

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2026, Vol. 7, No. 1, 149 – 174

<http://dx.doi.org/10.11594/ijmaber.07.01.15>

---

## Research Article

### Lived Experiences of Parents in Co-Parenting Relationships

Jervin Dinglasan Quicho\*, France Celine Dominique Yncierto Cabrigas, Marian Ralah Gelera Cañoneros, Jofel Marie Mercado Curan

Department of Social Sciences and Humanities, Cavite State University Imus Campus, Imus City, Cavite, 4103, Philippines

---

#### Article history:

Submission 02 December 2025

Revised 30 December 2025

Accepted 23 January 2026

#### \*Corresponding author:

E-mail:

[jervin.quicho@cvsu.edu.ph](mailto:jervin.quicho@cvsu.edu.ph)

#### ABSTRACT

This study aims to know the lived experiences of parents in co-parenting relationships, specifically qualitative research that explores their life as someone in a co-parenting relationship. A total of nine (9) parents in co-parenting relationships were interviewed online or face-to-face. A total of six (6) superordinate were generated including 'Living Through Family Transition,' Navigating Life Changes and Challenges in Co-parenting,' Parenting Style and Family Members' Adjustment in Co-parenting Setup,' Emotional Connection,' 'Views on Formation of Parent and Child Emotional Bond,' and 'Proudest Moments and Beneficial Support for Co-parents.' The study's findings revealed that participants' experiences in co-parenting relationships are viewed as challenging and emotionally exhausting, often requiring significant adjustment and emotional resilience. Despite these difficulties many parents emphasized that their co-parenting relationships were less toxic compared to when they were still in relationship with their ex-partner, which allowed them to have a more stable and manageable environment for both them and their children. Aside from these challenges, parents also have positive views of co-parenting with increased cooperation for both parents and having shared commitment with their children's well-being. A support social activity module was proposed to enhanced and to support the families in co parenting setup relationships in raising a family and child rearing practices.

**Keywords:** *Co-parenting Relationship, co-parenting families, emotional transition, social activity program.*

---

### Introduction

Co-parenting is a situation in which parents are no longer romantically involved or married,

but they both work and share the responsibility of raising their child or children. This responsibility includes monetary, food, clothes, shelter,

#### How to cite:

Quicho, J. D., Cabrigas, F. C. D. Y., Cañoneros, M. R. G., Curan, J. M. M. (2026). Lived Experiences of Parents in Co-Parenting Relationships. *International Journal of Multidisciplinary: Applied Business and Education Research*. 7(1), 149 – 174. doi: 10.11594/ijmaber.07.01.15

education, healthcare, and other necessities; emotional and psychological security (Gupta, 2023). Co-parenting also involves the aspect of child-rearing, which goes beyond providing the basic needs of children. But, also providing children with the guidance and nurturing they need from both mother and father. This form of parenting requires a more critical mutual agreement and commitment to be able to work as a family (Freedmarcroft, 2023). Essentially needing to adjust to the new family structure, residence changes, changes in family roles, responsibilities (Odfina & Vinluan, 2019), and family dynamics. The key elements of co-parenting agreement are parenting schedules, decision-making, communication, and dispute resolution Solohan & Co. (2022).

In light of that, there are occurring concerns when it comes to co-parenting relationships. This includes affecting the mental health and psychological well-being of both parents and children as they navigate the new dynamics in their family (Dhanabhakym & Sarath, 2023). When mental health and psychological well-being of parents have been affected, this forms a poor family dynamic, reduced parental confidence, and parental burnout. At the same time children's adjustment to this family dynamics depends on the relationship of parents (Eikram and Jevne, 2022).

In the Philippines there has been an increase in separated or annulled individuals, from 1.2 million in 2015 to 1.6 million in 2020 as mentioned by Philippine Statistics Authority (2023). Despite the increasing numbers of couples' separation in the Philippines, co-parenting is not yet recognized by Filipinos. As a result, Young Adult Fertility and Sexuality Study (2021) (as cited in the U.P. Population Institute, 2022), stated that 38% percent of Filipino youth was not raised by both their parents because of marital separation.

There have been factors influencing the lack of awareness of co-parenting in the Philippines. First (1), the cultural norms of Filipinos indicate that mothers are the primary caregivers of children and fathers as the financial provider of the children (Alampay, 2024). This may result in marginalizing fathers and limiting involvement in child-rearing after parental separation. Second (2), as mentioned by the

Supreme Court of the Philippines (2025), there parenting workshops from both local government and non-government organizations, but its access is limited to rural areas. For example, co-parents are entitled to the benefits included in the Solo Parents Welfare Act of 2000 according to the Department of Social Welfare and Development. At the same time, the Department of Social Welfare and Development's Parental Effectiveness Service Program Act is present to improve parenting knowledge and skills among parents and parent-substitutes. Although there are existing Act and parenting programs in the Philippines, Supreme Court of the Philippines (2025) emphasized that opportunities for Filipino separated parent's to develop cooperative communication, collaborative decision-making, and effective co-parenting skills, all of which are vital for their children's well-being, are lacking. (3) Third, the Philippines, aside from the Vatican, is the only country where divorce was not legalized (Genilo, 2024). The only marriage dissolutions are annulment and legal separation (Respecio, 2024). (4) Fourth, is the cost and time consumption of filing a marriage dissolution in the Philippines. According to (Respecio, 2025) this instance leads many Filipino families, especially those with limited resources from legal support, to rely on non-legal separation also known as de facto separation or informal separation. Non-legal separation leads to confusion and disputes over childcare responsibilities, decision-making, and authority (Respecio, 2025). The available legal framework of marriage dissolution in the Philippines causes financial strain to Filipino families, given the fact that the Philippines is a lower middle income country, with a salary between 24, 060 pesos to 48, 129 pesos per month (Garcia, 2024), and the average annual income of Filipino families in 2023 was estimated at 353.23 thousand pesos (Philippine Statistics Authority, 2024). In addition, (58.4%) of Filipinos belong to the low-income class, around 40% of the population belongs to the middle class. While 1.4% only are part of the high-income class (Philippine Statistics Authority as cited by Philippine Institute for Development Studies, 2022). The cost of filling legal separation cost not less than three months of average labor earning (Dagami 2022), which

is too costly for a lower middle-income country. This insufficient support and awareness for co-parents limits opportunities for separated parents to develop the skills necessary for effective cooperation, healthy communication, and shared decision-making, all of which are essential for the welfare of their children. Eventually, it will negatively affect parent-parent relationships which greatly affect parenting confidence (Pellon-Elexpuru et. al., 2024).

