BetweenGroup}}{MS_{WithinGroup}}$ has an approximate value under the F-distribution. Thus, the null hypothesis will be rejected if $F_c \geq F_{\alpha, (Trt\ df, Error\ df)}$ otherwise accept H_0 .

Pearson Product Moment

Correlation Coefficient

To determine the relationship between social values and family dynamics, the Pearson Product Moment Correlation Coefficient (ρ) was obtained and the computation is given below.



$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\{\sum x^2 - (\sum x)^2 / n\} \{\sum y^2 - (\sum y)^2 / n\}}}$$

The decision rule is to reject the null hypothesis if the absolute value of the computed r is lower than the tabular value of r .

Another test statistic that may be employed in testing the significance of the relationship is the t -test with a formula given below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

To determine if the computed t -value is significant or not, it will be compared to the tabular value of the test statistic. The tabular value is obtained from the t -distribution table at certain level of significance with $n-2$ degrees of freedom, denoted by $t_{\alpha/2, (n-2)}$. The decision rule is to reject H_0 if the absolute value of the computed test statistic (t_c) is greater or equal to the tabular value. In short, the decision rule is

Decision Rule: Reject H_0 if $|t_c| \geq t_{\alpha/2, (n-2)}$ otherwise accept.



RESULTS AND DISCUSSIONS

This section presents the result and discussions of the data gathered followed by the analysis and interpretation based on the objectives of the Study. The data relate to the values of freshmen students, the extent of influence of family dynamic conditions on the practice of social values and the differences of freshmen in their practice of social values when compared according to their age, gender, income and college.

Family types of Respondents

Looking at their family type structure, the big nuclear family having five (5) or more members in their family have the greatest representation (74.3%), followed by the small nuclear family who made up 14.1% in which they have three (3) to four (4) members of their family. The extended family with grandparents and other relatives living in their family make up 4.3%. The single parent family living with father/mother composed of 3.4%. For the blended family living with half sister/brother or stepfather/mother composed of 2.4%. it can also be shown in the table that the dual-career family wherein both parents are working makes up the least representation having 1.5% of the total respondents.



Table 2. Family Types of Freshmen Students of BSU

Family Structure	Number	Percent (%)
Small Nuclear Family	46	14.1
Big Nuclear Family	243	74.3
Extended Family	14	4.3
Single-parent Family	11	3.4
Dual-Career Family	5	1.5
Blended Family	8	2.4
Total	327	100.00

The finding implies that in spite of family planning programs and population education efforts promoted over the country, many Filipinos have more children that would be justified by a concern for ending population growth.

In spite of the economic difficulties of bringing up children, their birth is welcome; they are considered “gifts from God” sent to help their parents obtain a better through filial love, participation in income generating activities, “insurance” for their parents old age, and sources of strengthening family bonds.

The differences of the family type structure of the respondents may attribute to the factors that contribute to the difference in family structure like economic situation of the family, how each member of the family



resolve their conflicts, alcoholism, drug-abuse, commitment, lack of role clarity, child-rearing practice and religion.

According to Steel et. al. (2001), The family has always been seen as an important element of our social life. It is the basic social unit. Most of us are born into a family, brought up by a family and will eventually form a new family of our own. Despite the rising divorce rate and the growing number of media stories about child abuse, wife battering and neglect of the elderly, we are still constantly reminded that a family is a desirable institution and the right way to live.

Social Values of the Respondents

Table 3 presents the findings of the computed mean scores of the social values of the respondents with their corresponding ranks. There are five identified social values of the freshmen students of Benguet State University namely; Citizenship, work, justice, service and relationship. The overall mean score of the social value is 2.05 which indicates that social values are often true to the students. This implies that the respondents are aware of their various calls of duties as demand of their social environment and having imbued these values, they manifest in their behavior.



Table 3. Social Values of the Respondents

Social Values	Numerical Value	Description	T-Value
Citizenship	1.92	Often True	-73.18
Work	2.18	Often True	-76.54
Justice	2.09	Often True	-71.09
Service	2.10	Often True	-68.08
Relationship	1.95	Often True	-72.27
Overall	2.05	Often True	

** - significant at 1 % level; $t_{.05,431} = \pm 1.96$; $t_{.01,431} = \pm 2.58$

LEGEND: Extent of Effectiveness Scale Rating

<u>Interval Limits</u>	<u>Numerical</u>	<u>Qualitative Description</u>
1.00-1.49	1	The statement is always true to me
1.50-2.49	2	The statement is often true to me
2.50-3.49	3	The statement is seldom true to me
3.50-4.59	4	The statement is never true to me

Families tend to promote the development of social attachments. In most families, these attachments are positive, they help children feel safe, loved and confident that their important needs will be met. But even when the attachments are negative or conflictual, they establish the child's very early orientation about what children come to expect in an intimate relationship. Even though the content of the relationships may change



from childhood to adulthood, attachments formed in childhood to parents or guardians, siblings, grandparents and other close family members continue to be relevant through out life (Ainsworth, 1985).

