Effects of the Blended Family on Parenting Styles and Emotional Regulation among Tertiary Students

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Abstract
This research examines the blended family effects on parenting styles and emotional regulation among tertiary students through a sequential explanatory mixed-method design. Through quantitative data gathered, an interview was conducted to have a deeper sense of the information collected. A total of 113 respondents were purposively selected to answer the instruments and 10 of them were chosen to participate in an interview for the qualitative part of the study. It was revealed that most respondents have authoritarian parents and are emotionally adjusting. In addition, there is no significant relationship between parenting style and emotional regulation. Furthermore, there is no significant difference in parenting styles and emotional regulation when grouped according to profile such as age and duration. The results gathered were supported by *sikolohiyang Pilipino* (Filipino psychology) which discussed the maturity, culture, and values of Filipinos and their families. These data were used to construct a counseling program to help students with blended families adapt to the changes that they will encounter.

Keywords: blended family; emotional regulation; parenting styles

1. Introduction

Family may appear to be a straightforward concept to many people, yet there is no simple method to characterize family owing to its complexity and people' different perceptions attached to it. Theoretically, a family is a group of people who share a legitimate or hereditary bond. However, for some individuals, family implies substantially more, and even the basic concept of hereditary bonds can be surprisingly complex.

Times are changing and our structure and meaning of a family have developed over time from a simple definition to a more complex and adaptive one. Generally, a family comprises a father, a mother, and their children who naturally are connected. However, families currently consist of individuals who essentially or by choice turned out to be family and those who are even not blood-related but are still connected by mutual connection and understanding as a family.

Medina (2001) referenced in the investigation of Tarroja (2010) that there is an increasing number of families which are becoming accustomed to practices of a non-traditional image and setup of a family. These families are influenced by environmental and social factors rather than psychological factors.

There are different distinctions of families; in general, the concept of family is that it should be a caring unit where people can feel that they belong. Families can be defined in many different ways yet each family has unique characteristics and attributes that are unlikely to be found in other families. Even if there are biological traits that can be shared from one family to another, there are still many other substantial components within a family that cannot be explained by heredity. There are not sufficient studies on the most ideal approach to raise a child and make him or her the best version of who they will become. We can consider the usual way the family raises a child but then the society and its people experience rapid changes and these changes influence the upbringing experienced by children from their parents. Today, many parents encounter problems raising their children and teaching them the proper thing to do. Stepfamily setups frequently involve matters beyond just having a new parent figure (Caldana & Cassoni, 2012).

According to the study, the teenage years of a young person in the family are the most stressful for the parents or guardians since the teenagers are in the period of identifying themselves with the rest of the members of the family or with people of their age. They also experience different physical changes, as well as emotional and cognitive changes which make them sensitive and emotional. Parents, biological or not, can both experience difficulty in handling teenagers since they are in a state of adjusting to these changes they experience. Guardians, both the biological and the stepparents, can both benefit from learning much about parenting styles and effective ways to deal with teenagers. Understanding the different parenting styles and their effect on the parent-teen relationship may help biological or stepparents and their teenagers successfully negotiate the young adulthood stage (Tach, 2015).

Nevertheless, parents' jobs in the family are related to teaching children to grow up properly, develop reason, have proper values and other important issues to develop while growing up, and teach them what is acceptable and not in society. That is why the parenting styles of parents are so important. How children are raised affects how they will communicate with others, who they will become as people and how they will form connections to other people as well. The immaturity and childishness of children or teenagers are some of the reasons why it will be difficult for parents, guardians, and stepparents to guide their children. However, knowing the importance of applying proper parenting styles to children is important. The effect of a parenting style during the teenage years has a lasting influence on a stepchild well into young and middle adulthood or when they grow old (Hoskins, 2014).

Families in a mixed family setup have been influenced by the changes brought about by having a stepparent and experiencing different ways of parenting styles from parents. These changes affected the children in many ways and can be observed in different stages of their life. Since teenagers are in search of their own identity, they find it difficult to prioritize as well as making the adjustment they need to cope with being supervised by a stepparent rather than by their biological parent.