Despite all these factors, there is a lack of literature exploring co-parenting in the Philippines as a proof that this phenomenon exists in the society. There is a lack of supporting literature claiming that separated Filipino parents are fully aware of co-parenting relationships after parental separation. Existing studies focused on the participants who are in high income countries who made it easier for them to handle the financial challenges of co-parenting. Previous studies' locale was from countries where divorce was legalized, and co-parenting arrangement was a common arrangement after parental separation. Therefore, this study aimed to examine the lived experiences of parents in co-parenting relationships. Likewise, the implication of parenting styles and forming emotional bonds to their children in co-parenting relationships was explored in this study. Furthermore, this study aimed to determine how being a co-parent influences personal life. Along with this, the study was able to suggest programs that will be beneficial to those in co-parenting relationships. Thus, the researchers want to make sense of their experiences and give a deep and clear interpretation.

### Statement of the Problem

This study aimed to know the lived experiences of parents in co-parenting relationships.

1. How do parents define the following:
  - a. family and
  - b. co-parenting?
2. How do being in co-parenting relationship affect parenting styles?
3. How do parents form an emotional bond with their children?
4. Based on the findings, what program this study may suggest?

### Methods

The nine (9) item Semi-structured interview questions served as the primary guide for gathering data in this study. The semi-structured interviews explored the participants' unique experiences as they navigate the life of being a parent in a co-parenting set-up, these interviews were designed to know the parents definition of family and co-parenting, their implications of their parenting styles, their way of forming an emotional bond with their children, and program that this study may produce based on the findings.

The process of gathering data in this study was first (1) the recruitment stages. The researchers began the process of recruiting participants via posting from different social media platforms. The researchers also sourced out and asked for help from their family members, friends, neighbors, classmates, and acquaintances for finding potential participants. Second (2) Obtaining Informed Consent, before the semi-structured interviews occurred, the researchers first (1) handed out informed consents and demographic data to the participants for profiling and for the participants to know the main purpose of the study. Third (3) Once the informed consents and demographic form was obtained from the participants, before they began the semi-structured interviews the researchers, they first built rapport with the participants where it allowed the participants to be comfortable and less tensed before the semi-structured interviews starts. Fourth (4) After building rapport with the participants, the semi-structured interviews properly began where each participant was given an approximately Thirty (30) minutes to One (1) hour to answer the questions being asked to them. While the interviews are ongoing, the participants' voices and responses were recorded via phones of the researchers ensuring that the data was accurately captured. These interviews were done via messenger call, google meet conference, and face-to-face interviews with the participants. Fifth (5) Once the interviews concluded, the researchers were then debriefing the participants; its purpose was to give the participants the freedom to ask questions, clarifications, and remind them that their re-

sponses were solely used for research purposes only. Sixth (6) All the obtained responses from the participants were then transcribed manually by the researchers with the help of the recording devices for the accuracy of the data. Seventh (7) once the transcription was done, the familiarization of these collected data began, where it allowed the researchers to be familiar with the collected data and to be able to create codes, themes, and subthemes. Eighth (8) After the familiarization, the researchers began sorting out all the responses and assigning initial codes in that response relevant to each question. Ninth (9) these codes were then developed and grouped into different themes and subthemes accordingly. Tenth (10) The themes and subthemes were then reviewed to ensure that it is accurate and aligned to each response; the themes and subthemes were then defined.

Lastly, eleven (11) After the coding and thoughtfully organizing the data into its appropriate theme and subthemes were. The researchers began writing the interpretation of each superordinate themes and subthemes with insights in review of related studies which helped them shape a richer and more grounded narrative of the lived experiences shared.

### **Data Analysis**

For this study, the researchers utilized Thematic Analysis which was align with Braun and Clarke's Six-phase thematic analysis which involved a thorough data familiarization, initial coding, development of themes and subthemes, and final reporting of the data (Ivankova2023). This analysis allowed the researchers to explore and understand the lived experiences of parents as they navigate the life of being in a co-parenting relationship via face-to-face interviews and video conferencing calls.

In analyzing the data from the interviews which were obtained during the face-to-face semi-structured interviews and video conference call interviews with the participants with the use of Thematic Analysis. The process began with the transcription of the data obtained from the participants' responses obtained from the semi-structured

interviews. After the transcription with all the data, the initial codes were then generated within these responses and then labelled its key concepts and patterns within emerged from these responses. These groups were then grouped into themes and subthemes representing important meanings of each response. The themes and subthemes were thoroughly checked to ensure that all these themes and subthemes accurately reflected what was said during the semi-structured interviews. After all these processes the researchers then started writing the report with these themes and subthemes that emerged from the participants' accounts

### **Participants of the Study**

The study participants were composed of nine (9) natural-born Filipino heterosexual parents who were navigating the co-parenting relationships and have been separated for Two (2) years and more with their ex-partners. All selected participants are residing in different parts of Luzon (Southern and Central Luzon) and ages of children are from toddler to adolescence stages. Part of this study are those who are annulled, in legal separation, non-legal separation, or the parents who ended their cohabitation. Both parents who are custodial and non-custodial of their child can be part of this study. the participants of this study must have freedom to let children stay in their restructured homes. Participants of this study have informal or formal agreement on their co-parenting setup. The participants of the study were limited to heterosexual co-parents. The participants of this study are limited to parents who are living in separate homes but have a proper agreement on their meeting schedule with their child/children. This agreement may be approved by the court or just a mutual agreement (either written or verbal) of both co-parents without the supervision of court order. The participants of this study were limited to (9) nine Filipino co-parents who are currently resident in the Philippines. Only one parent was interviewed, either the mother or the father. The children of the participants should be biological.

### **Sampling Technique**

The researchers used Purposive sampling and Snowball sampling as a sampling technique for this study. Purposive sampling technique is a non-probability sampling technique that is used in qualitative research to select a specific group of individuals of analysis where participants are chosen on purpose and not randomly (Heath, 2023). Aside from that, the Snowball sampling technique is also a non-probability sampling technique where the existing participants were able to recruit potential participants from their social networks or connections (Alex, 2025).

In this study, the use of purposive sampling technique was to thoroughly select those participants who have a direct and relevant experiences in co-parenting, this was to ensure that the data collected was meaningful and contained rich information about their lived experiences. Meanwhile, the Snowball sampling was also used in the study which helped the researchers to increase the options for potential participants that could potentially join the interviews which came from the referrals of the current participants, family members, friends, supervisors, classmates, and acquaintances. The inclusion of the criteria for the selection of participants for this study was, they must be: First (1) a natural-born Filipino, Second (2) Heterosexual, Third (3) have at least one (1) or more biological children under a co-parenting arrangements, Fourth (4) the children must be aged from two (2) years old up to seventeen (17) years old only or toddlers to adolescence stages, Fifth (5) have been separated with their ex-partner for two (2) or more years but have a shared agreement in raising their child or children together.

### **Ethical Considerations**

This research explored the lived experiences of parents who were involved in co-parenting relationships via semi-structured interviews with being committed and upholding the highest ethical standards ensuring that all the participants well-being was being protected.

**Rights and dignity of Participants.** The researchers assured that they were culturally

sensitive, respecting the rights and dignity of participants, and considering the situation of the participants without being disrespectful to them.