A closer examination of the table shows that the students consider all of the five identified social values are often true of them. The respondents social value of citizenship is manifested through respecting the elderly and people in authority, obey the rules, policies, laws in their school and community, and demand their rights as a member of their community. This practice implies that as young as they are, it was inculcated in their minds their responsibility in exerting effort to be a good citizen in their community. This practice must have been inspired by their upbringing in their family.

For the social value of work, the respondents claimed that such social value is manifested by doing immediately a task assigned to them, responsible in every group work, doing their projects to the best of their abilities and not minding others as long as they are right.

According to Purunganan (1997 revision of the culture caused the folks to claim that education lead the youth to become lazy. They forget their duty to their parents and home. They can shout at their elders claiming that they need to fight for their rights even to the extent of arguing with them. There are no more taboos, and almost no fear of God. They



prefer to experiment rather than obey prohibitions. They rebel against authority and frequently.

The social value of justice is manifested through doing good to those who treats them well, making sure that the group work is equally distributed. Likewise, they add that they pay their debts on the promised dates. This indicates that the freshmen students are giving importance to just treatment to mankind according to the norms and balance of reason. (Albano, 2204)

The manifestation of the social value of service includes the following: assisting the elderly, women and children carry heavy loads, helping anyone in cases of accidents, giving whatever they can do to the Red Cross or calamity victims and conforming to the decision of majority.

This finding indicates that the spirit of “bayanihan” that is commonly practiced by our folks has been engrained in them. Their urge to serve is an indication of their social responsibility.

This manifestation of value for honest service is shown to what Bustos and Espiritu (1996) postulates in their idea on combating poverty. Accordingly because the percentage of the poor is very great in the Philippines, the authors encourage all Filipinos to fight this crisis. In his statement it shows that Filipino family does participate in community activities: join in celebrating town or barrio fiesta. They also join the



community by helping out a neighbor who has had a death in the family or an accident. They help in wedding preparations, which are often too much for single family to afford, in building his house, in moving it out to another place. The harvesting and planting of rice is a group endeavor.

The social value of relationship according to the respondents is manifested through showing appreciation for the good deeds done unto them. They say that as a social individual, they need to be kind to other people and consider relationship very important in their lives. The above statistics support the statement of Basis et. al. (1991) that a relationship is the basic building block of social structure. Regardless of personality and background, an individual adjust according to the do's of his peers and avoiding their don'ts to avoid disputes. If the individual is able to adjust to a larger group, he will be able to adjust and run his life according to the demands of the society.

Panopio et. al (1994) support the idea that one needs to deal to other people inside and outside family as he grows up. As a social being, he needs to mingle with others to give color to his existence. Accordingly, one needs to strive to gain trust and confidence of the peer for a meaningful relationship. Hunt et. al (1987) added that the Filipinos are euphemistic to show "pakikisama" and maintain smooth interpersonal relations.



Furthermore, it was said that human beings are social creatures. We are complex creatures with individual personalities and strong will. We are crowded on a planet that seems to be over populated with individuals with sinful natures put them at odds with God and with each other. Many of us wants to get along with others but it isn't easy.

Perhaps the Apostle Paul was thinking like that when he wrote the following directive: "If it is possible, as far as it depends on you, live at peace with everyone" (Romans 12:8). These words come near the end of a few paragraphs dealing with practical rules for getting along: love others sincerely, be devoted to one another in brotherly love, honor one another above yourselves, share with others, be hospitable, live in harmony with others, be willing to associate with people of low position, do not be conceited, do not pay back evil for evil, do what is right to everyone.

Surely it is interesting that the instruction to live in peace is preceded by two qualifiers: "If it is possible" and "as far as it depends on you." The first of these implies that sometimes it isn't possible to live in harmony with others. Even so, each person has the responsibility for his or her own attitudes and behavior. As much as it depends on each of us, we are to live in peace. (Collins, 1988)

This is a major task but one that should be emphasized repeatedly, especially in the church. When Christian leaders, including counselors, are



involved in preventing interpersonal tension, they are helping individuals to live in peace and harmony with one another, to avoid destructive conflict, and to experience something of the peace that comes from God.

The five identified social values of freshmen students of Benguet State University shows that there is no significant difference in their practice of their social values. The findings indicates that socialization is a process through which individuals are guided to function in ways that are acceptable to the group or groups of which they are members. Beliefs as well as behaviors are modified through socialization. Socialization is carried through open discourse (talking how to behave or what one expects and stating the rules and explaining why they are important), through modeling and through what is typically called discipline. In childhood, the first and primary socialization agent is the parent.

The null hypothesis that there are significant differences on the social values of freshmen students is rejected.