The study focuses on college students of selected universities in Batangas who are part of a mixed family. Since teenagers are in a phase of distinguishing themselves and being extremely sensitive in practically all aspects, in light of psychosocial stages of development, it is in their adolescent years that they need steady family support and understanding. The lack of such support and understanding can influence their development into well-adjusted adults. Teenagers may find differing parenting styles of their biological parent and the stepparent confusing. Moreover, the parenting style of the new stepparent may be very different from what they are used to and the adjustment may be very difficult for the teenager to make. As indicated by Women's and Child Network (2015), it was mentioned that the period of adolescence is a period

of change and teens are starting to seek independence from their parents. Teens are experiencing rapid changes in almost all aspects of their lives. Physical and emotional changes caused by hormonal production contribute to all the pressures teenagers experience. Adolescents are prone to encounter challenges. Being part of a mixed family can add additional weight to the burden or stress teens are facing (King et.al., 2015).

A program will therefore be designed based on the result of the study and the goal is to provide students as well as their families with insights into how they can adjust to the blended family setup. This program will guide students on how to monitor, adjust and regulate their emotions. It also aims to involve family members, including stepparents, in understanding the adjustment the family undergoes and how parenting styles influence children.

This study sought to determine the effects of the blended family on the parenting styles and emotional regulation among college students towards the development of a guidance and counseling program. This will be designed for students in a blended family to help them understand the importance of adjustment within the family. Specifically, it aimed to determine the parenting style employed by respondents' parents and their emotional regulation to test significant difference of the variables of the study when grouped according to their profile in terms of age and duration of being in a blended family, and to propose a guidance and counseling program for helping students and their family cope with the blended family setup.

2. Method
Participants
The respondents in this study were one-hundred thirteen (113) college students who came from blended families and who were currently studying at various universities located in one province in the Southern Luzon area. These respondents were chosen using the purposive sampling technique whereby respondents were intentionally selected by the researcher because they qualify to participate in the study, coupled with their willingness to provide the information needed to process the data gathered through their experiences and opinions. The majority of the respondents were 20 years of age and had been living with a stepparent for two to three years. Ten tertiary students were selected purposively from the respondents of the quantitative part of the study and were interviewed through a set of constructed questions for the qualitative part and in depth part of the study.

Design
This used a sequential explanatory mixed-method design which conceptually means that qualitative data were gathered after the quantitative data had been collected. Firstly, quantitative data were collected through the two questionnaires used for emotional regulation and parenting styles. Both questionnaires underwent pilot testing. Secondly, interviews were then conducted for the qualitative part of the study. After the students had answered the questionnaire, there were ten selected students who were interviewed qualitative purposes using the validated set of questions for the qualitative part of this study. Sequential explanatory mixed-method design is the design used as the survey was conducted using questionnaires and after that, selected students took part in the interview (Maforah & Leburu- Masigo, 2018).

Materials
Two adopted instruments were used together with a set of interview questions for the qualitative data collection (Appendix 1).

Procedure

The researcher proposed a topic related to her subject of interest and several consultations were conducted regarding the possible variables to be studied along with the independent variable. The topic was based on classroom observations of college students of selected universities or institutions. These students happened to have difficulty managing their emotions and relating to their classmates. After consultations with the thesis adviser, supporting literature and studies were consulted. The researcher searched for standardized questionnaires for the variables of the study and emailed the authors for permission of usage.

The researcher used the Affective Style Questionnaire, Parenting Style Questionnaire, and constructed items for an interview, using the data collected purposefully for the qualitative part of the study. The self-constructed questions for the interview were then validated by psychometricians and psychologists. A pilot test was conducted for both the Affective Style Questionnaire and Parenting Scale Questionnaire. The survey questionnaires were tallied for data analysis and were confirmed by a statistician. Results were interpreted as to how objectives were presented.

Questionnaires were handed out to the respondents personally. Before proceeding to the facilitation of the tests, the respondents were briefed first about the study. Questions used for the qualitative part of the study were validated by psychometricians before the interview was conducted. The data gathered from the questionnaires were analyzed by the statistician and their validity was checked by the grammarian. Thematic analysis was used for qualitative analysis. Themes were formed from the emerging concepts and categories analyzed from the significant statements of the participants.

3. Results

The overall frequency of parenting styles classified as authoritative, permissive, authoritarian, and negligent was collated and put to the SPSS as well as emotional regulation classified as concealing, adjusting, and tolerating.

