



Misunderstandings Due to Cultural Differences: Two Filipino Mothers Experiences with the Icelandic Educational System

Ma. Agnes Renegado

Thesis for B.A. degree
International Studies in Education



HÁSKÓLI ÍSLANDS
MENNTAVÍSINDASVIÐ

Misunderstandings Due to Cultural Differences: Two Filipino Mothers Experiences with the Icelandic Educational System

Ma. Agnes Renegado

Thesis for B.A. degree in International Studies in Education

Supervisor: Brynja Elísabeth Halldórsdóttir

International Studies in Education
University of Iceland School of Education

June, 2016

Misunderstandings Due to Cultural Differences: Two Filipino Mothers
Experiences with the Icelandic School System

This thesis satisfies 10 credits towards a B.A.
in International Studies in Education,
University of Iceland School of Education

© Ma. Agnes Renegado, 2016

This thesis may not be copied in any form without author permission.

Printed by: Háskola Íslands Prent
Reykjavik, 2016

Abstract

The present research study examines two Filipino mothers' perspectives related to disciplining their children based on experiences with two different Icelandic school social workers. Due to apparent cultural differences, misunderstandings occurred, leading to a conflict situation regarding how both parties viewed the proper way to handle each child's perceived behavioural issues in school.

This qualitative study focuses the effects of the influence of the students mother's cultural background with regards to his attitude when he is already in another school environment.

The respondents are two Filipino mothers with 8 to 13 year-old children, both of whom have migrated in Iceland from the Philippines. Open ended, in-depth interviews were used to obtain data regarding the respondents' views and insights. The interviews pointed out the Filipino mothers' feelings towards their personal encounter with the school social workers regarding the perceived behavioural problems of their children in school.

This research study aims at providing a better understanding of the need for greater parental cooperation in diagnosing and solving behavioural problems of children in school so that both parents and the school will work more closely to determine more effective actions or solutions to the problems of foreign transferee students face.

Table of Contents

Abstract	3
Preface	7
1 Introduction	8
1.1 Theoretical Background	10
1.2 Research Question and Purpose of the Study.....	11
1.3 Significance of the Study.....	11
2 Literature Review	12
2.1 Parenting Styles as Cultural Phenomenal	13
2.1.1 Parenting Styles in Iceland	17
2.2.2 Parenting Styles in Philippines	17
2.2 Cooperation between Schools and Parents.....	18
2.3 Bridging Home and School Culture.....	20
2.4 Summary of the Literature Review.....	21
3 Methodology	23
3.1 Qualitative Case Study.....	23
3.1.1 Participants.....	23
3.1.2 Procedure.....	24
3.2 Limitation of the Study.....	25
3.3 Ethical Concerns.....	26
4 Findings	26
4.1 Filipino Mothers Perspective and Experience with the School Social Worker.....	27
4.1.1 Parents View on the Education of their Children.....	28
4.1.2 About how the Meeting were Called.....	30
4.1.3 Cultural Assumptions between Two Mothers and School Social Worker.....	33
4.2 Disciplining and Nurturing.....	35
5 Discussion	38

5 Conclusion.....	39
Reference.....	42

Preface

This thesis is made as a completion of the Bachelor of Arts in International Studies in Education. Yours truly is in the Bachelor of Arts degree in International Education from University of Iceland and this thesis is the product of the bachelor period, which is the last part of the International Education study in University of Iceland, Department of Education.

Several people have contributed academically, practically and with support to this bachelor thesis.

I would therefore firstly thank my supervisor Brynja Elísabeth Halldórsdóttir for her time, valuable input, support and consideration throughout the entire bachelor period.

Furthermore I would also like to express my gratitude to Mrs. Maria Jannettes B. Renegado and Anh Dao Tran, who helped me in evaluating my bachelor thesis and for sharing their ideas on how to improve this thesis project.

I would also thank two “anonymous volunteer” for helping me out and for sharing their experience with the school social workers.

Lastly, I would like to thank my husband Rey Christian Alguno and my family for encouragement and moral support

And above all, I thank our Almighty God for guiding me and giving me knowledge to work in this research paper.

This thesis was written solely by me, Agnes Renegado. I have read and understand the university code of conduct (November 7, 2003, <http://www.hi.is/is/skolinn/sidareglur>) and have followed them to the best of my knowledge. I have correctly cited to all other works or previous work of my own, including, but not limited to, written works, figures, data or tables. I thank all who have worked with me and take full responsibility for any mistakes contained in this work.
Signed:

Reykjavík, University of Iceland. May 10, 2016

Ma. Agnes Renegado

Kt. 0412894069

1 Introduction

My main reason for doing this research study is to better understand Filipino's way of bringing up their children, which is different than Icelanders way of upbringing. I became interested in multicultural study and globalization since entering the International Studies in Education program. And with the number of Filipinos living in Iceland, it is important to know the behavioural differences of Filipino children who are raised by Filipino parents, specifically how their Filipino parents have disciplined them in connection with the children's education and what effects this might have on them.

Filipino immigrant parents have been in situations before in which they were questioned by social workers about the way they discipline their children, that is why this research study will help the reader understand the parents' views, their perspectives about these encounters and their feelings and reactions after the encounters. Presenting different perspectives and cultural differences will help us understand about the two Filipino mothers' perspective during their experience with the two different school social workers.

In this research study, I interviewed two Filipino mothers who have experienced just this kind of situation, attending two different meetings with the school social worker regarding their children's "negative" behaviour in school. I did this after meeting with the school social worker and focused on the two Filipino mothers' perspective and feelings after that encounter. In the interviews, the two Filipino mothers expressed their experiences with two different school social worker both during and after the meeting.

In whichever part of the world one lives, education is what one yearns to acquire in order to enhance knowledge and be able to build a better life for the future. That is why every country has a lot of schools, colleges and universities that provide education to their citizens, yet these countries don't have the same educational system. Furthermore, parents are generally required to send their children to school for their own good. When I was younger, my parents always told me of the importance of a good and proper education, of the many benefits and positive outcomes it brings. Studying hard instead of

playing was the main focus, especially during the scheduled final examinations. I grew up in a family that values the importance of learning. I was born in the Philippines and lived there for 10 years. I know how the country values the importance of education. It is something that every responsible parent provides for their children because it is a strong belief that educational success is a lifetime property and a tool for life. When my parents decided to move to Iceland, it was a very big challenge for me, as a student, not that I didn't want to go with them, but because the culture of the place and the system of the school where I grew up in (the Philippines) is very different from the culture and the system of schooling here in Iceland. Through the years of living here in Iceland, I encountered a lot of school-related issues and problems that have drawn my attention and curiosity.

One thing in particular that caught my attention most was when a Filipino child is studying here in Iceland and has experienced behavioural problems while in school, the social worker is called who then brings this issue to the attention of the parents. The issues discussed here focus on the perspective of two Filipino mothers in disciplining their children and the conflict this caused with a school social worker regarding behavioural issues of their Filipino background children due to cultural differences. A misunderstanding arose as the social worker and parents discussed this issue and this particular misunderstanding is a focus of this paper.

Cultural differences are something that I have been experiencing since I came to Iceland at a very young age. Issues related to school and culture were already something that I encountered since living here in Iceland, particularly how Icelandic school culture is very different from what I was used to before coming here in Iceland. For example, I remember attending my first class here in Iceland and when the teacher came in, I immediately stood up and greeted her, saying "Good morning" and addressing her as "Ma'am". Everyone looked at me as if I had done something wrong or funny and then the teacher said: "Just call me by my first name" but with that I felt I did something wrong, becoming uncomfortable and I answered back saying: "In the Philippines, as a sign of respect to our teachers we always addresses them as " ma'am" /sir or Ms./Mr./Mrs." which made my classmates look at me with amusement. This is just one example of cultural differences that I encountered. I have also been into situations were I was asked

why and how did you come here to Iceland, and, with that simple question, it drew several reactions from me such as that I was being unaccepted at being here in this country, or why does it matter to them that I am in Iceland, and on why in the first place is that question is being asked. I felt unwelcome, in short. I felt the need to explain why I am in Iceland and with that I feel uncomfortable because I felt I am so different from them that is why this ask me about why I was here in Iceland. However, as time went by I can say, I have learned to blend in and adopt many of their ways and culture. Because of my own experience as a Filipino immigrant who both knows the values and culture of the Philippines and moves easily in Iceland, I eventually became comfortable here finally coming to understand adopt much of the Icelandic culture. I learned that culture is not only about one beliefs and values it is also learning how to adopt new values and beliefs when you are in a new and different place from the culture that you grew up in.