Influence of Family Type on Family Dynamic condition of the respondents

Table 4 shows the mean scores of the influence of family dynamic conditions as perceived by the respondents according to their family type structure. It can be noted that among the six type of family structure



Table 4. Extent of influence of family types on family dynamic

Family Type	Role played	Managing Conflict	Economic Situation	Child-rearing Practice
Small Nuclear	1.70	1.63	2.15	1.54
Big Nuclear	1.49	1.60	2.09	1.45
Extended Family	1.50	1.53	2.39	1.57
Single-parent Family	1.76	1.69	2.09	1.36
Dual-Career Family	1.80	1.72	1.76	2.00
Blended Family	1.67	1.70	2.10	1.67
Overall	1.54	1.61	2.10	1.48
F-Value(Between family structure)	1.06	1.13	1.30	0.77
F-value (Between Family Dynamics)		1.33		

ns – not significant; $F_{.05,(5,319)} = 2.21$; $F_{.01,(5,319)} = 3.02$

LEGEND: Extent of Influence Scale Rating

<u>Interval Limits</u>	<u>Numerical</u>	<u>Qualitative Description</u>
1.00-1.49	1	True of my family
1.50-2.49	2	Not true of my family
2.50-3.49	3	Hardly true of my family
3.50-4.59	4	Never true of my family

significant differences found along the family dynamic condition of the respondents.



The finding implies that no human institutions works perfect and the family has it's own difficulties. The difficulties of the family is based on the fact that intimate association with the resultant sharing of responsibility demands a mature attitude which many people fail to develop. The stability of the family is likewise limited by the fact that the process of social change may bring together as husband and wife with different ideas about family life. Thus all of the various type of family patterns experiences difficulty.

The result of the study are best attributed with the statement of Young and Willmott (1975) that different family type have different structures or ways of organizing the household. In some families only the husband goes out to work, in others the wife is the sole wage caner, and others are dual worker families where both partners earn a wage. These organizational differences can have massive implications for the day to day life of the family.

The null hypothesis that family types differ significantly according to family dynamic condition is rejected.



Extent of Influence of Family dynamic condition on the Social Values

Table 5 shows the extent of influence of family dynamic condition on the social values of freshmen students. It can be gleaned from the table that there is a significant difference on the social values according to family dynamic condition in terms of role played of each member in the family, managing conflicts, and child-rearing practice.

According to the respondents, their observance of social value is influenced due to the role of each member in their family. This finding corroborates the finding of Mead (1984) that the family acts as a social laboratory which influences, trains, instructs and prepares an individual conform to its norms as well as in a bigger society. If the family training is strong enough to influence the child, the influence remains in the child even when he interacts with others.

The role of each member play in the family such as the father being the breadwinner and authoritative, the mother being caring and loving and children being submissive to their parents. According to Collins (1988), Each family should assigns roles to its members. Some of these roles involve activities; like who take cares of the garbage, washing the dishes, cook the meals, write the checks, or take the kids to the dentist. Other roles are emotional; some family members are encouragers, jokers, problem solvers, or etiquette advisers.



Table 5. Extent of Influence of family Dynamic on the Social Values

SOCIAL VALUES	Role played	FAMILY DYNAMIC CONDITION		
		Managing conflict	Economic Situation	Child-rearing
Citizenship	0.174**	0.285**	0.009 _{ns}	0.100 _{ns}
Work	0.151**	0.198**	0.031 _{ns}	0.115*
Justice	0.103 _{ns}	0.175**	0.056 _{ns}	0.071 _{ns}
Service	0.153**	0.205**	0.074 _{ns}	0.078 _{ns}
Relationship	0.143**	0.290**	0.064 _{ns}	0.123*
Tabular r- value	$r_s .05 = .113$		$r_s .01 = .148$	

** - significant at .01% level; * - significant at .05% level; ns – not significant

In the Philippine setting, the father is the principal breadwinner and nominal head of the family. His income is the basis of its economy security. Although the mother shares in the exercise of authority and helps make the decision, the father has the final say. However, the strength and influence of the woman lies on the management of finances. The husband is expected to turn over his paycheck to the wife, who, in turn, gives him his personal allowance. The wife strong influence in the family matters and her high position come not by demands, but by gentle persuasion and seeming submission.



Moreover, Collins (1988) asserts that usually these roles evolve slowly at the beginning of a marriage, but sometimes there are conflicts over who does what. These conflicts are especially acute when roles are held rigidly or when there is role confusion.

Feminist Diana Gittins (1993) see this ideology as vital in maintaining men's exploitative position over women. Women are socialized to believe that their prime role in life is to care for their husband and children; that this is the natural and legitimate way things should be organized.

The ideal role and expectations are not always realized. When husbands fall short of their duties and indulge in their irresponsibility, immorality, or vice, it is the woman's lot to be self-sacrificing her family and make up for her husband's deficiencies. The reverse also may happen, but probably less frequently.