**Informed Consent.** The researchers handed out Informed consent, demographical form, and consent to audio record to the participants before they conducted the interview proper, the informed consent contained the duration of the interviews, the purpose of the study, the participants confidentiality, their rights to withdraw from the study if they wished to without being questioned, and their voice being recorded were solely used for research purposes only, it is also given in a language that the participants can fully understand. The handing out of the informed consent was to ensure that their rights and confidentiality is the topmost priority in this study.

**Informed Consent for Recording Voices in the study.** The researchers handed consent to record audio to the participants before the researchers recorded their voice during the data collection with the sole purpose of using it for the coding in the results and discussion of the thesis paper of the researchers. The audio recordings were done using the phones by the researchers to ensure that the conversation was captured perfectly.

**Storing Data.** The collected data from the participants such as the informed consent, Consent to audio record, demographic profile form, transcriptions, and results will be safely stored on a secured and password protected account which is only accessible to the researchers following the completion of the study. The stored data are stored for (1) one year and after that all the informed consent, Consent to audio record, demographic profile form, transcriptions, and results will be permanently disposed of, to ensure the confidentiality and research purposes only of the stored data.

**Data Privacy.** The researchers handed out informed consent to the participants, clearly explaining how their data was collected, used, stored, or shared. Only data necessary for the study were collected. Participants' identities were protected through anonymization to ensure their confidentiality. Strong security measures, such as password protection accounts and encryption, were implemented in

preventing unauthorized access or data breaches, all the collected data were only stored for a short period of time One (1) year and are disposed of after the duration of storing concludes.

**Anonymity.** Ensuring the participants' anonymity, all the recorded voices of them were handled with strict confidentiality. All their personal information and the situation they are in were not disclosed to anyone except the researchers, research adviser, technical critic, and the panelist protecting the participants' privacy and rights throughout the study.

**Voluntary Participation and Withdrawal.** The participants' participation in the research study was entirely voluntary and free from any monetary exchange. The Participants were clearly informed that they have the right to withdraw from the study at any point, without providing a reason and without experiencing any negative consequences from the researchers upon their withdraw to the study. Their privacy and confidentiality were strictly maintained throughout the entire research process.

**Debriefing.** After the interview sessions, the participants were given a token of appreciation for their voluntary participation in the study. Along with this, they were informed about the purpose of the study and how their responses contributed to the study. The participants had an opportunity to ask questions to the researchers, clarify any points, or share additional thoughts before the interview sessions concluded. The researchers, on the other hand, reminded the participants that all their responses were only used for the study and remained confidential at all costs.

**Risk and Benefits.** The researchers carefully evaluated the potential harms such as physical, psychological, or social harm and as well as the possible advantages of the study once it was done. The researchers strived to minimize any risks and maximize the potential benefits for participants and society. Special safeguards are necessary to protect vulnerable groups. The anticipated benefits must clearly outweigh any potential risks.

## Result and Discussion

Table 1. Main Theme and Subthemes

Superordinate	Subtheme
1. Living Through Family Transition	1.1 Emotional Burden 1.2 Family that is Complete in all Aspects 1.3 Receiving Family Support
2. Navigating Life Changes and Challenges in Co-parenting	2.1 Challenges Faced Adjustments to a Changed Family Setup 2.2 Dealing with Difficulties in Co-parenting
3. Parenting Style and Family Members Adjustments in Co-parenting Setup	3.1 Affecting Family Members Through Adjustment 3.2 Different Perspective in Parenting Style While in Co-Parenting Relationship
4. Emotional Connection	4.1 Parent-Child Bond Disconnection 4.2 Close Parent-Child Relationship
5.Views on Formation of parent and child emotional bond	5.1 Nurturing Relationship 5.2 Positive and Negative Societal Perceptions of Parent-Child Bond
6. Proudest moments and beneficial support for co-parents	6.1 Academic Performance 6.2 Institutional Support Systems

Table 2. Themes, Subthemes, Meaning, and No. Of Participants

Superordinate	Meaning	No. of Participants
Superordinate 1: Living Through Family Transition	This superordinate theme details that the first thought of parents when thinking about family is the need to navigate the challenges and emotions that arise in their new setup. But still, it highlights emphasize the importance of making children feel as if they are a whole family even though parents had separated.	8
Sub-theme 1.1: Emotional Burden	This sub-theme indicates the hardships and loneliness felt by the participants on the setup that they have.	4
Sub-theme 1.2: Family that is Complete in all Aspects	This sub-theme details participants' definition of family as someone in co-parenting. This also includes participants aimed at having a whole family. This highlights that being a family does not necessarily mean parents living on the same roof.	4
Sub-theme 1.3: Receiving Family Support	This sub-theme details how extended family plays a big role in helping the parents in navigating the challenges of being in a co- parenting relationship, this support can take from any forms including financial help, shared child-rearing, responsibilities, and providing shelter or basic necessities to these parents and help from any extended family who stepped in gave assurance, guidance, and practical assistance that makes the co-parenting more easy and manageable.	4
Superordinate 2: Navigating Life Changes and Challenges in Co-parenting	This superordinate details the emotional and practical experiences of parents navigating co-parenting after separation which highlights the challenges of managing responsibilities, adjusting to new family set-up, and coping with limited support while they show their resilience, adaptation, and commitment to their children's well-being.	8
Sub-theme 2.1: Challenges Faced Adjustments to a Changed Family Setup	This sub-theme details the emotional and practical adjustments face when they transitioned to co-parenting setup as many parents experience the difficulties of learning to manage daily responsibilities alone, balancing child-rearing, household duties, and their own emotional being at the same time transitioning to a new family setup.	4
Sub-theme 2.2: Dealing with difficulties in Co-parenting	This sub-theme details how parents in co- parenting setup face different challenges, including disagreements in child-rearing practices as both of the parents have different perspectives and beliefs, having unequal sharing of responsibilities especially financially, and limited support from their ex-partners which resulted to emotional strain, loneliness, and pressure as they manage most	4

Superordinate	Meaning	No. of Participants
	tasks on their own while they try to maintain their children's well-being.	
Superordinate 3: Parenting Style and Family Members Adjustments in Co-parenting Setup	This superordinate details how parenting style is affected because of co-parenting setup; this highlights adjustment done by family members and different experiences of changes in parenting styles. This highlights the importance of having a positive family dynamic even in co-parenting.	9
Sub-theme 3.1: Affecting Family Members Through Adjustment	This sub-theme details how their co-parenting style was affected as they enter the co-parenting setup. This consists of responses that some participants' parenting styles have been affected by the new family setup and their co-parenting situation.	4
Sub-theme 3.2: Different Perspective in Parenting Style While In Co-Parenting Relationship	This sub-theme details the different perspective of participants of how being in a co-parenting relationship affected their parenting style. This highlights the needs to focus on holistic nurturing of children, especially in co-parenting relationships.	5
Superordinate 4: Emotional Connection	This superordinate details on how participants' children interact with them. This indicates that there are participants who experienced being emotionally and physically distance to their child because of a co-parenting relationship. At the same time, there are participants who remain to have a close relationship to their children.	8
Sub-theme 4.1: Parent-Child Bond Disconnection	This sub-theme emphasizes that some parents in co-parenting relationships experienced losing emotional and physical connection from their children in co-parenting.	4
Sub-theme 4.2: Close Parent-Child Relationship	This sub-theme details that both parents and children have positive interactions with each other. The parents-participants described their relationships with their children as warm, affectionate, and are very transparent when sharing their thoughts with each other. The children seek out for their parents when they are away, sharing their thoughts and feelings without any hesitation, and express appreciation even in challenging circumstances.	4
Superordinate 5: Views on Formation of parent and child emotional bond	This superordinate details how parents form emotional bonds with their children through everyday presence, care, and communication, while also navigating mixed reactions from the society toward their co-parenting setup.	8
Sub-theme 5.1: Nurturing Relationship	This sub-theme details that the participants' children view their forming of emotional bond as nurturing parent and children relationship. This means that children are able to have a safe environment for their children.	4