Descriptive statistics

Table 1. Parenting style employed by students' stepparents
n=113

	Mean	Interpretation	
Control	3.9479	High	
Responsiveness	3.7010	High	
		Parenting Style:	Authoritative

For interpretation: Control >3.8333 = High, < 3.8333 = Low, Responsiveness >3.5789 = High, <3.5789 = High

Parenting Style: Authoritative = High Control, High Responsiveness, Permissive = Low Control, High Responsiveness, Authoritarian = High Control, Low Responsiveness, Negligent = Low Control, Low Responsiveness

Table 1 shows that authoritative parenting is a parenting style that is characterized by high demandingness with high responsiveness. It is described as 'kind and firm'. The authoritative parent is firm but not rigid. He or she is willing to make an exception when the situation warrants. Students nowadays experience authoritativeness from parents and this is a positive approach towards parenting teenagers of this generation. They need to be heard and understood as well and proper guidance can be administered while they also feel they have freedom as well.

Table 2. Respondents' emotional regulation
n=113

	Σscores	Rank
Concealing	31.5044	1
Adjusting	30.0354	2
Tolerating	22.4956	3

According to Table 2, most respondents conceal their emotions in response to being in a blended family setup. Some factors that may contribute to the development of emotional competence include child-specific factors such as temperament and family suggest that parents influence children's emotional development through discussion of emotion, reactions to children's emotions, and family expressiveness.

Inferential statistics

There was employed a two-tailed t-test to determine whether there was a significant difference in respondents' emotional regulation when grouped according to profile age and duration.

Table 3. Differences in the respondents' emotional regulation when grouped according to profile
n = 113

	Concealing			Adjusting			Tolerating		
	F	p-value	I	F	p-value	I	F	p-value	I
Duration	.631	.866	NS	.853	.634	NS	.774	.725	NS
Age	.981	.421	NS	.862	.489	NS	1.020	.400	NS

*For interpretation: *Difference is significant at the 0.05 level (2-tailed).*

Legend: S – Significant, NS – Not Significant

Table 3 shows that neither of the profile variables influences the emotional regulation of the respondents. This is evident with the computed p-values which were all higher than the alpha level of 0.05. Age has no significant difference with that of emotional regulation, indicating that being young or old does not mean one is emotionally immature or well capable of regulating one's own emotions respectively.

4. Discussion

Table 1 shows that authoritative parenting is a parenting style that is characterized by high demands with high responsiveness. It is described as 'kind and firm'. The authoritative parent is firm but not rigid. He or she is willing to make an exception when the situation warrants it. Students nowadays experience authoritativeness from parents and this is a positive approach towards parenting teenagers of this generation whereby they need to be heard and understood as well. Proper guidance can also be given while they also feel they have freedom as well.

Of all the parenting style types, the authoritative style has been shown to be the most effective style to parent a child, no matter what family type they have. Children in the Western culture are more confident and socially and academically successful if authoritative parenting has been administered. Imposing discipline can be difficult for stepparents, especially in the first few years of adjustments (Feist&Feist,2017).

Stepparents are always caught between imposing authoritative parenting and authoritarian parenting yet end up being authoritarian parents as children from the other parent become resistant to the stepparent. Stepparents are inherently drawn towards an authoritarian parenting

style with their stepchildren. This happens for several reasons since stepparents do not have a long history of emotional attachment with their stepchildren as their partners do. This impacts how they interact with and parent their stepchildren. What a stepparent sees as wild and uncontrollable behavior, a parent may regard as their child being excited. What a stepparent sees as 'back-chat', the parent may regard as the child speaking up for him- or herself(Njoreh & Kirori, 2018).

Additionally, King et.al. (2015) discussed that another reason why children are resistant and indifferent towards stepparents is that their biological parents know who they are but their stepparents do not. Expectations of parents are different. This can result in a stepparent disciplining a child in circumstances or for behaviors that a biological parent may not. There are times that stepchildren seem ungrateful and unappreciative of efforts despite everything the stepparents do for the family and stepchildren.

According to Papernow (2017), authoritarian parenting, as a way of parenting for stepparents, is almost always damaging to stepchild-stepparent relationships' . It is because the children and the whole family need is a positive parent and child relationship and not the kind of relationship characterized by walls and barriers.