The Bible clearly defines the role of each member in the family. In the book of Colossians, the statements are clear. "Wives submit to your husbands as fitting in the Lord. Husbands love your wives and do not do harsh with them. Children obey your parents in everything for this pleases the Lord. Father's do not provoke your children or they will become discourage" Even though these references are brief, If every family follow these instructions perhaps there will be no confusion on the role of each



member play in the family. Thus it will prevent conflict and even help on the social values of their children.

Managing conflict is significantly a predictor to the social values of respondents. The computed t-value of 1.48 indicates that there is a significant difference at .01 level. This implies that their behavior is influence by how their family manages problems. These can be attributed to the social problems caused by poverty. Sociologist claimed that families living below the poverty line have frequent conflicts that often lead to more serious problems like breaking up the family. The possibility that fathers, and even mothers, will shrink their responsibilities or their parental roles are high, especially among unemployed or underpaid fathers and mothers.

Conflicts in the family have arisen on account of both psychological and cultural causes brought about nearly always by the changing times. Families differ widely in the amount and intensity of their conflicts, depending on the amount and intensity of the outside influences that come in to contradict the family mores or traditions. The economic situation of freshmen students does not much influence the observance of freshmen on their social values.

Child-rearing practice has highly significance influence on their social value of work and relationship. Their observance and practice of their social values influence by how their parents taught and trained them.



The result of the study supports the statement of Bandura (1986) that children acquire much of their knowledge by observing and imitating others. They express feelings, voice attitudes, perform tasks, and espouse their moral values.

The child's immediate setting for growth and development is the family. Added to this is his natural environment such as the school and community. But still the family remains the most important natural environment for the young child. Therefore physical, emotional, and intellectual growth, as well as the social development of a child, all begin at home. In addition, Popenoe (1991) claimed that, in many ways, the family is well suited to the task of early socialization. It is a small group in which the members have a great deal of face-to-face contact. The children's progress can be closely watched and any adjustment in their behavior can be made as necessary. One of the major functions of family that is universal and true in all kinds of family in different societies today, aside from what have been enumerated earlier, is to provide love and affection for its members. Love and affection are as important to children as learning is, and they remain important throughout life.

In order to have a clearer view of the result of the regression analysis, the subsequent discussion explains the collective effect or influences of those significant contributory on each social value.



The table reflects that the respondents social values is due to the positive contribution of their family dynamic condition such as role of each member in the family, managing conflicts, and child-rearing practice. Thus the null hypothesis that there are significant differences on the extent of influence of one's family type on the social values of freshmen according to family dynamic condition is accepted along the role of each member play in the family, managing conflict, and child rearing practice. However it is rejected along the family dynamic condition in terms of economic situation.

Differences of Social Values according to family types

A comparison between the family type structure, its influence to the social values of respondents is presented in table 6. It could be gleaned from the table that there is no significant difference on the social values of respondents when compared according to their family type structure.

The above finding implies that there are various group or institutions that play a significant role in the socialization of an individual and in shaping his personality. Foremost among them is the family. But as he grows up older, other socializing agencies like friends, school, church, and culture influence him. In the Philippines, parents bring their children to the church as early as infancy for the baby to know his guardian angel and



Table 6. Extent of influence of Family types on social values of the respondents

FAMILY TYPES	SOCIAL VALUES				
	Citizenship	Work	Justice	Service	Relationship
Small Nuclear	1.79	2.06	2.02	1.99	1.80
Big Nuclear	1.93	2.21	2.10	2.12	1.97
Extended	1.86	2.19	2.09	2.03	1.86
Single-parent	2.13	2.22	2.04	2.09	1.98
Dual-Career	1.84	2.00	2.00	1.92	1.80
Blended	2.17	2.23	2.33	2.17	2.17
Overall	1.92	2.18	2.09	2.10	1.94
F-Value (Between Family Structure)	1.30 ^{ns}	1.08 ^{ns}	0.57 ^{ns}	0.67 ^{ns}	1.22 ^{ns}
F-Value (Between Family Dynamic)			0.71		

ns – not significant; $F_{.05,(5,319)} = 2.21$; $F_{.01,(5,319)} = 3.02$

LEGEND: Extent of Influence Scale Rating

Interval Limits	Numerical	Qualitative Description
1.00-1.49	1	Always true to me
1.50-2.49	2	Often true to me
2.50-3.49	3	Seldom true to me
3.50-4.59	4	Never true to me

for the baby to be a God-fearing individual, as he grows old Children are encouraged to pray and form a notion of God. Children learn the norms of



conduct and codes of behavior set forth by the church. Expectations of what would result from doing good, fear of sin, a concept of life after death, and the heaven/hell concept motivate an individual to do what is good. Involvement in church activities usually affects the individuals outlook and attitudes.