I have chosen to write about this topic on cultural differences, due to my own many encounters that relate in this kind of issue. I work as an interpreter here and have taken courses related to interpretation in one of the interpreting companies in Iceland for Filipino immigrants. In my work I have encountered issues between parents and school regarding other behavioural problems of Filipino background students due to conflicts in cultural differences. Because of these encounters it has given me a good understanding on why we need to know the parents' perspective, so that we can be aware about how they feel and think about these kinds of cultural differences and the effect this may have on them, their children, and on Icelandic society as a whole, as all are now permanent parts of the wider society. In this research study will show two Filipino mothers perspective on issues related to disciplining their children based on their experience with two different Icelandic school social worker. Due to apparent cultural differences, misunderstandings occurred leading to a conflict situation regarding how both parties viewed the proper way to handle a child's perceived behavioral issues in school.

1.1 BACKGROUND

According to the National Statistics of Iceland (Hagstofa Íslands), the population of Filipinos living in Iceland as of 2015 was 1,565 of whom 543 are Icelandic citizens (Statistics Iceland, 2015). Most Filipinos living in Iceland reside in the capital city, Reykjavik, mainly living with their families and loved ones. A number of Filipino children

were born in the Philippines but migrated at a very young age and were raised by Filipino parents, and some were born in Iceland with both Filipino parents, and are in school, studying under the Icelandic curriculum. Government agencies share and provide benefits for Filipino students, for example health benefits, educational benefits, and creating programs for learning Cebuano one of the many Filipino dialects in the Philippines and Tagalog the national language of the Philippines (Inangwika: Filippseyskt móðurmálsfélagið, 2000) for preserving and enabling young Filipinos to acknowledge their native language.

Iceland is a country that values education and gives importance to the welfare of every child. According to the Global Peace Index (2015) Iceland retained its number one spot for the fifth year in a row, as one of the most peaceful countries in the world, which enjoys an enviable social welfare system, offering health care and higher education to all its citizens. Thus, if one desires peace, equality and safety, Iceland is a good country to live in.

1.2 Research Question and Purpose of the Study

The main research question of this research study is “What are the two Filipino mother’s perspective on their experience with the two different school social workers regarding the behavioral problems in school of their Filipino background children?” The purpose of this research question is 1. to present the different perspectives of the individual involved; 2. Examine possible reasons for the conflict; 3. Formulate a study question based the topics related with the literature review and; 4. to explain the perspectives of two Filipino mothers experience with the two different school social worker.

1.3 SIGNIFICANCE OF THE STUDY

In this study, I would like to better understand the two Filipino mother’s philosophy behind their way of disciplining their children, to find out the causes of the disagreements between the two Filipino mothers in their encounters with two different school social workers. This research study focuses on two Filipino mother’s perceptions, disappointments and hurt feelings but at the same time this research seeks to find other,

possibly alternative ways to discipline the children's culturally different way of behaving in school.

This research study also reveals how Filipino parents rear their children, following the Filipino culture, which is different from the way children in Iceland are brought up. These differences caused misunderstandings on both sides and also added some tensions on how the social workers communicate with the Filipino parents.

Parents are their children's first teacher. Parent's involvement in the lives of their children is very important, especially in their learning processes and on how they behave towards others. In cases involving education and welfare of a child, it is necessary that both parents and school officials have a good understanding of their distinct and interrelated roles as educators and as parents (Tower, 2003, p. 26). School officials, when addressing problems, particularly behavioural problems of their students, should be careful in analyzing and in presenting these issues to the parents to avoid misunderstandings and conflicts. The parents should also be aware that the school is trying their best to ensure the students' proper education and welfare. Through the proper involvement, mutual respect and cooperation between parents and school officials, it will ensure a productive and successful performance of every child in school. This research study provides how Filipino parents rear their children following the different parenting styles according to Baumrind's study. Will also reveal the importance of cooperation between school and parents as well as discuss the importance of bridging between home and school culture. Therefore, the below topic will evaluate the information and help you determine the nature of this research study.

2 Review of Related Literature

Cultural Differences

Culture is generally viewed as patterns of behaviours that are transmitted among members of society and comprises the rules and norms that promote stability and harmony within that society (Rogoff, 2003, p.3). Culture has been one of the main factors affecting every family and on how parents develop and rear their children. Thus, culture plays an important role in every individual's life. Through culture we learn different values and beliefs that enhance our development and capability to have our own individuality as well as to work within our society (Ho, Bluestein, & Jenkins, 2008, p.509). This then is naturally developed from the impressions and beliefs of a society, which contribute a common set of customs. Culture is a very complicated and important aspect of the human condition. It connects human race together over common beliefs and values and disconnects groups through variation and diversity of its manifestations. Culture is also essential to the way a family works and acts, along with nurturing and disciplining their children. The misunderstandings due to cultural differences and the different ways Icelanders and Filipinos nurture and discipline their children is partly the point of this research study.

2.1 Parenting Styles as a Cultural Phenomenal

Parenting styles practices as well as parental beliefs and socialization goals are all areas that have received considerable attention within the last few decades. Both socio-economic status and ethnic background appear to influence parents' socialization goals and parenting styles. (Luster, & Okagaki, 2005, p. 326) Thus, a family depends on its culture in every aspect of development and on the ways of parenting a child.

In this paper, I have relied upon Baumrind's theories in order to briefly put into context and to contrast the two parenting styles examined here: the Icelandic and the Filipino. Baumrind's (1966, 1989, 1991) parenting scheme includes four prototypes: *authoritarian* which is considered low warmth and strict control, *authoritative* which is

considered high warmth and firm control, *permissive* is describe as high warmth and low control and lastly *rejecting/neglecting* which is described as low warmth and low control. (p. 128)

Authoritarian parenting style

Authoritarian parents attempt to control, shape, and evaluate the behaviour and attitudes of their children in accordance with a set of absolute standards (Kim & Rohner, 2002, p. 129). This definition of authoritarian parents simply indicates a strict and punitive style of parenting that includes controlling with high expectations of obedience and respect. Authoritarian parents tend to affirm power promptly, with little explanation about their demands and they tend to show less love and support. The authoritarian message tends to be, "Do it because I said so!" (Kim, & Rohner, 2002, p. 130). This type of parenting style has been associated with variety of child outcomes including social skills and academic performance (Baumrind, 1966, p. 37). According to Baumrind, children of authoritarian parents 1., tend to associate obedience with success, (this is because of the high expectations of their parents) and tend to aim high and aim for success and good performance, 2., some children tend to display more aggressive behaviour outside the home because of the controlling and strict rules inside the home, often acting out in overtly aggressive ways outside of their home environment, while remaining fearful within it, and, 3. often have lower self-esteem. Children who are reared under the authoritarian parenting style show low self-assurance or low confidence because their parents show low moral support and low warmth/love support. Lastly, children raised by authoritarian parents tend to conform easily, yet may also suffer from depression and anxiety; they easily follow their parents due to the high expectation of obedience but, because of the lack of choices and options, children with authoritarian parents tend to be fearful inside, afraid to show their feelings and this can lead to depression and anxiety. Authoritarian parents place power-assertive strict limits on the allowable expression of their children's needs and wants (Luster, & Okagaki, 2005, p. 327). Furthermore, the authoritarian parenting style demands control and values the maintenance of their authority: that parents are the authority and children must follow the demands of the authority.