Superordinate	Meaning	No. of Participants
Sub-theme 5.2: Positive and Negative Societal Perceptions of Parent-Child Bond	This sub-theme details how parents' ways of forming emotional bonds with their children are viewed differently by others. Some people admired their children's behavior and the care the parents provided, while others misunderstood or judged them, especially in co-parenting situations. These mixed perceptions highlight the need to raise public awareness about co-parenting, its challenges, and responsibilities, which could reduce criticism and support acceptance of modern family structures.	4
Superordinate 6: Proudest moments and beneficial support for co-parents	This superordinate details the sources of pride and support that give meaning to the co-parenting experience which highlights how parents take strength from their children's growth while also recognizing the importance and limitations of accessibility to institutional support that could help them navigate co-parenting.	8
Sub-theme 6.1: Academic Performance	This sub-theme details how parents in co-parenting setup take pride on their children's growth and academic successes; these successes bring the parents a sense of pride and fulfilment.	4
Sub-theme 6.2: Institutional Support Systems	This sub-theme details the importance of accessible institutional support systems for parents in co-parenting relationships with raising children can be challenging and government programs have the potential to ease the burdens of limited resources to co- parenting.	4

Table 2 and 3. Summarizes all six (6) superordinates in this study alongside the respective sub-themes for each superordinate.

### ***Superordinate 1. Living Through Family Transition***

Based on the analysis of the study, most of the participants first thought when they think about family as someone in co-parenting relationships is their transition to new family setup. The participants expressed an emotional burden on the situation. At the same time, participants shared that even though they are on co- parenting setup, they choose to make their children feel that they have a whole family.

This implies that parents in co-parenting relationships go through transitions as they enter co- parenting. Family members experience changes in their family dynamics. However, they must remain resilient to fulfill their responsibilities and duties to their children. This

means the need to make an extra effort to make the children feel that they still have a complete and whole family. Parents left no choice but to keep on going on their life, remaining strong for the welfare of their children.

### ***Subtheme 1.1 Emotional Burden***

For Lina, she expressed feeling lonely for her children having a separated family. Jane also revealed the same feeling. For Jane, at first, she felt lonely because her children will not grow up with their dad. At first, she felt sad but eventually she sees that her children grew up without any trauma with their situation, she felt relieved. On the other hand, Jian and Lyca shared that they experience difficulties. As stated by Jian, being in a co-parenting relationship made him realize the hardship of raising children all by himself. Lyca shared that it is difficult due to being far from her children. She

narrated that she needs to work for her children as OFW since her children's needs cannot be catered by their father's support.

These statements imply the emotional burden they carry on their given situation. This leads many Filipino families, especially those with limited resources from legal support, to rely on non-legal separation also known as de facto separation or informal separation (Respecio, 2025). According to Pellon-Elexpuru et al. (2024), as the participant's experience leads to emotional strain and stress, requiring resilience to maintain a positive outlook and prioritize their child's well-being.

This implies that parents in co-parenting relationships carry emotional burdens that they have to regulate on their own. The emotional burdens of co-parents will affect the quality of their parenting. It is undeniable that being a parent is a tough job, but being co-parent makes it harder requiring parents to be resilient. This means that parents have an emotional burden negatively affecting the quality of their parenting performance.

### ***Subtheme 1.2 Family that is Complete in all Aspects***

For Lina, family needs to be together even though parents are separated. The family should stick together even if they are apart. That way in her heart, you're still whole even if you're separated. For Hannah she aims to have a whole family; however, it did not come true. With that she only aims to do her best so that her children will be okay, so that they can achieve in life what she did not experience. She aims to let her children succeed in those things she did not succeed in. That is why she strives to make sure they can finish school. For Jane, family does not necessarily mean to be whole. This shaped her view of the family. She witnessed that her mother went back with her father even after separation. She admits that she was not able to process such a life event which led her to bring such even until she had her own family. For Mia, even though they are not complete, it is important that they can still feel that you are a complete family because there is someone filling in the gaps when one parent cannot be present. It does not mean that the parent's role isn't fulfilled, but there are times

they cannot always be there immediately, so that the other parents need to step in. By doing so, they still feel that they are a complete family.

According to the answers of the participants' family does not mean living parents on the same roof. For those in co-parenting relationships, the most important things are that they make a collaborative effort where parents work together to raise their children even if they no longer have any romantic relationship (Gupta, 2023). Parents who have been separated still choose to collaborate for the good of their children to make them feel whole as a family. Provided that having separation of parents is one of the most destructive experiences in children's lives (Carothers, Borkowski, & Whitman, 2006 as cited in Odfina & Vinluan 2019), collaborating inside co-parenting relationship is essential for the development of well-being of children.

This implies that as family transitions in their new family dynamics, parents still desire to make their children feel that there is no incompleteness in their family. Participants showed their efforts in collaborating with the other parents in their co-parenting. They can raise well-developed children with positive well-being. The participants have shown that it is still possible to have a secured, safe, and child-centered family dynamics even in a co-parenting setup.

### ***Sub-theme 1.3 Receiving family support***

Based on the analysis of the study, most of the participants were able to face the challenges of being a parent in co-parenting with the help of their families, especially their parents and siblings. For them, the support they got from their families was really a big help as they navigate the life of being a parent while they are in co-parenting relationships.

For Mira, the primary support that she gets was from her siblings in terms of taking care of her children whenever they needed some help may it be financial or child-rearing with her children, for her their presence gave her comfort, relief, and reassurance that she's not alone and can keep going with the help of her siblings. Similarly to this, Martin also receives help from his siblings, and he stated that without his siblings' help he and his children would've ended

up living on the streets and having no shelter to live. Luckily, his siblings didn't just help them with everyday expenses, but he was able to lessen the financial burden he face with the help of his siblings because they gave them a house to live and they also made sure that his children get what they needed starting from food to shelter. For Martin their presence reminded him that he wasn't facing the challenges of parenting alone and it gave him the strength to keep going even when the hard times.