One of the institutions that influence the social values of the respondents is the school. This statement corroborates to the idea of Panopio (1994). Accordingly it is in school where their emotional and intellectual growth is forged. Knowledge, discipline, and training on their responsibilities are prepared for their future role in the society. Culture also helps in the development of an individual. One is born into a social world with its ready-made culture. The people around him instruct him what to do, what to believe in, how to behave, and even how to feel through a system of rewards and punishments. The cultures symbols and ways of classifying experiences are taught to children through the medium of language. Children learn to conform to the norms of the group, acquire a status, play a role, and emerge with a personality. Teaching and learning and culture enable the child to become part of the society, to interact smoothly with others, to share in the culture's common standards of symbols, norms, and knowledge (Clark and Kebby, 1988). One has to



adapt to the norms of requirements of the group if one is to be a functioning member of that group.

The null hypothesis that respondents differ significantly in their observation and practice of social values when compared according to their family types is rejected.

Extent of Influence of Social Values by Income

This section presents the difference of the freshmen in their practice of social Values when their socio-economic status is considered. The respondents belong either to low, middle, or high economic status. Those with low economic status receives a monthly income of less than P8, 000, the middle with monthly income from Php 15,000 to Php 19,000 and the high receives a monthly income of Php 20,000 and above. The finding indicates that there are no significant differences on the social values of freshmen when they are compared according to their economic status.

The finding indicates that children of the poor are severely disadvantaged in terms of health, nutrition, emotional growth, and educational opportunities. At an early age, children are forced to help earn for the family and are thus exposed to objectionable and sometimes illegal



Table 7. Extent of influence of family income on the social values of respondents

Family Income	SOCIAL VALUES				
	Citizen ship	Work	Justice	Service	Relation ship
Less than 8,000Php	1.91	2.17	2.11	2.09	1.96
15,000-19,000Php	1.94	2.22	2.02	2.11	1.96
20,000 and above	1.84	2.11	2.04	2.06	1.82
Overall	1.91	2.1	2.09	2.09	1.94
F-Value (Between family Structure)	0.48 _{ns}	0.7 7	1.00 _{ns}	0.09 _{ns}	1.25 _{ns}
F-value (Between family Dynamic)	1.18 _{ns}	9 _{ns}			

ns – not significant; $F_{.05,(2,319)} = 3.00$; $F_{.01,(3,319)} = 4.61$

LEGEND: Extent of Influence Scale Rating

Interval Limits	Numerical	Qualitative Description
1.00-1.49	1	Always true to me
1.50-2.49	2	Often true to me
2.50-3.49	3	Seldom true to me
3.50-4.59	4	Never true to me

and immoral influences. Many young girls marry early to escape or work as a domestics, waitresses, or entertainers in bars or restaurants. Another



by newspaper reports on crimes committed by low income youth “high” on drugs support their dependency on money obtained from muggings, and thievery.

Hence, most wives join the labor force because of economic pressure. However among the middle and upper classes, married women continue to work even when the family financial needs do not demand it.

questionable influence, especially among adolescent boys, is the “barkada” a gang relationship where they indulge in drinking, burglary holdups, picking pockets, and extortion. Although there are no reliable statistics at the moment, drug addiction among the low income teenagers exists as shown

Philippine society approves of women working outside the home although it does not encourage it. Unemployment and underemployment are two factors that have affected family income and have resulted in changes in the family structure of the family. In order to solve this problem, some Filipinos have taken jobs overseas and some of them are married. Since they are married, the remaining parent is left to bring up the family, resulting in temporary parentage. Often the emotional strain, loneliness, and anxiety have become major problems for both the husband and the wife. This kind of family situation thus affects the relationship between parents and their children.



According to Hurlock (1982) when the relationship of young adolescents with members of their families deteriorate as adolescence progresses, the fault usually lies on both sides. Parents far too often refuse to modify their preconceived notions of their children's abilities, as they grow older. As a result, they treat their adolescent's sons and daughters much as they did when they were younger. In spite of this, they expect them "to act their age", especially when it comes to assuming responsibilities. Parents' likewise find it difficult to accept their adolescent children's objections to the restraints they regard as necessary. And they may be impatient with their failure to assume responsibilities they feel are appropriate for their age. These sources of irritation generally reach their peak between fourteen and fifteen years, after which there is generally an improvement in parent-child relationships. Weller (1977)

Moreover many adolescents feel that their parents do not "understand them" and that their standards of behavior are old fashioned. This is due more to the cultural gap than to differences in age.

The finding implies that respondents are more interested on their relationship between their family members rather of their income. This corroborates with the statement of Andres (1983) that parents influence their children's behavior through setting goal values, shaping the character of the children, maintaining values and distinctive identify of each child,



and resolving conflict among competing interests, particularly as regards the codes of values.

As gleaned in the table, the respondents perceived their observance and practices of social values to be often true to them regardless of what their family income is. The null hypothesis that there are significant differences in the observance of social values when compared according to income is rejected.