Authoritative Parenting style

Authoritative parents attempt to direct the activities of their children in a loving, supportive, rational, and issue-oriented manner. (Kim, & Rohner, 2002, pp. 130-131) Moreover, authoritative parents emphasize verbal give-and-take, open communication, and a firm policy of reasoning (p. 130). Thus, these characteristics show that authoritative parents give high value on support, love, and being responsive to their children needs. Authoritative parents listen to and communicate with their children's needs and demands. Explaining the reasons for rules and talking with children who have behavioural problems is a widespread practice and one important aspect of an authoritative parenting style. This aspect of the authoritative parenting style has been called "inductive discipline" and there is evidence that it helps children become more emphatic, helpful, conscientious, and kind to others. (Krevans & Gibbs 1996; Knafo & Plomin, 2006). According to Baumrind (2003) both autonomous self-will and disciplined conformity are valued by the authoritative parent. This means that an authoritative parent enables his/her children to be free and to show their real self or identity as well as making sure that they will still obey the set rules. Parents who are authoritative exhibit a pattern in which they are responsive to their children's need yet expect their children to be responsive to their demands as well. (Luster & Okagaki, 2005, p. 328)

Permissive Parenting Style

Permissive parents attempt to behave in a non-punitive, loving, and affirmative manner toward their children. (Kim, & Rohner, 2002, p. 130) However, this type of parent doesn't set strict rules, allowing their children to regulate their own activity, and they have low demands on them. According to Baumrind (2003), permissive parents present themselves to the child as a resource for them to use as they wish, not as an ideal for them to emulate, nor as an active agent responsible for shaping or altering this ongoing or future behaviour. This means that parents using a permissive parenting style make relatively few demands on their children. These parents have low expectations for self-control and maturity and they rarely discipline their children. Baumrind (p. 67) notes the effects of permissive parenting on children as follows: 1. Lack of self-discipline, this is because their parents don't value rules or have standards of behaviour, 2. they

sometimes have poor social skills because of too much nurturing and loving that the parents give and they tend to be more dependent, showing self-centeredness when dealing with others, and 3., they may be self-involved and demanding; a child that is given all her/his wishes and demands will grow demanding and always making her/himself as the centre of any situation.

Rejecting/Neglecting Parenting style

Lastly, rejecting/ neglecting parents tend not to structure or monitor their children's activities. Rather, they tend to be disengaged, being neither demanding nor loving, neither responsive nor supportive. (Kim, & Rohner, 2002, p. 131). This means that the rejecting/neglecting parent doesn't show much care, support, responsiveness or discipline with their children. This type of parenting style shows an unmindful upbringing on their children. According to Baumrind, parents who are rejecting or neglectful are rejecting in other ways. This kind of parenting style tends to be uninvolved, they often do not meet their children's basic needs, and may expect children to raise themselves. The rejecting/neglectful parent using this parenting style is sometimes related to the parent's mental health or substance abuse problems and can also be associated to a lack of knowledge about parenting and child development. (Kim, & Rohner, 2002, p. 131)

The connection between these parenting styles to culture may explain why cultural differences occur in the way different parents discipline and bring up their children. These theories on parenting styles can also be related to multicultural education due to its research on how immigrant students study and show interest towards their academic careers. According to Seefeldt (1997), in order to have an effective multicultural and anti-bias curriculum, schools should examine the values, beliefs, and perspectives of the cultural groups who are the subject of their teaching. This suggests that choosing the appropriate parenting style based on cultural aspect can lead to an expectation of good outcomes in a multicultural education environment. Having to compare Iceland and Philippines background is a good way to begin examining the differences in cultural parenting styles.

2.1.1 Parenting Style in Iceland

Iceland seems to provide even more freedom in upbringing than in other Nordic countries (Ingudóttir, 2015, p. 46). According to many studies conducted in the United States using middle-class European American samples it was found to fully support the idea that the authoritative parenting style was always associated with optimum youth outcomes (Garcia, & Gracia, 2009, p. 101). In comparison with their peers in Europe, Icelandic adolescents are known for having relatively more autonomy from early on with regard to where, and with whom, they spend time as well as the amount of time, which often affords them the opportunity to stay out late at night (Bjarnason, Morgan, Miller, & Plant, 2000). According to Aðalbjarnadóttir & Hafsteinsson (2001) this may be because Iceland is a safe society with a relatively low crime rate and bright summer nights (p. 57).

Because of these two reasons, parents are not afraid of having their children out with friends. Thus, Icelandic parents show an authoritative parenting style in which they are responsive to their children's needs, yet expect their children to be responsive to their demands as well. In addition a study on drug use in Iceland by Aðalbjarnadóttir & Hafsteinsson (2001) provided evidence that the combination of high levels of parental warmth (responsiveness) and strictness (demanding) represented the best parenting strategy which is the authoritative style of parenting (Garcia, & Gracia, 2009, p. 104). Furthermore, due to the relatively safe environment, Icelandic parents are more open to giving freedom to their children. They believe that being responsive and demanding is a better way of disciplining their children than being controlling.

2.1.2 Parenting Styles in Philippines

Based on research and investigations about the parenting style in the Philippines evidence shows that most Filipino parents use permissive and authoritative style of parenting based on Baumrind's (1991) four prototypes of parenting styles.

Medina (2001) describes the Filipino family child-rearing practices as "nurturant, affectionate, indulgent, and supportive" (p.226). Filipino parents are quite protective and give importance to the safety and needs of their children. Medina added that there is a tendency to be overprotective (p. 21). Parents are strict when they perceive that the child's health or safety is at risk, while they are more permissive when children are close by (Hindin, 2005, p.302). Thus, Filipino parents tend to be guarded when it comes to the

safety of their children. Another research study reviewed Baumrind's classification of parenting styles and they also found that most Filipino parents commonly practiced authoritative parenting styles. Furthermore, in Bacus' (2014) study on the relationships between parenting styles, self-concept, attitudes towards school, and academic outcomes among seventh grade students in Northern Mindanao, the majority of students perceived their parents as practicing an authoritative parenting style. The authors used *path analysis*, the collection of data is based on a statistical method of testing, and cause/effect relationships. Bacus (year) found that students' attitudes towards school and authoritative parenting styles were strongly (and positively) associated with academic performance (Ochoa, & Torre, 2004, p.15). Based on this study it shows that Filipino parents can be described as authoritative. Another study by Gilongos and Guarian (2013), used survey-questionnaires, interviews, and focus groups to investigate the relationship between parenting styles and school age children's social adjustment among families in Aklan. Based on parent's self-reports, the parenting styles in the majority of these households (96%) were described as authoritative, with far fewer parents using parenting styles that could be described as permissive (2.67%). Meanwhile, most of the children described their relationships with their parents as warm, supportive, and loving (p. 30). Therefore, parents in the Philippines are considered more authoritative than permissive in their way of rearing their children.

2.2 Cooperation between Schools and Parents

Effective partnerships between school and home were positively correlated to a broad range of beneficial outcomes. Students whose parents were involved in their education exhibited higher levels of academic achievement (Wright & Smith, p. 67). Parent's involvement in their children's education shows a very good connection in developing positive and productive outcomes. In schools characterized by family members and school staff working well together, students reported having a greater sense of well-being (Cochran, 1987, p. 46), and those school characteristics improved the school learning environment (Richardson, 1993, p. 35). A more effective and comfortable environment for students can be built with good relations and cooperation between parents and school staff. It can motivate the student to perform well in school as well in developing a good behaviour towards other students (Wright & Smith, p. 150).

Within the home setting, there are a number of variables which may influence the willingness and availability of parents to be involved in the education of their children. The educational experience of parents, the family structure, socioeconomic status, race and culture, parental perceptions, and the parents' sense of efficacy are all potentially important factors (Wright & Smith, 1998, p. 155). It is important to know the factors that encourage parents to be involved in their schooling, because in these factors we can identify the parent's perspective on the kind of involvement they are willing to give as well understanding their views to better connect with the school staff.

Successful partnerships are built when parents of varying backgrounds feel that they are respected by school staff and when parents respect and trust the professionals who have daily interactions with their children in school (Seefeldt, 1985, p. 32). In other words, this cooperative relationship between school staff and parents will work only if they both understand and respect each other's ways of implementing their duty as a parent or as a member of the school's staff. There are subtle ways in which schools may communicate a distrust and/or disrespect for parents and their approaches to parenting. Seefeldt stated that constant efforts on the part of the school to professionalize parents and teach parents the right way to rear their children, might unintentionally lead parents to feel devalued by the school (Wright & Smith, 1998, p. 154). In this case, parents might misunderstand the intention of school staff and might think that they had questioned their ways or methods of handling their child's behaviour.