Meanwhile Jackie and Mia family support were different from Mira and Martin. Jackie mentioned that managing everything alone, especially having no job while being a parent in a co-parenting setup, was indeed very difficult. She mentioned that she had to figure out ways in order to provide to her children on her own. However, due to lack of resources to provide, she chose to live together with her parents to support her children more efficiently. She admitted that without her parents' help in co-parenting, she and her children would not have survived. While Mia shared that the only support, she received was financial support. For her navigating the life of being a co-parent without consistent assistance from her ex-partner means that she will be carrying more responsibility especially in raising their child. Despite this she continued to find ways to care for her child, showing incredible determination and resilience while facing the uneven support from her ex-partner. Luckily, her parents and siblings were present to support both her and her child.

According to Reyes (2025), extended family members like their siblings, parents, and other relatives can really help the parents as they navigate co-parenting relationships this support from their extended families can take on many forms including food, shelter, education, financial help, and healthcare. For Mira, her siblings truly helped her and gave her assurance that she was not alone. Martin also relied on his siblings who helped them to have a shelter to live, covered their daily expenses, and ensured that his children's basic needs were met, giving him more strength to carry on even when the difficulties arise. Meanwhile, Jackie and Mia received support differently. Jackie leaned more

on her parents for shelter and assistance when caring for her children and Mia received mainly financial support from her ex-partner however, she had to take all of the responsibility while she raise her child but then again, her family was there to support and guide her.

The findings imply that extended family support plays an important role in helping parents cope with the demands of co-parenting, particularly when assistance from the other co-parent is limited or inconsistent. Support from parents and siblings, such as help with shelter, finances, and childcare, appears to help immediate pressures and allows parents to focus on meeting their children's basic needs. At the same time, the differences in the type and extent of support received suggest that co-parenting experiences are shaped by the availability of family resources and support systems.

## ***Superordinate 2 Navigating Life Changes and Challenges in Co-parenting***

Based on the analysis of this study, the participants shared their personal and often emotional journey while they navigate co-parenting relationships where many of them expressed the exhaustion and weight of managing everything on their own, feeling the quiet loneliness of taking full responsibility for their children. Some struggled with the lingering tension of past conflicts and the challenge of communicating with their ex-partners while other found small moments of happiness when they see the growth of their children while they're in co-parenting and they also felt a sense of freedom in navigating life with the little help from their ex-partners. These experiences reveal that co-parenting, while emotionally demanding, can also bring a sense of personal strength, resilience, and freedom in shaping both their own lives and their children's development.

### ***Sub-theme 2.1 Challenges Faced in Adjusting to changed Family Setup***

One of the challenges the participants described was how they encountered the adjustments on restructuring their households after their separation with their ex-partners and for many of these participants, this kind of shift to their lives was deeply personal. For them, it was not just about the changing of schedules

for their children or their new living arrangement, it was about learning how to continue life alone and without someone who can help them when it comes to taking care of their children. According to Duddy (2020) from Amicable, adjusting to life from having someone help you to being a co-parent was deeply personal and takes emotional journey, for these parents co-parenting isn't just about doing task as a parent but also about building a safe, loving, and a complete environment for their children while they slowly adjusts to this life along the way.

For Jackie, co-parenting felt like it was really a struggle she described it as somewhat heavy, exhausting, and sometimes very overwhelming to her and she described it simply as "*Mahirap*" which indicated that the challenging experiences of this setup and how she managed the adjustments on her own. Hannah, on the other hand, shared a similar experience with Jackie; she talked about how lonely it is after the separation and the pressure of taking care of their children and taking full responsibility for them alone. Mia's journey was emotionally intense because she had to face the lingering feelings from past conflicts with her ex-partner, moments of being depressed, and the challenging life of rebuilding communication with her ex-partner. In contrast to these statements, Martin saw this adjustment on a positive side where he described this setup as something hard and yet very rewarding as he found happiness in his children's existence. Meanwhile Jian's adjustment to co-parenting was way more different from other participants. He found this co-parenting setup as a kind of being freed from his ex-partner; he said that being apart from this ex-partner made his life easier.

This implies that adjusting to co-parenting setup after separation was more than just changing schedules or living setup rather than it was a deeply personal and emotional journey that reshaped how parents managed independence, responsibility, and family life. The participants' experiences showed that taking full responsibility for their children often brought loneliness, exhaustion, and the weight of unresolved conflicts. Yet, the accounts also revealed that not every parent experienced this adjustment the same way, and some found moments of meaning, joy, or relief to their new setup.

### ***Sub-theme 2.2 Dealing with difficulties in co-parenting.***

Most of the participants dealt with the difficulties of being a parent while in a co-parenting relationship. Many of them described the experiences as difficult, especially when making decisions for their children or managing all the parenting responsibilities alone. They mentioned that it felt so exhausting, feeling of being isolated, and being pressured in ensuring that their children's well-being was stable without having much support from their ex-partners. At the same time some participants accepted their situation despite the challenging life of being a parent in a co-parenting setup. According to Stefanac (2025) from Brisbane Family Law Centre, parents who deal with difficult or uncooperative co-parents often go through same emotional weight, and sometimes the best way forward is adopting a more structured like parallel parenting, where boundaries are more clearer and conflicts were more minimized, these parents were doing their best despite the challenging set-up, finding their own ways to cope, and continuing to show up for their children with resilience and child-rearing.

For Lina, co-parenting was difficult especially when disagreements with her ex-partner arise when they take care of their children; she often found herself having a fight with her ex-partner, because of having different opinions and way of parenting. For Mira, the struggle was facing the loneliness of managing everything alone and carrying responsibilities with little to no help from her ex-partner. For Hannah, facing difficulties with co-parenting was when she had no one to get help from because her ex-partner was not physically able to move because of old age, and she felt like she had no one to turn to when it comes to taking care of her children. For Lyca, the early days of being a co-parent wasn't that easy as it was filled with fear and uncertainty especially her other half but on the way to this, she learned how to cope and accept her situation and realizing that some things was simply beyond her control. And For Martin, the difficulties of being a parent was in a combination of feeling sadness and regret though he acknowledged that raising his children alone was never his dream and it wasn't the life he ever imagined for him and his

children but he slowly accepts it and navigate unexpected challenges of parenting his children with the little help from his ex-partner.

This implies that parents in co-parenting setup experienced emotional, psychological, and practical loads on parents, especially when they feel they are carrying most of the responsibility on their own. The experiences showed how on-going disagreements, limited support, and feelings of loneliness wore parents down and made everyday parenting overwhelming. At the same time, they also revealed the quiet strength of parents who, despite frustration, sadness, or uncertainty, learned to adjust, set boundaries, and accept realities that they could not change.