Extent of influence of Social Values by College

Table 8 shows how the respondents differ in their social values when compared according to the college they are enrolled. The mean scores of 1.08 indicates that there are no significant differences in their observance of social values regardless of the college they are enrolled. It implies that the respondents course has no influence in how they behave or deal with other people. As the table reveals, students consider the social values to be often true to them.

The above finding implies that the respondents are not conforming to the standard of social values of their peers perhaps this is due to how their parents trained them. The findings corroborates in the research of Balino's (1991) on habitual self-reflection and analysis of one's values revealed that values are the result of experiences and the influences of



Table 8. Extent of influence of social values as compared according to College

COLLEGE	SOCIAL VALUES				
	Citizenship	Work	Justice	Service	Relationship
Agriculture	1.91	2.16	2.07	2.06	1.96
Forestry	1.58	1.98	1.89	1.73	1.73
Home Economics	1.96	2.21	2.11	2.12	2.03
Engineering	1.90	2.27	1.94	2.01	1.91
Nursing	1.99	2.23	2.24	2.23	2.03
Arts and Sciences	2.03	2.24	2.16	2.20	1.97
Veterinary Medicine	1.92	2.21	2.09	2.14	1.90
Teacher Education	1.82	2.10	2.06	2.03	1.87
OVERALL	1.92	2.18	2.09	2.10	1.95
F-Value	1.36	0.98	1.42	1.80	0.65

ns – not significant; $F_{.05,(7,319)} = 2.01$; $F_{.01,(7,319)} = 2.64$

LEGEND: Extent of Influence Scale Rating

Interval Limits	Numerical	Qualitative Description
1.00-1.49	1	Always true to me
1.50-2.49	2	Often true to me
2.50-3.49	3	Seldom true to me
3.50-4.59	4	Never true to me

people that surround us. Accordingly, teachers as second parents, understand the behavior of students by leading them to habitual self-reflection and analysis which can strongly influence their rationality in valuing.



Values are only strengthened in school because development of values starts at home, which supports the above mentioned findings. According to Pedrajas (1988) home is a community of love and life and is a laboratory of personality growth and development. It is a laboratory for it gives love by nourishing, approving, recognizing, and accepting your uniqueness as a person. Parents and other siblings are the models that influence the development of the child in which this imitation is strengthened with the approval of the standards in this community. As concluded in his research, the children imitate most of the behaviors at home. When they get out of the home, they reflect that training as they mingle with other people. Hence we say, like father like son, like mother like daughter.

The null hypothesis that there are significant differences in the practice of social values of freshmen students of Benguet State University when compared according to college is rejected.

Gender Differences on Social Values of Respondents

Table 9 presents the comparison of the mean scores between the social values of the female and male respondents. It can be observed from the table that in general, the respondents often practice the social values identified. However, the male students have higher sense of these



Table 9. Gender Differences on Social Values of Respondents

Social Values	Male	Female	Overall	F-Value (Between family Structure)
Citizenship	1.89	1.92	1.91	0.34 _{ns}
Work	2.23	2.16	2.18	2.17 _{ns}
Justice	2.09	2.09	2.09	0.00 _{ns}
Service	2.11	2.08	2.09	0.25 _{ns}
Relationship	1.96	1.94	1.94	0.16 _{ns}
F-value(between Family dynamics)		1.41 _{ns}		

ns – not significant; $F_{.05,(1,319)} = 3.84$; $F_{.01,(1,319)} = 6.63$

LEGEND: Extent of Influence Scale Rating

Interval Limits	Numerical	Qualitative Description
1.00-1.49	1	Always true to me
1.50-2.49	2	Often true to me
2.50-3.49	3	Seldom true to me
3.50-4.59	4	Never true to me

social values than the female counterparts. Specifically, the male group demonstrated that work, service and relationship are on a deeper level than the females. Moreover, the overall F-value of the social values of the freshmen students of Benguet State University indicates that there are no significant differences on the social when compared according to their sex.



The finding implies that male respondents are aware of their roles and responsibilities as a man. Since the Filipino family is a patriarchal type, the father/husband is the head of the home, The “Haligi ng Tahanan,” and as such he has the duty of meeting the financial needs of the family. Likewise, he is the main source of discipline. Moreover the male establishes outside contacts to enhance the family economy and to allow himself with powerful and influential individual. He is expected to make the right personal contacts to help his grown children find satisfactory jobs. He provides leadership in determining goals and aspirations of his family. Thus, his activities are more concentrated on factors outside the home

The sex groups say that social values of citizenship, work, justice, service, relationship are often true to them. In the Philippines and in most cultures, male and females are perceived and treated differently. It is amazing that now a days, male and females are almost treated equally. The results contradicts with the findings of Mivalao (1999) that the Filipino culture gradually orient the boy and girls to their masculine and feminine roles that later defines their social functions. Unlike before, women are expected to work and behave as real “Filipina”, a character described as being pure in their thoughts and actions. Males are expected to be gentle “malakas” and to possess the “macho” image.