Cultural continuities and discontinuities between home and school in child management styles present a challenge to the development of an effective partnership (Wright & Smith, 1998, p. 150). Cultural conflicts that occur might be because parents will not agree on the school staff's approach and as well, the school staff might question the way the parent's rear their children. Parents, teachers, and school staff may not always respect each other's approaches to discipline. This is an area that may be amplified by cultural differences (Wright & Smith, 1998 p. 153). Mutual understanding and respect among parents, teachers and school staff on child management styles and the contexts in which they are used, can play an important role in building cooperative relationships across these settings.

2.3 Bridging Home and School Culture

Schools are a significantly prominent place for the development and progress of a child's development. The school and its intentions for the development of the cultural character and proficiency of the students in their charge have been and still are the object of questionable arguments. The role of culture is the centre in acquiring the knowledge of different peoples, including the culture of the school. However, they may leave out the multicultural reality that is a growing social fact in many immigrant societies. One major implication of this multicultural reality concerns the possibility of different cultural values among students, between students and teachers, and between home and school (Grennfield, Trumbull & Fisch, 2003).

"Bridging Cultures" began with basic research documenting cross-cultural value conflicts between Latino immigrant families and the schools in the United States (Grennfield, Trumbull & Fisch, p. 6). Through studying the dynamics between immigrant Latino families and the school, they formed this research called "bridging cultures" to further understand the best way to evaluate and to help the Latino immigrants be aware on what is the most appropriate way to communicate with school, as well as for the school on how to better interact with immigrant families through this process. This research on the Latino immigrant families was utilized to help the teachers and school understand home and school culture, in order to create educational 'bridges' between home and school culture (Grennfield, Trumbull & Fisch, 2003, p.8). Through the bridging culture project, exploring ways the culture orientations conflicted resulted in different expectations of children and of schooling. According to Greenfield, Trumbull and Fisch (2003) these orientations are less visible than the material elements of a culture or the ways in which a culture celebrates holidays, observes religious beliefs, or creates works of art (p.9). Yet they form the basic ways of viewing the world and the vast ranges of behaviours people engage in including the way people communicate, discipline their children, and carry out everyday tasks (Grennfield, Trumbull & Fisch, p. 8). If schools are to succeed in promoting meaningful school involvement for parents and successful education for children, they need to understand how these orientations shape a whole host of beliefs, expectations, and behaviours to create a meaningful and successful bridges between home and the school culture.

Bridging Cultures is a collaborative educational study between immigrant parents and schools. Parents are their children's first teacher so when children make a transition to school even for the first time, it is the parents who are really the ones that bridge the gap between home culture and school culture therefore it is very important to know a successful way to create such a 'bridge' between home and school culture. The ideas in Bridging Cultures are recognized as having a clear aim, which is to increase understanding between schools and the family members of immigrant children. Bridging Cultures aims in training teachers to engage with conflicts in order to understand deep values attached in immigrant cultures, as an outcome of this bridging culture development of school procedures and policies that take these deep values into account and lead stronger relationships and educational partnerships between families and schools. According to Trumbull, Fisch & Greenfield (2003) if schools are to engender and sustain both student and parent involvement, they will need frameworks for understanding cultural differences and strategies for actively bridging those differences. Therefore if schools are to develop and give better involvement of parents and student, they must have a strong structure to figure out how to build a good strategies to actively bridge those home and school differences.

2.4 Summary of the Literature Review

Culture is a very complicated and important aspect of the human condition. Through culture, we learn different values and beliefs, which enhance our development and capability to have our own individuality. It is naturally developed from the impressions and beliefs of a society that contributes a common set of customs. Culture plays an important role in every family, especially on how the parents discipline and rear their children (Rogoff, 2003, p.3). Baumrinds' parenting scheme (1966, 1989, and 1991) includes four prototypes: Authoritarian, Authoritative, Permissive and Rejecting/Neglecting (p. 128). This definition of authoritarian parents simply indicates a strict and punitive style of parenting that includes controlling with high expectations on obedience and respect. Authoritarian parents tend to affirm power promptly with little explanation on their demands and they tend to show less love and support. Moreover, According to Kim & Rohner (2002) authoritative parents emphasize verbal give-and-take, open communication, and a firm policy of reasoning. Thus, these attempts and emphasize

shows that authoritative parents give value on support, love and being responsive to their children needs. Parents who are authoritative exhibit a pattern in which they are responsive to their children's need yet expect their children to be responsive to their demands as well. Permissive parents, on the other hand, attempt to behave in a non-punitive, loving, and affirmative manner toward their children. These kinds of parents don't set strict rules, allowing their children to regulate their own activity, and they have low demand. Rejecting/neglectful parenting style parents are sometimes due to a parent's mental health issues or substance abuse problems and can also be associated with lack of knowledge about parenting and child development. In connection with this parenting styles to culture it shows various reason on why cultural differences occur in the way parents discipline and brought up their children. In connecting these parenting styles to culture, it shows various reason why cultural differences occur in the ways parents discipline and brought up their children. According to Seefeldt (2003), in order to have an effective multicultural and anti-bias curriculum, a school should examine the values, beliefs, and perspectives of the cultural groups who are the subject of their teaching (p.77).

Iceland is a country that values freedom and equality and in this case, most Icelandic parents are considered to be using an authoritative parenting style. In addition, a study on drug use in Iceland by Aðalbjarnardóttir & Hafsteinsson (2001) provided evidence that the combination of high levels of parental warmth and strictness represented the best parenting strategy; which is the authoritative style of parenting (p. 37). Based on research and investigations about the dominant parenting style in the Philippines, evidence shows that most Filipino parents use permissive and authoritative styles of parenting based on Baumrind's four prototypes of parenting styles. Another research study reviewed Baumrind's classification of parenting styles and they too found that most Filipino parents commonly practiced authoritative parenting styles. Based on parent self-reports, the parenting styles in the majority of these households were described as authoritative, with far fewer parents using parenting styles that could be described as permissive.

It is important to know which factors encourage parents to be more involved in their children's schooling because in knowing this, we can then better identify the

parents' perspective and on the kind of involvement they are willing to give and as well understanding their views to better connect with the school staff. Successful partnerships are built when parents of varying backgrounds feel that they are respected by school staff and when parents respect and trust the professionals who have daily interactions with their children in school. In other words, this cooperative relationship between school staff and parents will work only if they both understand and respect each other's ways of implementing their duties as parents or as school staff. There are subtle ways in which schools may communicate a distrust and/or disrespect for parents and their approaches to parenting. As noted earlier, Seefeldt (2003) stated that constant efforts on the part of the school to professionalize parents and teach parents the "right way" to rear their children might unintentionally lead parents to feel devalued by the school. Thus, cultural conflicts might arise because parents will not agree on the school's approach and school staff might question the way the parents rear their children.

Through the research study between immigrant Latino families and their school, "Bridging Cultures" was created to better understand the best way to evaluate and help Latino immigrants be aware about what is the most appropriate way to communicate with school, as well as helping the school on how to interact with immigrant. This research on the Latino immigrant families was utilized to help the teachers and school understand the home and school culture, in order to create these educational bridges. According to Greenfield, Trumbull & Fisch (2003), these orientations are less visible than the material elements of a culture or the ways in which a culture celebrates holidays, observe religious beliefs, or creates works of art (p. 7). Parents are their children's first teacher so when children make a transition to school even for the first time, it is the parents that are really the one that bridges the gap between home culture and school culture so it is really important to know a successful way to bridge home and school culture.

3 Methodology

3.1 Qualitative Case Study

This research study is based on data gathered from two Filipino mothers who each had negative experiences with different school social worker regarding school

behavioural issues of their Filipino background children. A qualitative case study methodology was used to gather the needed information to formulate and to better understand this research. Qualitative case study methodology provides tools for researchers to study complex phenomena within their context (Baxter & Jack, 2008, p.544, by using a specific set of research tools such as in-depth semi structured interviews, observation and content analysis (Hennink, Hutter, & Bailey, 2010). Therefore, a case study is a comprehensive description of an individual case and its analysis; i.e., the characterization of the case and the events, as well as a description of the discovery process of these features that is the process of research itself (Mesec, 1998, p. 45) . Using qualitative case study research helped me to form a much clearer way in identifying the issues and the main point of my study. In this qualitative case study, I use in-depth semi structured interviews in getting the information needed. An in-depth semi structured interview is a one-to-one method of data collection that involves an interviewer and an interviewee discussing specific topics in depth (Hennink, Hutter & Bailey, p. 8).