### ***Superordinate 3 Parenting Style and Family Members Adjustments in Co-parenting Setup.***

Based on the analysis of the study, participants experienced that their parenting style was not affected by their current setup. But the majority of the participants expressed that their parenting style has been affected prior to co-parenting relationships. The participants mentioned their family members were affected as well by having the needs to go through adjustment as they transition into their new family dynamics and structure. As stated by Li (2025), in co-parenting setup, family dynamics started to change as parental separation happens. Yet, family dynamics shape children's development, well-being, and influencing physical psychological and social outcomes. This implies that even though there has been parental separation in the family, it is necessary to build a healthy family dynamic. With this, it will be assured that children will still be able to achieve the development they need.

### ***Sub-theme 3.1 Affecting Family Members Through Adjustment***

Based on the analysis of the study, most of the participants experienced the effects of co-parenting in their parenting styles. Some participants expressed that being co-parent also affects them and as well as their children. Yet one participant expressed that being in a co-parenting relationship does not have much effect on her.

For Lina, she shared that her setup really affected her children where they suffer from the system of their co-parenting. Sometimes when her children see a complete family, they aim to have the same. However, there is nothing Lina and children can do. Mira also shared that it sometimes affects her, which leads her to being tired. She shared instead of both taking good care of their children she and her ex-partner separated, which she expressed to be hard. Aside from Lina and Mira, Lyca also shared that her parenting style is different than before. Given their current situation, she is now far from her children, which results in not being the one to take care of things for her children. She expressed difficulties being far from her children. Nevertheless, Hannah stated that she was not that affected because she knows how to earn a living. Hannah stated that she will keep on fighting, the important thing is she does not seek, and she will keep on praying.

The responses of the participants revealed that being in a co-parenting relationship somewhat affects the parenting style of the participants. Separation can be disturbing not just to the children but to parents as well due to the challenges and stress associated by the restructuring of the family relationship (Amato, 2000; Bethan & Rejmer, 2017; Bergström et al., 2014; Bertelsen, 2022; Jamison et al., 2014, as cited in Eikrem & Jevne, 2022). As proven by Dhanabhakya & Sarath (2023), such distressful influences on mental health reflect their emotional stability, ability to cope with stress, positive self-esteem, healthy relationships, and sense of purpose.

This implies that being in a co-parenting setup affects parents personally. At the same time, it results in affecting the parenting style of the participants. The restructuring of family relationships puts parents in a distressful state which later will negatively affect them, including their self-concept. Such a negative impact will reflect on their quality of parenting style and relationship with their children.

### ***Sub-theme 3.2 Different Perspective in Parenting Style While in Co-Parenting Relationship***

For Jackie she expressed that her parenting was affected in a way that her children need to

adjust to their situation. She mentioned that before, her children looked for their father. However, their longing for their father is compensated for by the presence of their uncles and grandfather. For Jian, he mentioned that he knows that he is not perfect, but his mother helps him with his situation. He stated that it would be slightly difficult if their mother and father were not there to help him with his situation. He added that his way of parenting style did not change at all. He never neglected his children even though their mother is not present. Jane also has the same statement as Jian. Jane mentioned that her co-parenting situation had never become a major issue for her; it never affects her parenting style. She stated that her situation is in favor of her. Yet, Martin and Mia have the same experience as Jackie. For Martin, it is different when you have your partner beside you. When he needed to leave the house, he left his children alone. He thinks about the safety of his children. There are times when he is at work, when he cannot contact his children, he is on their phone, he chooses to go home and be with them. Lastly, for Mia, she expresses that before she and her partner are still okay, they both solve their problem. But when they separated, her parenting approach changed. With this, she chooses to be open to her child and explain the situation their family is in. This way her children are open to her too. As stated in an aby Jouma (2024), parenting is often done inside households for the benefit of children. Parenting styles are indicators of nurturing a child's physical, emotional, social, and intellectual growth. However, parenting styles in co-parenting relationships require consistent communication, trust, and boundaries between parents.

This implies that family members experiences changes in their family setup. There are parents whose parenting style is negatively affected, and some are not. This suggests that even though co-parenting setup is difficult, it is important to practice a parenting style that will surely focus on the welfare of their children. It must be kept in mind of parents to positively work together on their parenting style for the holistic nurturing of their children.

#### ***Superordinate 4. Emotional Connection***

Based on the analysis of the study, the majority of participants shared that their perceptions on how their children interact with them primarily focus on emotional connection. Some participants shared that there are some disconnections between them and their children. Yet, some participants remain to have a close relationship to their children. According to Admah (2024), emotional bonds are the primary foundation of secure attachment. Strong parent-child relationships are built through trust, empathy, and mutual respect between two parties.

The statements imply that even in a co-parenting setup, it is still possible to form an emotional connection between parents and children. However, it requires extra effort to build given that being in such a situation is extra hard for children. This effort requires spending time with children and building positive communication between the two parties.

##### ***Sub-theme 4.1 Parent-Child Bond Disconnection***

For Lina, she stated that as if there is a little distance between her and her children. Lyca also shared the same; she does not know if her children distance themselves or because there are changes due to not seeing them grow up. On the other hand, Jane shared that there comes a phase where she could not guide her child, and their conversation had been missing at that point. She expressed that at a given time both her and her child have been lots. Lastly, when her child is still 6 years old, when they are still with the father of her child, her child is not that open. However, now her child now is able to share deeply. In indicates that for some participants, they experience loose close interaction with their children as someone in co-parenting setup.

As revealed from the statement of the participants, emotional disconnection between parents and child happened in co-parenting setup. According to Epstein (2024), co-parenting situation results in both parents and children's stress as they experience changes in which lead to emotional disconnection between two parties. Another factor of such emotional disconnection between parties may lead

to a lack of communication between parents and children.

This implies that being in co-parenting relationships sometimes results in losing emotional connection with their children. This means that as family transitions to co-parenting families' parents must prioritize maintaining an emotional connection between them and their children. That way, children will be able to cope with the stress associated with changes in family dynamics and structures.

#### ***Sub-theme 4.2 Close Parent-Child Relationship***

Otherwise, the majority of participants' perception of their emotional connection with their children is that they remain to have a close relationship with their children. For Mia, she shared that her relationship with her children is like they are friends. Jackie shared that her relationship with her children is that they are really close and every time she is not around them, they keep on looking for her. For Hannah, her children show respect through their gestures to her children just like kissing her when they leave the house and bless or "*pagmamano*" when her children arrive home. Jian's children remain in affection and are obedient to her. Lyca's children also remain affectionate to her by showing that they are happy. Mia's child often shares conversations with her. Mia's child share what she wants, what she needs and what she felt. Lastly, Martin shared the same sentiment, where he expressed his child as being appreciative even though they are in a co-parenting setup.

In contrast to the first subtheme, it is revealed from subtheme two that children interact with their children in a close parent-child relationship. This means that both parties have positive interactions. According to Flint (2020), positive interaction between parents and children lets children develop resilience and adaptability.

The statement implies that parents and children in co-parenting relationships still have a positive relationship even if they are in a challenging situation. This means that positive interaction between two parties leads children to being resilient in their situation. This also means that children's ability to adapt in their

situation is a reflection on what quality of relationships they have with their parents.