Moreover, stepparents who have an authoritative parenting style can work with their partners to set clear rules and have realistic expectations that those rules will be followed in their home. Their goal is to teach and coach their stepchild to adopt better behavior. The most effective way to do this is through clear, consistent consequences that are tied to the behavior that needs to change.

It is significant to note that the results of the qualitative analysis in the table provided in the appendices as a result of the data gathered that it do not correspond to the results of the quantitative data. This implies that the participants who were interviewed have experienced either authoritative parenting or permissive parenting from their step-parent. This is in support of the result of the quantitative data from which it is clear that the authoritative parenting style is what the respondents experienced from their stepparent. Stepparents might practice a healthy relationship with their stepchildren through either being authoritative or allowing their stepchildren to have their voice in family matters while still maintaining discipline.

Based on the result of the study, it appears that most respondents conceal their emotions in response to being in a blended family setup. Some factors that may contribute to the development of emotional competence include child-specific factors such as temperament. It is suggested that parents influence children's emotional development through discussions of emotion, reactions to children's emotions, and family expressiveness.

It is important to take note that discussions within the family are important to understand and manage emotional experiences and struggles. Parental reactions are factors in how people manage their emotions. With proper guidance and a healthy relationship with parents, the emotional aspects of a teenager's development can be enhanced and a balance can be achieved.

For example, when parents are strict, children learn to inhibit and not open up. They learn to repress their emotions and not express them. In expressive homes, children may internalize that it is acceptable to show emotions, whereas in inhibitive homes, children may learn that one should carefully monitor one's emotional expressions. Table 3 shows that neither of the profile variables influences the emotional regulation of the respondents. This is evident with the computed p-values which were all higher than the alpha level of 0.05. Age has no significant

difference with that of emotional regulation. Being young or old does not mean one is emotionally immature or well capable of regulating one's own emotions respectively.

The time spent with parents is only one of the many factors which can affect the emotional aspect and the maturity of a person. Even if many years have already been spent with a stepparent it still does not mean that a stepchild has learnt how to regulate emotions properly.

According to the study of Pe-Pua & Marcelino-Protacio (2000), it was discussed in *sikolohiyang Pilipino* that Filipinos have *bait*. Aguilar et.al. (2009) ethnography of a rural community in Batangas, Southern Luzon, *bait* is defined as the ability to think and make sense of the world, to discern right from wrong, and to behave appropriately and responsibly in consideration of others' needs.

Moreover, although nearing the acquisition of *bait*, adolescents are perceived as even more corruptible than children, and require guidance of a more delicate nature, given their penchant to rebel against authority. It is expected that with adulthood comes the advent of full *bait*, although there may be adults who lose it or never actually acquire it.

Alampay & Jocson (2011) likewise found that although mothers hold relatively more modern views than fathers regarding child-rearing, authoritarian and progressive attitudes do not differ widely overall for both parents.

Medina (2001) observed that Filipino parents are adapting gradually to the changing times and the parenting style and family orientation shifts from dependency to independence and from authoritarianism to freedom and individuality.

Teenagers are said to be overly emotional and sensitive as they experience many changes in themselves due to hormonal changes and the period of storm and stress experienced during adolescence. However, the way these teens manage their emotions and behavior is still more about the influences of the people and environment they interact with the most. Since teenagers spend more time with people outside the home than with their family or parents, their development emotionally is a product of mixed interaction with different types of people. That is why there are teens that mature at an early age.

Cicchetti & Kaufman (1989) suggested a study examining wider ranges of ages, divided by different decades, ethnic backgrounds, different cultural understandings, moral orientations or reasoning, as well as different family and demographic backgrounds, such as upbringing in urban or rural areas, different educational status, single mothers, people whose parents have passed away during their childhood, or divorced couples. According to Vaughan & Hogg (2005), different classifications of the aspect of 'moral dilemma' could also be examined, focused on differing social statuses, on considerations of prejudice and discrimination, along with the social framework, within which the individual lives, plus taking into account the factor of a low to moderate-income of a family's earnings (Luke & Coyne, 2008).