3.1.2 Participants

Two Filipino mothers, Ana has one boy and Lena has one boy and two girls, aged 8 to 13 years, participated in the research study. Both mother are happily married. The mother's ages ranged from 30- 45 years. Both of the mothers emigrated from the Philippines and have been living in Iceland for many years. One mother has an academic degree and is employed and the other is an employee since immigrating to Iceland and does not have any academic degree.

3.1.3 Procedure

Recently I was talking to a friend about my research study on immigrant parents in Iceland and she was able to help me find two mothers who were willing to be interviewed regarding their experiences with their children's school social worker. When I learned about this two-mothers' willingness, I phoned them, introduced myself, and explained the aim of the study. Dates for the interviews were sent to both mothers who then

agreed to participate. The interviews were held at each participant's homes at a time convenient for them.

Both interviews were in-depth semi structured interviews. I started by presenting the aim of the research study and ensuring the interviewee's anonymity. Both participants were asked to tell about their experiences with their school social worker. Following this starting point, the interviewees themselves chose how to continue the conversation. The interviews revolved around on themes relating to parenting, their points of view, their feelings, and how they reacted to the issues that the school social worker presented to them. The interviews were conducted in Visayan, one of the many dialects in the Philippines.

The first interview lasted 20 to 30 minutes and the other interview lasted 30-40 minutes. Both interviews were recorded and later transcribed. Descriptive field notes were written during the interviews, i.e., detailed and accurate descriptions of what the inquirer sees, hears, and experiences. Both participants were informed about the voluntary nature of the study. Their personal information remained confidential. Each participant was given a pseudonym; "Ana" represents the Filipino mother in the first interview and "Lena" represents the Filipino mother on the second interview. The participant's real names did not appear in the transcripts, and the names and numbers were kept in separate document, assuring interviewees complete anonymity.

3.2 Limitation of the study

This study is obviously limited as it is focused only on the views and insights of just two Filipino mothers. Despite this limit, the study does respond to the need to learn more about the experiences of two Filipino mothers who, due to the behavioural problems of their Filipino children in school were called in to address with the school social worker what barriers they encountered. Although this research was carefully prepared, I am still aware of its limitations and shortcomings. First of all, the research was conducted through just two interviews of two Filipino mothers experience and does not cover the majority of all immigrant Filipino mother's experience with different school social workers regarding their children's behavioral problems in school. The two Filipino mothers' views and insights during the experience were studied and form the main focus of this research.

Thus, the views and insight of the school social worker and the Filipino background students were not included in this research study. Second, the number of participant was small, only two Filipino mothers and this might not represent the majority of the Filipino mothers in Iceland. Therefore readers should be cautious in drawing too many conclusions because this just involved the two parents' feelings and reactions during the meeting and not the two different school social workers perspective.

3.3 Ethical Concerns

The two Filipino mothers were each given a brief description of the research, including its objectives and the methods used. In this way, all the participants would have an idea of what to expect on their involvement. They were assured of the confidentiality of the information from the research and they were also informed of the details and on the outcome of this research study. In this research study ethical concerns are very important in order to treat the people involved in this study privately and fairly. This research paper protects and values the concern of all the participants. A letter of consent was also provided for better understanding on the purpose of this research study.

Anonymity is an important issue that needs to be resolved since some subjects like to see their names in print, and others do not. The participants chose to have an anonymous identity throughout this research. In other words, all individuals that are included in this research study will have privacy and will remain anonymous throughout the paper.

4 Findings

Based on the two interviews that I conducted and after reading the whole interviews, I identified "important proclamations" that could give me a clearer understanding of the participant's impressions of their experiences with the two different school social workers regarding the school issues that their children were involved in. In this research study, in order to formulate a better hypothesis and understanding, I isolated three themes to help give me clearer findings. These themes were based on the two-mother's perspectives and experiences. These themes were then restructured when identifying the central themes that appeared from the interviews.

For example, the theme of "two mothers' perspective and experience" created subthemes such as "feelings when encountering the school social welfare" and "tensions in dealing with the issue due to culture differences". The subtheme of "feelings when encountering the school social worker" was then further divided into the positive and the negative aspects of the experience. After completing the list of themes, I reread the interviews to make sure that the statements were correctly formulated and no important proclamations were left out. The themes in this research study serve as my basis in pointing out the conflict of the two cultures and how the two mothers reacted after their experiences with the school social workers, identifying common experiences. After gathering and checking the important data, I then simplified my themes for better understanding, emphasizing the main topic and connecting them to the group of themes and finally, I was able to assemble the research study based on data gathered from the interviews and based upon my own experience being an immigrant individual.

4. 1 Filipino mothers Perspective and Experience with the school social worker

Both Filipino mothers met two different school social workers regarding behavioural problems in school that involved their children. Both of them encountered different situations and different kinds of behavioural problems where their respective children were involved, but they share similar perspectives, views, and insights after their individual encounters with the respective school social workers. The disappointment and the hurt feelings that they experienced after meeting with the school social worker are due to conflicts arising from cultural differences. The two Filipino mothers' perspectives and experiences will help this study better understand what they perceive and how they feel and react after their encounter with the school social worker. Both mothers have similar and relatable important issues that the school social worker presented.

Ana's, issue is about the behavioural problems in school of her 13-year-old Filipino background son, which the school social workers noticed. The school social worker noticed and observed that Ana's, son looked sad, depressed and didn't interact much with others. While in Lena's, case, the behavioural problems of three children were involved. The first issue was with her 10-year-old daughter not talking much in school, looking sad, and also not interacting with others. The other issue concerned her 8-year-

old daughter having bruises on her left wrist, and the last issue related to her 13 year old son being not allowed to go out with friends that causes her son to feel sad and unhappy. The two different school called both parents for the meeting and was able to meet with two different school social worker. Below are the clearer explanations on the two cases that the two Filipino mothers have encountered.

Ana's Case

Ana has a son who had been in school in Iceland since preschool, her son is now in 6th grade, and is fluent in both Icelandic and the Filipino language, specifically, Cebuano. The school social worker had been observing her son since he reached 6th grade. The school social worker had told Ana about a chat with her son and then asked some questions regarding how her son behaved in school. The school social worker noticed that her son was looking stressed, sad, and not interacting with others.

“My son had told the school social worker that he had some issues at home, like his father forcing him to study math, and always telling him not to use the computer. He also said he couldn't go out with friends without asking permission and if he asks for permission sometimes my husband or I said no. “(Interview with Ana, 2016)

The attention of the school social worker was due to the conversation she had with Ana's son. Because of that said conversation the school social worker contacted Ana to discuss and to let Ana know about this behavioral problem of her son at school.

Lena's Case

Lena has three children, two girls and one boy who were involved in behavioural issues that the school social worker presented. All 3 of her children have been in school in Iceland since preschool. Her son is now in 7th grade and speaks fluently in both Icelandic and Cebuano. Lena was born in the Philippines and moved to Iceland when her son was just 1 year old. Lena's two daughters', one in 4th grade and the other on the 5th grade, were both born in Iceland. Both of her daughters speak Icelandic fluently but have

difficulty in speaking Cebuano, though they understand the language very well. The school sent a letter to Lena about the meeting which was to happen in school. The meeting was about issues concerning her two daughters and her son. The school social worker wanted to know about their home situation because they saw some problems regarding her children's behavior that got their attention.

First issue was about my youngest daughter, they saw a bruise on her left wrist [and] they asked me if I hit my daughter or have done something like physical actions or punishment. Another issue was about my eldest daughter and her behavior and on the reasons why she looked so unhappy and very shy. Lastly, the issue of my son on his not being allowed to go out with friends. (Interview with Lena, 2016)

This school social worker was called because they noticed the bruise on the left wrist of Lena's eight year old daughter and the observations and concerns continued when they observed the other behavioural problems that her eldest daughter and her son showed in school.