#### ***Superordinate 5 Views on Formation of parent and child emotional bond***

Based on the analysis of this study, participants viewed the formation between the parent, and the child is built through consistent presence, patience, and everyday efforts to stay connected. Despite the challenges of co-parenting, parents made intentional choices to be emotionally available by listening, offering guidance, and spending quality time with their children with simple routines such as sitting together to talk, storytelling, and having an open conversation about feelings that allowed the children to feel supported and being understood.

At the same time the parents described the different societal responses to their parenting and family setup some of them faced challenges and misunderstandings particularly from their relatives and community members who have struggled to accept their setup. However, some of them experienced affirmation when people noticed their children's positive behaviors, emotional awareness, and ability to relate well with others which indicated that while societal perspectives were divided the strength of the parent and child bond is often reflected in the children themselves, reinforcing parents' belief that nurturing relationships and open communication remain central and main focus to their children's well-being.

#### ***Sub-theme 5.1 Nurturing Relationship***

Most parents' way of forming emotional bonds is viewed by their children is they have a nurturing relationship with their parents. Participants' way of forming emotional bonds is by being present when their children are in need.

For Lina, she stated that whenever her children need advice, she explained she remains present to support her children. On the other hand, Mae stated that she talks to her children about what happened or she explains it to them because her children are the ones who were affected by separation. Hannah mentioned almost the same statement. She stated that, even though their house is small, they sit to converse with their children. Meanwhile, Jane is more on

quality time and simply storytelling as her form of emotional bond with her children as their bonding. Her children share their happening in school which Jane appreciates which results to not constantly needing to checkup on her child.

As revealed from the statement of the participants, emotional disconnection between parents and child happened in co-parenting setup. According to Bonds (2024), co-parenting situation results in both parents and children with stress as they experience changes in which lead to emotional disconnection between two parties. Another factor of such emotional disconnection between parties may lead to a lack of communication between parents and children. As stated by Bennett (2025), communication between parents and children is essential in co-parenting relationships as it promotes healthy development for children.

This statement implies that there is an utmost need for nurturing parents and children's relationships, especially in co-parenting setups. These ways will enable families to form an emotional bond with their children. Nurturing relationships between parents and children will also benefit the overall well-being and development of children. The interactions between parents and children develop the sense of security of children. When parents give importance to their children's emotions, this provides children with a sense of safety inside the new family dynamics and structures. This helps children build the ability to regulate their emotions in such stressful family transitions.

### ***Sub-theme 5.2 Positive and Negative Societal Perceptions of Parent-Child Bond***

The parents' way of forming emotional bonds to their children is viewed differently by other people. While some people view these bonds positively, appreciating the care and guidance parents provide, others view this negatively and may misunderstand or judge them, particularly in the context of co-parenting and changes in family.

For Lina, she stated that for other people it seems like they do not understand her situation. But for the sake of her children, she just explains. She will explain why their situation happened so that other people will understand her. When it comes to Mia's experiences,

people also have negative perceptions on her way of forming emotional bonds with her children. She stated that usually, maybe at first, there have been problems with the family side of her partner because they do not want them to separate. Her ex-partner's family has a lot of side comments on why they believe in co-parenting setups. For her ex-partners family, especially the elders ask why they need to separate if they have the option not to separate.

On the other hand, some participants shared that they experience people having positive perception about their way of forming emotional bonds with their children. Jackie shared that other people see that her children are good people. Also, Hannah also shared the same positive perception of other people. She shared that people are amazed by their family; people say that their children are excellent.

The responses revealed that some parents noticed that people admired their children's behavior and ability to get along well with others, reflecting appreciation and respect. At the same time, others experienced misunderstanding or criticism from those who did not fully understand their co-parenting situation, especially when family changes, like separation, occurred. Overall, societal reactions ranged from admiration and acceptance to judgment and lack of understanding. There are signs of gradual change, as Times (2023) noted that more Filipinos are becoming aware of the realities of co-parenting, recognizing both the challenges involved and the legitimacy of shared parenting practices, although societal acceptance remains mixed. Participants described how their children, even those who are naturally reserved or quiet, sometimes engage in conversations about their feelings and show concern for their parents' emotions. According to the Department of Social Welfare and Development (2024), such interactions enhance strong parent-child relationships and contribute to children feeling a sense of belongingness.

The statements imply that there is a strong need to educate Filipinos on what co-parenting mean, including its challenges, and responsibilities associated with it. Even though there is a gradual awakening on such situation, making extra effort on educating Filipinos about co-parenting is necessary so that criticism to co-



parenting families will be lessened. With this it will reduce the stress of families co-parenting. Educating Filipinos about co-parenting will also teach Filipino to accept the modern families that is existing in twenty first century.

### ***Superordinate 6 Proudest moments and beneficial support for co-parent***

Based on the analysis of this study, the participants found meaning and strength in their children's growth despite being in a co-parenting setup. Their proudest moments often came from seeing their children learn, improve, and reach milestones, which reassured them that their efforts as parents were evident and have a good result. At the same time, they recognized the importance of having accessible support systems especially when their resources were limited, and the responsibilities of being a parent felt heavy. While institutional support was seen as a potential source of help to them, most of them experienced difficulties in accessing assistance from these institutional supports. This highlights that despite the challenges of co-parenting; parents still find motivation and reassurance in their children's growth and achievements and also highlights the need for accessible support systems from the government.

#### ***Sub-theme 6.1 Academic Performance***

The parents in co-parenting shared their proudest moments on how they raised their children, which often revolves around their children's growth and academic achievements. Many parents expressed pride in seeing their children remain focused on their studies and continue learning despite the challenges of being in a separate family. According to Collantes (2024), schools serve as a second home for children shaping them as individuals and helping them develop academically which reflects how parents place a significant value on their children's engagement and success in education seeing these accomplishments as an important sign of effort and progress in academics.

Jackie, Jian, and Martin shared the same joy when it comes to their children's academic achievements. For Jackie, the consistent effort her children put into their studies from a young age, appreciating how their dedication to learning brought her continuous happiness. Jian

shared similar feelings with the pride he felt whenever his children achieved high grades and successfully participated in school activities, moments that made him feel truly happy. Martin emphasized his admiration for his children's academic achievements where he described that not only their intelligence and success bring pride to him as a parent but also felt the pride and happiness to their good behavior and overall development. Meanwhile Jane shared how proud she was when her child passed the first assessment in school, a small yet significant milestone that filled her with pride and reassurance that her child can achieve these things too despite the young age.

These statements indicated that parents in co-parenting set-ups truly cherish their children's academic achievements and personal growth as a source of pride and joy. Seeing their children put efforts into academics and showing good manners to others brings them so much pride and fulfillment as a parent. Despite the challenges of raising the children in a co-parenting relationship, parents celebrate each success as a testament that they are doing their best to raise their children as much as possible.