Furthermore, Baumrind (1986) and Walker (1986) have argued that a mere understanding of moral reasoning should not only be focused on gender differences of justice and care but also on the nature and the substantive content of the prerequisites that preface them, such as attributes for and/or against pro-social/anti-social behavior. In explaining the latter, Walker (1984) contends that there is little evidence about gender differences in the level of moral reasoning. According to Walker (1986) account, that little evidence lacks any systematic consideration about moral emotion (Malti & Tobias, 2013).

To have a theory on moral reasoning which will examine and also interpret the aspect of emotional involvement in a moral dilemma, Blasi (1980) points out that such an orientation should be considered with an individual's moral decisions and behavior. According to Blasi (1980), three broad factors include the understanding of emotional involvement in a moral dilemma: the moral standards, the moral background, and the moral orientation of an individual. Moral standards, Blasi argues, refer to moral norms and conventions. Moral background includes, for Blasi, the acquisition and expression of accepted rules and ethical directions in an environment. Moral orientation represents, according to Blasi's account, an individual's knowledge of culturally defined social information (Kang & Glassman, 2010). According to Skoe and Gooden (1993), the research on moral reasoning has been largely processed today and is being explored to further understand how individuals use and improve their moral reasoning and how moral reasoning is being influenced by situations people encounter in their lives. Tavris (1992) postulates that the understanding of moral development and particularly the understanding of Gilligan & Attanucci (1988) suggests that step parents must expand their knowledge about the ethics of justice and care to their step children.

5. Conclusion

Based on the results of the study, it has been concluded that authoritative parenting style is most common among the stepparents of the respondents. This means that most of the respondents experience a parenting style that is characterized by high responsiveness and high demands. Authoritative parents are responsive to the child's emotional needs while having high standards. They set limits and are consistent in enforcing boundaries. Neither of the profile variables influences the emotional regulation of the respondents. This is evident with the computed p-values which were all higher than the alpha level of 0.05. A family counseling program was created for the students and their parents who are considered as part of the special population or those who belong in blended families.

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Appendix 1

Questionnaire

Scale of Parenting Style

ASQ Instructions: We are interested in how you experience and manage your emotions. Obviously, different situations bring out somewhat different responses, but think about what you usually do. Please try to respond to each item separately in your mind from each other item. Do not indicate agreement with things that you think you should do or wish you do. Instead, choose your answers thoughtfully, and make your answers about what is true FOR YOU. Please answer every item. There are no "right"or "wrong" answers, so choose themost accurate answer for YOU- not what you think "most people" would say or do. Use the scale below to answer each item.

1-Not true of me at all   2-A littel bit   3-Moderately
4-Quite a bit   5- Extremely true of me

1.	People usually can't tell how I am feeling inside.	1—2—3—4—5
2.	I have my emotions well under control	1—2—3—4—5
3.	I can tolerate having strong emotions.	1—2—3—4—5
4.	I can avoid getting upset by taking a different perspective on things.	1—2—3—4—5
5.	I often suppress my emotional reactions to things.	1—2—3—4—5
6.	It's ok if people see me being upset.	1—2—3—4—5
7.	I can calm down very quickly	1—2—3—4—5
8.	I am able to let go of my feelings.	1—2—3—4—5
9.	I am good at hiding my feelings.	1—2—3—4—5
10.	People usually can't tell when I am upset.	1—2—3—4—5
11.	It's ok to feel negative emotions at times.	1—2—3—4—5
12.	I can get out of a bad mood very quickly	1—2—3—4—5
13.	People usually can't tell when I am sad.	1—2—3—4—5
14.	I can tolerate being upset.	1—2—3—4—5
15.	I can act in a way that people don't see me being upset.	1—2—3—4—5
16.	I know exactly what to do to get myself into a better mood.	1—2—3—4—5
17.	There is nothing wrong with feeling very emotional.	1—2—3—4—5
18.	I could easily fake emotions.	1—2—3—4—5
19.	I can get into a better mood quite easily.	1—2—3—4—5
20.	I can hide my anger well if I have to.	1—2—3—4—5

Given below are statements to indicate how your mother/father deals with you. Encircle your responses against all statements.