Because of the increase of poverty in our country, more women are forced to work and be competitive with men. Thus, it shows that more women tend to be aggressive and demand justice and rights as a member of the society.

The null hypothesis that there are significance on the social values of the freshmen students of Benguet State University when compared according to gender is rejected.



SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study was conducted and the salient findings were:

1. The different family type of freshmen students of Benguet State University are small nuclear, big nuclear, extended, single-parent, dual career and blended family.
2. The social Values of the freshmen students are citizenship, work, justice, service and relationship.
3. There are no significant differences in the observance and practice of the social values of the freshmen students of Benguet State University.
4. There are no significant differences on the family types of the freshmen students according to their family dynamic condition in terms of the role of each member in the family, managing conflict, economic situation and child rearing practice.
5. The extent of influence of one's family type on the social values of



Freshmen students according to family dynamic condition significantly differ in terms of the role of each member play in the family, managing conflict and child rearing practice.

6. The respondents do not differ in their observance and practice of social values when compared according to their family type, income, college and income.

Conclusions

Based on the findings of the study the following conclusions were:

1. Majority of the respondents belongs to big nuclear family. Thus, it shows that a typical Filipino family consists of five or more members of the family.
2. The respondents consider the five identified social values to be often true of them.
3. The family type of the freshmen students are not influenced by the family dynamic condition such as the role of each member of the family, managing conflict, economic situation and child-rearing practice. Thus it shows that there are no ideal family structure, it all depends on the members of the family on how they interact with each other.



4. The different family type of the freshmen students are not influenced by the family dynamic condition in terms of the role play of each member in the family, managing conflict, economic situation and child rearing practice.

5. The family dynamic condition of the respondents particularly the role of each member play in the family, managing conflict, and child-rearing practice greatly influenced the observance and practice of the social values of the freshmen students of Benguet State University.

6. Since the family is the greatest agent in the early socializing and learning process in the child's life , Thus, the respondents family type, income, college and gender do not influence the observance and practice of their social values.

Recommendations

1. The overall findings pose challenge to parents to further strengthens the constructive inculcation of values by tightening the family relationship and giving spiritual leadership in the family. Likewise, they should be aware of their roles and responsibilities in upbringing their children

2. The role of teachers as second parents is likewise emphasized. Since teachers are considered as second parents, they should serve as a



role model in influencing positive to their students. The inculcation of and trimming of values should be exercise while in the class, not as form of work but as one's responsibility according to the call of service.

3. Likewise, the students are challenge to strengthen the basic social values practiced by a normal human being with human reason. The students should be aware that the social values are necessary to maintain harmonious relationship with others.

4. The same responsibility is given to the guidance counselors to improve and create counseling method in helping these young to become mature to discern their own path as the successor in the future.

5. It is also recommended for the Guidance Counselors that they come up with a guidance program wherein it will cater on strengthening family relationship.

6. Likewise, it is recommended that Guidance counselors must show that he or she has a broad understanding of the struggles of adolescents and knowledge of the kinds of tensions that build up both inside the counselees and within their homes.

7. Much challenge is given to the church leaders, authorities, as well as adults whom the student looks up to as models. Their actions reveal their motives and intentions and these are not left and unnoticed by the young.



7. Interested researchers are encouraged to take similar studies to broaden the knowledge gained from this study.



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APPENDICES

APPENDIX A

LETTER TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

DR. FELICIANO T. CALORA JR.
Vice President for Academic Affairs
Benguet State University
La Trinidad, Benguet

Sir:

I, the undersigned a student of the Graduate School of Benguet State University, La Trinidad, Benguet and presently doing a research work. My study is entitled “ Analysis of Family Type and Values Formation: Implication for Guidance and Counseling Practice”.

In this regard, may I request for your kind permission to administer my questionnaire to the freshmen students who are identified as respondents to this study.

Your approval shall mean a lot in the completion and realization of this research.

Very Truly Yours,

Shirley S. Abad

Noted:

Wilfredo B. Mina
Adviser

TESSIE M. MERESTELA
Dean

APPROVED

DR. FELICIANO T. CALORA JR.
VP for Academic Affairs



APPENDIX B

LETTER TO THE DEANS

Date _____

 Benguet State University
 La Trinidad, Benguet

MADAM:

Greetings!

The undersigned is conducting a study on the "Analysis of Family Types and Values Formation Structure: Implication for Guidance and Counseling Practice" in partial fulfillment of the requirements of the degree Master of Arts in Education major in Guidance and Counseling.

In this connection may I respectfully seek your kind permission to float my questionnaire to the freshmen students who are identified as respondents in this study. Attached is a copy of the research instrument for your reference.