4.1.1 Parents view on the Education of their Children

When asked, „How important is education in the life of your children?" both mothers answered that education can give them a better future with better opportunities to find good occupations. Therefore, education is very important in the life of their children. Furthermore, they gave importance to the time their children spent on studying and on focusing on those subjects that are difficult, for example, mathematics.

I make sure that my son values education, and with that I make him study especially in mathematics because as I observed that he had difficulty in that area. I make sure he has time to study and I limit his time playing outside and on computer games. (Interview with Ana, 2106)

For Ana giving time for studying is very important and focusing on the subject that his son is having difficulty is a must. She is strict in making rules and limiting her child on things, which do not help him in progress in his studies.

I want my children to have good grades and to study hard because I want them to finish their studies and find a good job that is easy and connected to their interest. I don't want them to work in a low-paid job with a hard labour service. (Interview with Ana, 2016)

For Lena she believes that pursuing and giving high value to education can help her children to find a good job that suits their interest and will have pay well. She also believes that having a good education can lead to an easy working environment that doesn't need hard labour.

4.1.2 About how the Meetings were called

The two Filipino mothers' feelings and reactions during the experience, meeting with the school social worker is one of the important pieces of data that we need to find out for better understand their perspective and on how culture is connected in their reactions and feelings.

Both mothers felt upset and disappointed on how the two different school social workers informed them about the meeting.

I was in the middle of work when someone called and introduced herself via phone call that she is a social worker and wanted to talk and meet me regarding my son. I was a bit shocked and worried because it might be some accident that happened. (Interview with Ana, 2016)

For Ana, the safety of her son is very important and receiving that kind of call from a school social worker worried her. That lead her to think something bad had happened to her son; she felt upset and worried at the same time due to the lack of detailed information on what the meeting was all about. She felt that the school did not organize

the meeting well because they had not informed her in advance and not said much about the purpose of the meeting. She felt that when you talk about meetings, the school should set a deciding date and let the parents know if the time and date is available and also making it sure to also inform on what the meeting is all about in order to avoid possible misunderstandings.

I received a note that my husband and I need to go to school for a meeting. I thought it was just the usual parents and teacher meeting. When we arrived at the meeting room I saw new faces and they each introduced themselves. One was the guidance counselor, two social workers, my son's adviser, and a Filipino interpreter. (Interview with Lena, 2016)

For Lena, the way of informing her about the meeting was more appropriate, she was given a note before the actual date but she was not given the exact information on what the meeting was about which is why she was surprised when she saw on the meeting room. Both parents felt upset and disappointed on how the school social worker informed and gave notice regarding the meetings.

The use of interpreter

Many immigrant parents are likely to encounter difficulties of a linguistic or cultural nature and measures to ensure that information is passed on efficiently between schools and immigrant families, specifically by using languages other than those used at school, are therefore essential (Integrating Immigrant Children into Schools in Europe, 2009, p. 7). When better communication is used in dealing with issues around parental involvement in school, it is good to have proper procedures in place for the giving and getting of information. The use of interpreters might be helpful in delivering messages and to ensure that the immigrant family correctly understood what was to occur or what was needed. In Iceland, interpreters are used for information meetings on the rights and obligations of parents whose children are enrolled in reception classes and for parent/teacher meetings, if required (Integrating Immigrant Children into Schools in Europe, 2009, p. 9). According to the right to interpretation individuals in most cases has the right to refuse service of an interpreter as well as interpreter is bound to secrecy/confidentially in his work

(Fjölmenningssettur, Réttur á túlkun) But in some situations, immigrant parents who speak and understand English choose not to use an interpreter, one example is when I interviewed Lena, she was not comfortable having an interpreter during the meeting.

When I walked inside the room and saw the Filipino interpreter I wanted to talk to the school social worker [to see if] if it's possible not to have an interpreter, because I can speak English and I can also understand some Icelandic words, but I don't want to be rude to the interpreter, that is why I just let her interpret, but if I was informed earlier that I will be having an interpreter then I might said to the school staff that I don't want to have a Filipino interpreter. (Interview with Lena, 2016)

Some immigrant parents might not be comfortable having other people involved in their lives and that included Lena, she was not pleased at having a Filipino interpreter but to avoid uncivil attitude with the interpreter she just let her interpret. Therefore if she knew beforehand that there would be an interpreter then she can say no on having an interpreter. As an individual who work as an interpreter for Filipino and Icelandic language, if the person refuse to use an interpreter, they can always say no and the interpreter will accept her or his decision without any objection. In all other cases, and in most other countries, use of interpreters is not compulsory but is often strongly encouraged by the central authorities (Integrating Immigrant Children into Schools in Europe, 2009, p. 8).

Theme 3. False Judgment (cultural presumptions)

Another issue that the school social workers presented is when they assumed that the parents have done abusive acts. Lena and her husband were accused of hitting her daughter and later on discovered that it was just a rubber band that caused the bruises on the left wrist. Lena and her husband were both angry and sad about how quickly the social worker assumed that they had physically abused their child. Lena said they should at least talk to her daughter or investigate first before accusing them that they had hit their daughter. The mother then expressed her feelings in this way: "I was mad and my husband as well was not happy he said you should ask my daughter first before you came

into a conclusion that we hit our child.” (Interview with Lena, 2016). When dealing with presenting assumptions the person who presented the assumptions needs to have some concrete evidence and a sound basis before delivering such accusations in order to avoid judgments and misunderstandings.

4.1.3 Cultural Assumptions between Two Mothers and School Social Worker

During the meeting with the two different school’s social workers, tensions arose due to the differences in their beliefs and on how the school social worker presented the issues. The parents felt that they were questioned, accused, and blamed on how they perform as parents to their children. Cultural conflicts may arise when parents do not agree on school staff’s approach as well as the school staff might question the way the parent’s rear their children. Parents, teachers and school staff may not always understand each other’s approach to discipline. This is an area that may be amplified by cultural differences (Wright & Smith, 1998, p. 86). Furthermore, if both parties involved disagree and don't respect each other’s cultural background, then tension may come to exist. One example is when the school social worker asked Lena about the bruise that they saw on the left wrist of their 8-year-old daughter and was not convinced by Lena and her husband's explanation. Lena felt judged and accused without any concrete basis of the abusive acts.

The social worker and the teacher look not convinced with our explanation so I ordered them to call my daughter and ask her about the bruise around her wrist. When my daughter arrived she was asked what happened then she told the teacher exactly the same explanations we said, it’s unacceptable that they assumed directly without further investigation. (Interview with Lena, 2016)

Lena felt accused on matters that were not studied carefully and felt it was unacceptable for her to be accused by them of physical abuse. The tensions arose when the school social worker was not convinced of their explanation and the need to call daughter to explain was humiliating because it just showed how easily the school social worker did not believe them and judged them without any concrete basis.

Another tension occurred, according to Ana, when she told the school social worker, “In our country (Philippines) giving rules and studying is the main priority and ... parents set [the] rules and children should obey those rules.” (Interview with Ana, 2016) The school social worker then stated that, “Iceland and Philippines are different and you should understand that your son grow and lives in Iceland now” (Interview with Ana, 2016). This response from the social worker made Ana upset feeling as if she was questioned on the way she should discipline her own child.

I don't see any wrong doings on how I brought up my child, I just want him to focus on things that will help him succeed in the future. If he is sad I will work my best as a parent to make him happy in any way or in what culture of disciplining I choose to use. (Interview with Ana, 2016)

Based on these statements it shows that the Filipino mother (Ana) felt she was being judged on the way she raises her child and upset about how the social worker approached her with this matter.

5.1.4 Positive aspects of the experience with the school social worker

The participants' negative perspectives of the experience with the social worker, regarding the behavioural problem of their child at school are salient. However, there were also positive aspects during the experience with the school social worker from the parents' perspective as well during the encounter. Prioritizing the welfare and the security of the students is one of the positive aspects that the two Filipino mothers experienced during the encounter.

Both Filipino mothers expressed appreciation for the warm and personal attitude of the social worker and for assuring them that they had every student's welfare in school in mind. The Icelandic social worker was seen as sensitive to the student's emotional needs, empowering and emphasizing their strengths giving a quick response to any problem that they saw and noticed in every child. “I am happy that they are trying to know and trying to protect my son's feelings” (Interview with Ana, 2016).