Very Right	-	5
Mostly Right	-	4
Sometimes Right, Sometimes Wrong	-	3
Mostly Wrong	-	2
Very Wrong	-	1

1. Does whatever I tell	5	4	3	2	1
2. Spends free time with me.	5	4	3	2	1
3. Points out my mistakes in the manner that I understand	5	4	3	2	1
4. Gives money for my needs	5	4	3	2	1
5. Discusses the benefits and detriments of my learning topics	5	4	3	2	1
6. Considers my likes in food.	5	4	3	2	1
7. Controls my game when in excess.	5	4	3	2	1
8. Shows love to me	5	4	3	2	1
9. Enquires the reason for my failure.	5	4	3	2	1
10. Helps me in studying.	5	4	3	2	1
11. Confess responsibilities in accordance with my growth.	5	4	3	2	1
12. Has faith in me.					
13. Enquires the reasons for reaching home late.					
14. Accepts my privacy.					
15. Takes care of my dressing.					
16. Fulfills my desires with available means.					
17. Makes me aware that the responsibility of what I do is mine itself.					
18. Accepts when I say no to what I dislike					
19. Tells how I should behave with their friends.					
20. Talks to me praising about their friends.					
21. Tries to frame my likes and dislikes					
22. Appreciates when I try to become independent					
23. Punishes my mistakes					
24. Shows love when I make any mistake					
25. Enquires who my friends are					
26. Has given me freedom to select subjects for study					
27. Organizes time for my play					
28. Gives priorities to my preferences in studies					
29. Demands me to be systematic in studies					
30. Emphasizes my successes					
31. Advises me					
32. Celebrates in my successes with me.					
33. Discourages unhealthy foods					
34. Gets anxious when I am late reaching home					
35. Inquires how I spend money					
36. Buy dresses for me according to the latest trends					
37. Enquires how I spend my free time					
38. Gives me timely advice					

Adopted from Guru Journal of Behavioral and Social Sciences

Appendix 2

Figure 1

Proposed framework of parenting styles and emotional regulations of students in a blended family

Students in a Blended Family

Parenting Styles		Emotional Regulation

Individual Disposition		Emotional

Personal Character		Managing Emotions

Positive and Negative Trait		Positive and Negative Response

Good Provider, Not Expressive, Setting Expectations		Feeling Suppressed, Flexible and Accepted
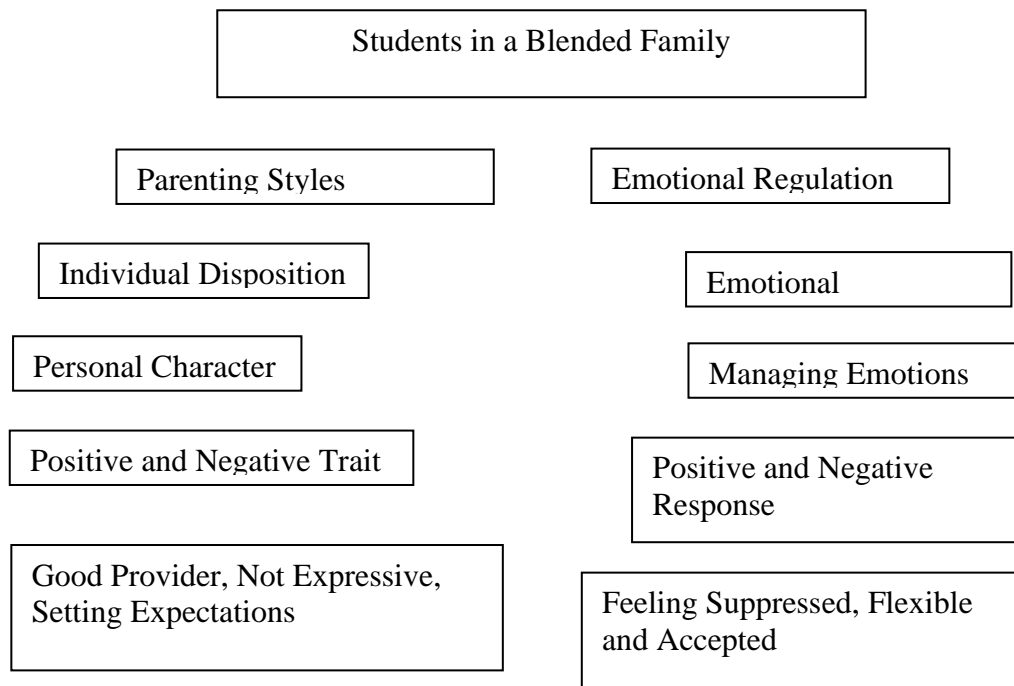
As shown in the above figure, the themes under parenting styles and emotional regulation centered on the experiences of the students who are in a blended family. This figure was based on Creswell et.al. (2003) sequential model which states that the qualitative data gathered will help explain and discuss the meaningful outcomes of the first and second phases and that the two are interconnected in between the stages of this study.