Your approval shall mean a lot in the completion and realization of this research.

Very Truly Yours,

Shirley S. Abad

Noted:

Wilfredo B. Mina
 Adviser

TESSIE M. MERESTELA
 Dean

APPROVED

 Dean



APPENDIX C
LETTER TO THE RESPONDENTS

Dear Respondents,

The undersigned is a student of the Graduate School of Benguet State University, La Trinidad, Benguet taking up Master in Arts in Education major in Guidance and Counseling. She is presently conducting a study on the “Analysis of Family Types and Values Formation: Implication for Guidance and Counseling Practice”.

In this connection, I would like to ask for your cooperation by way of answering the questionnaire objectively and sincerely. Your frank and honest opinion is very important and valuable in the successful completion of this undertaking.

Thank You Very Much.

Very Truly Yours,
Shirley S. Abad

Noted:

Wilfredo B. Mina
Adviser

TESSIE M. MERESTELA
Dean



4. I assist the elderly, woman and children carrying heavy loads.	1	2	3	4
5. I show my appreciation for the good deeds done unto me	1	2	3	4
6. I am a good citizen of my community, school and society.	1	2	3	4
7. I do my part in every good work I am involved in.	1	2	3	4
8. I make sure that the group is equally distributed	1	2	3	4
9. I help anyone who meets an accident	1	2	3	4
10. I consider relationship (with my family, friends, classmates etc..) very important	1	2	3	4
11. I observe rules, policies or laws in school, community or society.	1	2	3	4
12. I pay my debts on the promised dates	1	2	3	4
13. I side with those who are unfairly treated.	1	2	3	4
14. I see to it that I give whatever I can do the Red Cross, or to the calamity victims.	1	2	3	4
15. I am kind to other people	1	2	3	4
16. I demand my rights as the member of the community and society.	1	2	3	4
17. I do my project to the best of my abilities.	1	2	3	4
18. I help strangers	1	2	3	4
19. I conform to majority decision	1	2	3	4
20. I go to social gatherings	1	2	3	4
21. I obey whatever my parents say	1	2	3	4
22. I do not mind whatever happens to others as long as I am right.	1	2	3	4
23. I am honest in whatever I do	1	2	3	4
24. I offer my help for assistance to anybody	1	2	3	4
25. I do my duties and responsibility in my community	1	2	3	4



PART IV. This portion of the questionnaire will determine your family dynamic condition such as the roles of each member in your family, how your family manages conflicts, economic situation of your family, and how your parents trained you. For each set, kindly indicate the extent to which you objectively feel each statement influences you on your practice and observation of social values. Your responses will be:

- 1 – True of my family
- 2 – not true of my family
- 3 – hardly true of my family
- 4 – never true of my family

1. My father is the breadwinner/provider of the family	1	2	3	4
2. The family communicates and listens to one another	1	2	3	4
3. My parents are both professional	1	2	3	4
4. I was trained at home to do household chores	1	2	3	4
5. I have a loving and caring mother	1	2	3	4
6. The family discusses matters when things are wrong	1	2	3	4
7. My family owned house and lot	1	2	3	4
8. My parents taught me values and attitude towards whatever I do	1	2	3	4
9. My father is authoritative than my mother	1	2	3	4
10. My father controls the behavior when things are off line	1	2	3	4
11. We have TV, radio, computer , refrigerator and washing machine	1	2	3	4
13. My parents provide for spiritual growth for the family	1	2	3	4
14. My family affirms and support my ideas/thoughts	1	2	3	4
15. My father makes the final decision	1	2	3	4
16. My allowance is sufficient for my needs in school	1	2	3	4



17. My father thought to value services to others	1	2	3	4
18. My family spends time together for recreation	1	2	3	4
19. My family keep secrets from one another especially if it's confidential	1	2	3	4
20. My parents thought me since child a sense of right and wrong	1	2	3	4



BIOGRAPHICAL SKETCH

The author is Shirley Abad, born on October 18, 1980 in La Trinidad, Benguet. She is the sixth child among the ten children of Mr. Cecilio Abad of Naga City, Bicol region and Mrs. Melina S. Abad of Labueg, Kapangan Benguet.

She finished her Elementary Education At Lucban Elementary School, Magsaysay Avenue in 1994. She graduated her Secondary at San Jose High Schol, Poblacion La Trinidad, Benguet in 1998. She finished her Bachelor Degree in Bachelor of Secondary Education, major in Guidance and Psychology at Benguet State University on March 2002.

For her work experience, she was hired as a contractual worker of the Guidance office at Baguio City National High School from April to October 2002. She was a part of the Steering Committee of church Organization wherein she handle counseling program.

With her interest in having a meaningful and well-developed professional growth, she continued to study and obtained her Master of Arts in Education major in Guidance and Counseling at Benguet State University in April 2007