For Ana, the quick approach of the school social worker assured her that her child was in a good place because every student is noticed and helped when they look unhappy and problematic.

I am pleased to know that the school as well as the school social worker values the welfare of every student and strictly don't accept abusive activity at home and in school. I am also grateful for the school fast way to address issues that involved the feelings of my children. (Interview with Lena, 2016)

For Lena, the fast way in acknowledging the issues when her children's feelings are involved pleases her to know that the school is not neglecting issues like this, but acts easily to solve the problem in order to ensure safety and good welfare for all students.

4.2 Disciplining, Nurturing and the Parenting style they perform

In this research study one area of focus is the way the two Filipino mothers discipline and rear their children. During the meeting with the school social worker, the mothers felt that they were being questioned and judged about how they should discipline their children. One example is when the social worker asked Ana her reasons on why she doesn't allow her son to go out with friends and as well as on why they force her son to study math.

I explained to the social worker one by one my reasons on why my husband and I need to do those things. I told her that we knew my son is having difficulty in math. And in the issue on going out with friends it is our responsibility as parents to know where our children will go and they should ask permission, and with saying no it is because sometimes they spend much more time outside with

friends and even going home late and with us that it is not acceptable. (Interview with Ana, 2016)

For Ana, she made sure that her son prioritized studying especially on subjects that he finds difficult. She is strict in limiting her son's use of the computer or going out with friends.

According to Lena, the school social worker said "that going out with friends is acceptable and good for the social skills of her children," but this is different from what Lena thinks about going out with friends.

"I don't let my son go out. It is because I don't want him to stay outside in this cold weather and go home late feeling very cold. I prefer to let him be inside the house play with his friends or study and I don't see any problem with that. I just want him safe and healthy." (Lena)

For Lena, she doesn't let her children go out because of the changeable weather of Iceland. She feels it safer when her children are inside their house. Lena's priority is the safety and health being of her children.

Both parents are clear and use the cultural way which is the Filipino in the way they discipline their children when it comes to limiting them on things they believe will not help them become productive. They are both quite protective of their children's safety and welfare.

The scope of this research study also examined how the two Filipino mothers discipline and nurture their children, and on the type of parenting style they use with them. According to the literature review presented in the parenting style of Filipinos and the parenting style of Icelanders, both have the same way of parenting according to Baumrind's categories which, in this case, is the *authoritative* parenting style. Even though both cultures use the same parenting style, there are still differences in terms of how the parents understood this authoritative parenting style. Due to the safe environment in Iceland, parents here give more freedom to their children, freedom in the sense that they don't worry a lot when their kids go out with friends at night. Moreover,

their emphasis on freedom can be seen in their stress on not overprotecting their children, they want their children cope with adversity and have some “challenges to deal with”. They place far more emphasis on their own children’s success and comfort than on their children’s obligation to others (Ingudóttir, 2015, p. 149) Generally, they believe that being responsive and demanding, (responsive in a way that they listen and response to their children needs and demand on things they want their children to do, for example, and demanding them to be careful and be good in their studies) is a better way of disciplining and nurturing their children. Therefore, Filipino parents are as well recognized being authoritative parents, but also described as nurturing, affectionate, indulgent, and supportive according to Medina (2001, p. 21).

Filipino parents are quite protective in terms of the safety and needs of their children. They also have a tendency of being very strict in limiting things, maybe because of the kind of environment they come from which is quite unlike that in Iceland. The Philippines is not considered to be a very safe country, that is one reason why parents tend to be overprotective (Hindin, 2005, p. 313). Filipino parents set rules and strict policy on the education and welfare of their children. They make sure that their children ask permission when leaving the house and as well as enforcing strict rules about studying. In this case the Filipino mothers makes sure that her child limits the time when playing the computer as well as when going out of the house. They also value respect and obedience. Thus Filipino culture plays a big role on how the parents discipline and nurture their children. Immigrant Filipino mothers believe the way they discipline their children are not harmful but instead lead their children to be responsible adults.

5 Discussion

5.1 Bridging the Gap between Filipino Mothers and School Social Worker & Effective school and Home Cooperation

Bridging the gap between the two Filipino mothers and the school social worker and knowing what is the most effective way of cooperating between school and home are also part of the results of this research study. To have a proper solution in any conflict, especially conflicts related to misunderstanding due to the differences in culture, good

communication and a successful bridging of cultures program must exist. The two Filipino mothers and the two different school social workers must have a better interactions and communication to solve any existing conflicts. Many studies revealed that good parental involvement could help children to excel in their studies and to perform better in any school activities (Wright & Smith, p. 67). Research has shown positive correlations between parental involvement and student grades, rates of participation in advanced courses, lower dropout rates, motivation toward school work, and valuing of education (Hoover-Dempsey et al., 2005, p. 119). Therefore parental involvement is very important. One example is on the parental involvement of the two Filipino mothers in the lives of their children.

Parents serve as the bridge between their children and the school that is why some kind of bridging culture program is especially important for immigrant parents. The experiences of the two Filipino mothers in this paper ended up with them planning for a follow-up meeting and for giving the parents time to solve the behavioral difficulties at home by talking with their children. But the school social workers told them that they will continue observing their children and if they see more signs of negative behavioral problems then further investigation will follow. "The meeting with social worker ended through an agreement that I will talk to my husband and discussed on how we can solve this matter inside our family and we will have another meeting [later] discussing the changes." (Interview with Ana, 2016). For Ana, the meeting ended up by planning to have another meeting to discuss the changes and they will also talk to their son about this issue to solve the problem. "After that meeting we had proven that there is no physical abused going on and the social worker and the teacher let us handle the solution to talk to our children properly" (Interview with Lena, 2016) Due to not having enough evidence of physical abuse and for presenting reliable evidence for the non existence of physical abuse which was being proven through interviewing Lena's daughter the school social worker came to a solution that is to let Lena and her husband solve the problems and talked with their children at home. Moreover, the school social worker will still continue observing Lena's children .For Lena, they had proven that there was no physical abuse and that the suggestion of such was just a false judgment. The social worker let Lena and her husband work with the problem and talk to their children properly. This experience

with the two Filipino mothers with the two different school social workers helped them both to know how their children are doing in school and this is one of the ways to start being more attentive and involved with their children's education.

The results of the study suggested that cultural differences were the main reason for the misunderstanding between the two Filipino mothers and the two different school social workers. The two Filipino mothers who participated shared their experiences on how they felt and reacted after their encounters. These included being disappointed and being upset due to the unclear basis of presenting the problem, as well as feeling prematurely judged and condescended to. The two Filipino mothers felt that they were being questioned on how to discipline their children and felt they were being blamed on why their children are having problems in school. The other mother (Lena) was accused of abusing her children but later demonstrated that there was no abusive actions done and it was just a perception on the part of the school social worker.

6 Conclusion

This study aimed to know the perspectives of two immigrant Filipino mothers on their experiences with their children's school social worker regarding certain behavioral problems that their children were said to be showing in school. The participants are extremely conscientious about the welfare and education of their children. This was seen by both mothers as the central factor in their children's success in the future. The two Filipino mothers also pointed out the importance of education and motivating their children to focus on this goal.

Moreover, the two Filipino mothers believed that by disciplining and by making clear rules, it will help their children to take the right decisions later and it is a guide that they need to show to their children so that the children will always be reminded to do what is best and good for them. The way they discipline their children will not cause any harm but instead it will serve as a guiding principle for their children's success. (Although it must be acknowledged that their understanding of strictness and appropriate discipline differs from what is the norm here in Iceland.)

Another factor is dealing with their perspective towards the social workers' involvement and on their experiences regarding their children's behavior, particularly the attitude of their children being stressed and sad in school because of the way they reprimanded him to study at home, the false judgment on physical abuse, the questions of being silent and shy in class and being unhappy because at not being allowed to go out. Nevertheless, both Filipino mothers were grateful to the social workers for responding immediately to their children's situation. Both Filipino mothers believe that their children are in a safe place because the school staff, together with the social worker, were rather quick in dealing with their student's problem. But both of them believed that before addressing any problem and asking the social worker to investigate that they should be given better advanced notice before being presented with a problem. In short, while feeling good about the safety and concern of school officials, they felt they were not treated with the appropriate amount of respect.