Based on the figure above, the emergence of individual disposition for parenting styles is connected with a person's character which includes both positive and negative traits of a person. They can be good providers, not expressive, and set different expectations but all mentioned were related to the parenting styles they employed.

The emergence of emotional intelligence for emotional regulation is connected with how a person manages emotion, either positively or negatively. Feelings of being suppressed, flexible and accepted can all be experienced by anyone in a blended family (Moilanen et.al, 2018)

Table 4
Qualitative Data
Emergence of the concept Individual Disposition in the Aspect of Effects of
Parenting Styles of Students in a Blended Family

Respondent Number	Significant Statement	Emerging Concept	Sub Category	Category	Theme
4,7	"Ang step parent ko kasi ay nagpoprovide naman ng needs namin. Tenderness wise, hindi kasi sya expressive pero nag eexpect sya na maging expressive kami sa kanya" *(My step parent provides our needs. He/She is not expressive yet he expects us to reach out to him.)*	Good provider Not expressive Setting expectations	Positive Trait Negative Trait Positive Trait	Personal Character Personal Character Personal	Individual Disposition Individual disposition Individual disposition
1,8,9,3	"Ang step parent ko naman ay matanda na so paiba iba na sya ng mood. Di kami magtugma. Minsan okay sya ako naman ang hindi, minsan okay ako sya naman hindi. May mga ineexpect syang gawin ko like gawaing bahay at pagtulong financially as working student ako. Pero in general, medyo nagkakasundo naman kami. Tinatanong din naman nya ang gusto ko *(My step parent is old already so he/ she has mood swings I cannot understand. We can't handle each other. There are times that she is okay and Im not and the other way around. She expects me to do chores and the likes. But in general, we still somehow complement each other. She also asks what I want)*	Being moody Setting expectations	Negative Traits Positive Traits	Personal Character	Individual Disposition Individual Disposition

Table 2 continuation….

2,5,10	Ang step parent ko ay strict. Well strict din naman ang mother ko. Kailangan palagi nagsasabi sa kanila. Nag act out na din kasi talaga si Papa na totoong tatay namin. Parang ganun siguro. *(My step parent is strict. Well my mom is just the same. There is a need to always tell them things. Papa acted as our real father anyways.)*	Being strict	Negatvie Traits	Personal Character	Individual Disposition
6	Mabait ang nanay ko. As a step mom, Ican see gaano niya kami ikinoconsider lagi. Nagtatry sya na mag reach out as always. Appreciative din sya samin sa buong family. Kahit pa may mga times na pasaway kami, still, she is trying to be patient to us. (My mom is compassionate. As a step mom I can see how she tries to consider us. She is always trying to reach out to us. Even if we are hard headed, she is trying to be patient to us).	Having initiative Being considerate Being appreciative Being patient	Positive Trait Positive Trait Positive Trait Positive Trait	Personal Character Personal Character Personal Character Personal Character	Individual Disposition Individual Disposition Individual Disposition Individual Disposition

The table suggests that other step parents can be authoritarian parents. That could lead to distress towards the part of the step children and possibly to the whole family as well. Children and anyone in the family might find it difficult to adjust on the changes and accept these blended family matters.

The table above shows a statement from a participant saying "Mabait ang nanay ko. As a step mom, I can see gaano niya kami ikinoconsider lagi. Nagtatry sya na mag reach out as always. Appreciative din sya samin sa buong family. Kahit pa may mga times na pasaway kami, still, she is trying to be patient to us" and is translated as "My mom is compassionate. As a step mom I can

see how she tries to consider us. She is always trying to reach out to us. Even if we are hard headed, she is trying to be patient to us." This is a statement showing the acceptance of step parents among family members and the way their step parents raised them can be considered a good way of parenting children and can be categorized as authoritative parenting style. In this acceptance, adaptation and adjustment in different aspects of life as a person and as a family is needed. Sweeney (2015) recognize the need to see the changes that every family member encounter as one starts knowing that feelings of gratefulness, discomfort, disapproval and support is necessary since not everyone can easily adjust and accept step family members, resistance may also be felt and observed.