We can say that a conflict rooted in cultural differences is one of the main reason on these incidents between the Filipino mother and the social worker. The differences on ways of protecting, disciplining and nurturing a child based on culture were clearly seen. In the Filipino mothers' view, being strict and direct on what they want for their children is a way for them to give proper discipline and guidance, but on the other view, in particular, the social worker's view, being attentive and understanding to the child is a better approach in dealing with behavioural and attitudinal problem. Because of these two different approaches the conflicts arose as well as misunderstandings.

The main reason for doing this research was to know more about the views and perspectives of immigrant Filipino mothers on issues relating to cultural differences as seen in this critical incident between them and the school social worker. This will be of benefit to the school staff, the social worker, or anyone else in the institution who might deal with immigrant parents regarding issues that can be related to culture differences. When immigrant parents move to a new country they often become more conscious of their own culture that is why it is important to have a good cooperation between immigrant parents and school to better understand each other and to avoid conflicts due to the differences in culture. They become aware of the new cultural surroundings, and they also become much more conscious of the way they do things and the way they think

about things because it could be very different from what other people do and think in their adopted country. Expectations from children as well, to do things the way your as parents did to them and influences both what you as parent demand of them and what you expect of them to do. Most parents in general want to raise their children the way they were raised. In some ways, there are some things that they would like their children to do but they are also open to ideas about doing things differently because they recognize they are in a different place now. All parties need to sit down in a series of meetings where the social worker can begin to get an understanding of Filipino family structure and dynamics, and, on the other hand, there's a professional responsibility by the social worker to inform and educate Filipino parents and children about all the rules regarding child raising and the laws in society.

Education should go both ways: to educate the parents and as well, the need to educate the social worker or any other institution or official about the fact that different parents who have come here with their kids have not come here to beat them up, but for a better life with their kids. It also falls back to the type of training that the social worker does not receive in their training and education so it has to be a two-way process. However, I must admit my own biases in favor of the perspective of the two Filipino mothers on their encounter with the different school social workers. I am naturally inclined to defend and see the positions of the two Filipino mothers better than accepting the possible views of an Icelandic school social worker. Perhaps in my future research I will deepen my topic and will talk about not only one perspective but all perspective of the individual involve.

This study is only showing the perspective of the participants involved. The two Filipino mothers voluntarily express their experienced with the school social worker, and with that I was able to make a hypothesis and conclusion out of it. Readers should consider that this research study is only based on one perspective, which are the perspectives of immigrant Filipino mothers.

References

- Aðalbjarnardóttir, S., & Hafsteinsson, L. G. (2007). *Adolescents' perceived parenting styles and their substance use: Concurrent and longitudinal analyses*. *Journal of Research on Adolescence*, 11, 401-423. Doi: 10.1111/1532-7795.00018
- Banks, J. A., & Banks, C.A.M. (2009). *Multicultural education: Issues and perspectives*. John Wiley & Sons.
- Baumrind, D. (1991). Parenting styles and adolescent development. *The encyclopedia of Adolescence*, 2, 746-758.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Bhopal, K.S., & Preston, J. (Eds.). (2012). *Intesectionality and Race in Education*. NY: Routledge Taylor & Francis Group
- Blondal, K.S., & Aðalbjarnardóttir, S. (2014). *Parenting in relation to school dropout trough student engagement: A longitudinal study*. *Journal of Marriage and Family*, 76, 778-795. DOI:10.1111/jomf.12125
- Cimmarusti, R. A. (1996). Exploring aspects of filipino-american families. *Journal of Marital and Family Theraphy*, 22(2), 205. Retrieved from <http://search.proquest.com/docview/220943170?accountid=28822>
- Cochran, M. (1987). The Parental Empowerment Process: Building on Family Strengths. *Equity and Choice*, 4(1), 9-23.
- Darder, A. (Ed.). (1995). *Culture and Difference*. Westport, Connecticut, London: Bergin & Garvey.
- Fuhui, C., & Ragnarsdóttir, H. (2014). *Single-parent immigrant families in Iceland: lives and educational experiences of their children*. Retrieved from <http://netla.hi.is/greinar/2014/ryn/006.pdf>

Réttur á túlkun | Fjölmenningssetur. (n.d.). Retrieved May 22, 2016, from

<http://www.mcc.is/tulkun-og-upplýsingar/rettur-a-tulkun/>

Gonzalez, L., Borders, L. D., Hines, E., Villalba, J., & Henderson, A. (2013). Parental Involvement in children's education: considerations for school counselors working with Latino immigrant families. *Professional School Counseling, 16*(3), 185-193.

García, F., & Gracia, E. (2009). IS ALWAYS AUTHORITATIVE THE OPTIMUM PARENTING STYLES? EVIDENCE FROM SPANISH FAMILIES. *Adolescence, 44*(173), 101-31.

Retrieved from <http://search.proquest.com/docview/195951210?accountid=28822>

Hennink, M., Hutter, I., & Bailey, A. (2010). *Qualitativr research methods*. London: Sage.

Hindin, M. J. (2005). Family dynamics, gender differences and educational attainment in Filipino adolescents. *Journal of Adolescence, 28*(3). 299-316. Retrieved from

<http://search.proquest.com/docview/211080752?accountid=28822>

Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D. Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and Implications. *Elementary School Journal, 106*, 105-130. doi:10. 1086/499194

Ho, C., Bluestein, D. N., & Jenkins, J. M. (2008). Cultural differences in the relationship between parenting and children's behavior. *Developmental psychology, 44*(2), 507.

Integrating Immigranr Children into Schools on Europe. (n.a) (2009). Brussels: EACEA P9, Eurydice.

Ingudóttir, H. Þ. (2015). *Fathers' Pedagogical Vision: A Phenomenological Study* (Doctoral dissertation, Faculty of Education Studies School of Education, University of Iceland).

Keller, H., Abels, M., Borke, J., Lamm, B., & Lo, W. (2007), Socialization environments of Chinese and Euro- American middle-class babies: Parenting behaviors, verbal discourses and ethnotheories.

Luster, T., & Okagaki, L. (Eds.). (2005). *Parenting and Ecological Perspective Second Edition*. New York, NY: Routledge.

- Medina, B. (2001). *The Filipino Family* (Second Edition). Quezon City: University of the Philippines Press.
- Ochoa, D., & Torre, B. (2004). Parenting in the Philippines: A review of the research literature from 2004 to 2014. Retrieved from <http://www.artszone.com.ph/wp-content/uploads/2015/01/Millennium-Studies.pdf>.
- Population by country of citizenship,sex and age 1 January 1998-2015-Statistics Iceland. (n.d.). Retrieved May 04, 2016, from http://px.hagstofa.is/pxen/pxweb/en/Ibuar/Ibuar_mannfjoldi_3_bakgrunnur_Rikisfang/MAN04103.px/table/tableViewLayout1/?rxid=cb756e25-ff7a-426c-a852-66cea2092c57
- Rogoff, B. (2003). *The cultural nature of human development*. 198 Madison Avenue, New York, NY: Oxford University Press.
- Seefeldt, C. (1985). Parent Involvement: Support or stress? *Childhood Education*, 62(2), 98-102.
- Sheey, K., Nind, M., Rix, J., & Simmons, K. (Eds.). (2005). *Ethics and Research in Inclusive Education Values Into Practice*. 2 Park Square, Milton Park, Abingdon, Oxon: RoutledgeFalmer.
- Sorkhabi, N. (2005). Applicability of baumrind's parent typology to collective cultures: Analysis of cultural explanations of parents socialization effects. *International Journal of Behavioral Development*.29(6),552563.doi:http://dx.doi.org/10.1177/01650250500172640
- Starman, A. B. (2013). The case study as a type of qualitative research. *Journal of Contemporary Educational Studies/Sodobna Pedagogika*.64, no. 1(2013): 28-43.
- Trumbull, E., Rothstein- Fisch, C., Greenfield, P. M., & Quiroz, B. (2001). *Bridging home and school: A guide for teachers*. Routledge.
- Wright, G., & Smith, E. P. (1998). Home, school, and community partnerships: Integrating issues of race, culture, and social class. *Clinical Child and Family Psychology Review*, 1(3), 145-162.