On the other hand, there were participants who narrated a different experience from the way their step parent used to deal with them. As there were participants who narrated that "Ang step parent ko ay strict. Well strict din naman ang mother ko. Kailangan palagi nagsasabi sa kanila. Nag act out na din kasi talaga si Papa na totoong tatay namin. Parang ganun siguro." *(My step parent is strict. Well my mom is just the same. There is a need to always tell them things. Papa acted as our real father anyways.)*

The theme formed showed the idea that the way step parents discipline or parent their step children depends upon their personal disposition in life as a person. If a step parent has a negative disposition, therefore, their parenting style can be negative as well. Same goes with a step parent possessing a positive views and values as a parent, the way they will raise their step children will be positive as well.

Alampay (2016) also noted and explain the difference of Filipino family setting and their adjustments compare to the family set up of Western family culture. Filipinos value the sacred idea that a family must always be complete, the one with both a mother and a father who will take care of the whole family.

Proposed Guidance and Counseling Program

Key Concern Area	Program Objectives	Strategies	Activities	Persons Involved	Success Indicators
Blended Family	To open discussions about blended families and increase understanding of how members can deal with the changes effectively.	Orientation/ Open forum	Group discussion Role-playing	Students in a blended family	Students understood the concept of a family, its transition from the traditional concept and practice in a family down to the new family setup that becomes common nowadays.
Parenting Styles	To explore the parenting roles of parents to their children Identify the role of a father or the	SEMINAR Wonder Mom and Super Dad	Seminar/ Workshop Film viewing Discussion	Parents in blended family	Parents become aware of the other parenting styles which may be suited to their children. Stepparents have

	role of a mother with the different parenting styles that they can use with their stepchildren		with parents		ideas on how to adjust their parenting styles to their stepchildren.
Emotional Regulation	To explain and understand different ways to effectively deal with different types of parents	SEMINAR Anak, Anak Paano ka Uunawa	Seminar/ Workshop Group discussion	Students in a blended family	Participants understood the concept of emotional control and know ways to properly express their emotions especially when dealing with changes or adjustments with regards to family matters
Emotional Regulation	To elaborate the participants' understanding of emotion and Filipino culture and resiliency	SEMINAR Filipinos: Their emotion and resiliency	Seminar/ Workshop	Blended family members	Blended family members openly express themselves and accept the differences of members in the family. They learn to regulate emotions and provide positivity towards one another.

The proposed program was created for students and family members who are in a blended family and are considered in the university as part of the special population. This program includes seminars and activities that respond to the needs of the concerned individuals who are in a blended family. The strategies of the proposed program which are seminar-workshop and group discussion are organized and implemented by guidance counselors and concerned related professionals. The main objective of this program is not only to discuss blended families but to increase knowledge on how parenting can be done and how blended family members can adjust and cope with the changes they might encounter.

The first strategy which is orientation and an open forum aims to open discussions about blended families and increase understanding of how members can deal with the changes effectively. Based on the quantitative result of the study and also mentioned in the study of Segal (2018) that duration and age have nothing to do with how a person being in a blended family emotionally regulates and responds to adjustments they experience. The researcher was able to prepare an orientation and open forum which discusses family as an emotional unit and the transition of the traditional family setup to modern family arrangements.

For parenting styles, it was found in the study that most of the students experienced an authoritative parenting style; however, there are still a few who experienced other ways of parenting, especially from their stepparents. In line with this, a seminar was proposed together with a film viewing which shows different ways of parenting that can be used with a different types of individuals.

In terms of emotional regulation, the program included a seminar/workshop and group discussion which can be of help to teach the participants effective ways on how to regulate their emotions, especially the expression of the negative ones.

And lastly, a seminar discussing Filipino resiliency which will include both parents and children in a blended family will be the final part of the proposed program. This will enable the participants to understand how resilient Filipinos are and how optimism can make a difference in their daily living (Manalansan, 2016).