#### ***Sub-theme 6.2 Institutional Support Systems***

Most of the participants wanted to have strong and accessible institutional support from the government or LGUs in their area for them to be able to navigate their co-parenting set-up with ease. Many of these participants shared how challenging it was to raise their children with limited number of resources especially when their ex-partner doesn't give enough support for their children that is why they resorted to seeking on institutional support from the government. But one of the problems they encountered was the application from these government support like 4Ps or Solo parenting the application to be a member of those supports takes a lot of time and most of them said that they don't fit of any the criteria because they are in a different sector of parenting which was the co-parenting set-up.

For Lina, government support was very essential for her and she thinks that access to these institutional support should be more accessible to all the parents whether it is for solo parents or co-parents like her as it could help

them to lessen the burden of raising children with little help from their ex-partners. Jackie also shared that although they're counted as solo parents, she thinks that co-parents like her should get assistance from the government, which she thinks is a very big help for a parent like her. Jian then said that he believes that families in a co-parenting set-up deserved guidance and support from the government not just support financially but also support and guidance for their well-being. Meanwhile Hannah and Jane shared other sentiments about institutional support from the government. Hannah shared that although they are considered solo parents, applying for these was kind of hard like 4Ps or solo parent which leaves her to keep working hard just to keep them alive and pay for their bills. Jane also shared how complicated the requirement for these government supports because some of these weren't allowing her to join because she's in a co-parenting relationship because for her it would be such a great help if she could be part of it.

These statements imply how parents in co-parenting setup genuinely feel the burden of raising their children alone. Where they believed that government support could ease even the smallest way because of little help from their ex-partners. According to Respicio (2025), even though government agencies like Department of Social Welfare and Development (DSWD) and other Local Government Unit (LGU) support system were meant to secure child support and protect children's welfare while in co-parenting families many families still face struggles because of having complicated processes, limited resources, and gaps to support these families.

### **Proposed program**

In response to the lived experiences shared by Filipino parents in co-parenting relationship, it is essential to turn research insights into meaningful action. The problems encountered and identified were the challenges of transitioning to a new family setup which resulted in emotional burden and family members being affected by it. Which is why the researchers come up with the idea of proposing appropriate programs suited for parents navigating co-parenting relationships.

**Co-parenting Class.** This program is designed to guide separated parents in effectively raising their children together. This class will give co-parents strategies on how they will enhance communications, conflict management, and prioritize the well-being of children under co-parenting relationships. This aims to equip co-parents on the needed tools to successfully navigate the challenges inside co-parenting relationships, by creating an environment where both parents have harmonious collaboration. By doing so, these will benefit the emotional and psychological development of children. The main purpose of co-parenting class is to strengthen family bonds, which provide children a sense of belongingness and security which is essential for their well-being. This program is adopted from The Therapy Room Mind Health and Wellness (2025), a mental health counseling practice where they offer personalized mental health services to meet the needs of an individual.

**Wins and Losses Check-In Dropbox.** This program is a structured reflection program designed to provide parents in co-parenting with a secure and intentional space to document their weekly experiences. Using a box or metal mailbox where parents can write and drop their personal notes containing their wins and losses for the week which was solely related to their parenting responsibilities and co-parenting set-up for the week. Each parent has a full control on their entries by choosing whether to keep their reflections private or inside the box or share them with other parent at a time when they feel like to share it in an open forum session with other parents with the same situation as them. The main purpose of this program is to promote emotional awareness, mindful communication between parents, and strengthen the co-parenting relationships of both parents. This program is adopted and incorporated with Parent Forum (2025), a community-based organization dedicated to promoting honest, caring, and respectful communication within families.

**Public Awareness Campaign.** This program is intended to raise awareness about the challenges the families of co-parenting face when transitioning to new family setups, particularly the emotional burdens experienced by both the

parents and the children. It aims to educate the public about the situations these parents face on a daily basis and emphasize on the importance of healthy co-parenting, provide strategies for managing stress and conflict, and promote constructive communication to support the well-being of the family members through community engagement, workshops, and informational resources, this campaign seeks to promote understanding, awareness, and resilience to parents and families in co-parenting relationships. This program campaign is adopted from The Family Transitions Co-parenting Program (2025), which provides structured support for parents and children during major family changes.

## Conclusion

After thorough and careful interpretations of the data gathered, the researchers have come up with these conclusions.

- 1 The findings show that the participants' understanding of family as someone in co-parenting relationships does not necessarily mean parents living on the same roof. For them, the important thing is they are still able to make their children feel that they are a whole family. At the same time, participants define co-parenting as a challenging situation where all family members are needed to bear the burden to family adjustment.
- 2 The findings show that being in a co-parenting relationship affects the parenting styles of the participants. The findings revealed that parenting changes in a way that there are times that only one parent is doing parental roles which results in causing distressful influences on participants' mental health.
- 3 The findings show that participants form emotional bonds with their children by having a conversation and quality time with them. Based on the findings, being in co-parenting requires providing children with a safe and emotionally support relationship with parents.
- 4 The findings show the needs of forming a program that is beneficial for co-parenting families. This suggests co-parenting class, wins and losses check-in drop box, and

public awareness campaigns. In a co-parenting agreement with the workbook, this is where the shared responsibilities of parents for their children are listed. Through this parenting task is agreed on parents. Wins and losses drop box help parents to have emotional awareness, mindful communication between parents, and strengthen the co-parenting. Lastly, a public awareness campaign would raise awareness about what is co-parenting relationship is.

## References

- Admah. (2024). The Power of the Parent-Child Connection. Acenda. Retrieved from: <https://acendahealth.org/the-power-of-the-parent-child-connection/>
- Admin. (2023). *Navigating child custody and visitation rights in the Philippines*. Apsay Law Office. Retrieved from: <https://apsaylaw.com/navigating-child-custody-and-visitation-rights-in-the-philippines/>
- Alampay, L. P. (2024). Cultural values, parenting and child adjustment in the Philippines. *International Journal of Psychology*, 59(4), 568–577. ResearchGate. <https://doi.10.1002/ijop.13117>
- All My Children Daycare & Nursery School. (2023). Parent-Child Bonding. All My Children Daycare & Nursery School. Retrieved from: <https://allmychildrendaycare.com/the-importance-of-parent-child-bonding-for-young-children-and-their-parents/>
- Alonso. (2025). Child custody. *Daily Tribune*. Retrieved from: <https://tribune.net.ph/2025/06/25/child-custody-2#:~:text=In%20the%20Philippines%2C%20custody%20arrangements%20can%20take%20various,share%20responsibilities%20and%20rights%20regarding%20the%20child%E2%80%99s%20welfare.>
- Alex, D. (2025). What is Snowball Sampling? Methods and Examples |

- Researcher.Life. Retrieved from: <https://researcher.life/blog/article/what-is-snowball-sampling-methods-and-examples/>
- Amslaw. (1987). The Family Code of the Philippines (1). AMSLAW. Retrieved from: [https://amslaw.ph//philippine-laws/civil-law/the-family-code-of-the-philippines\(1\)](https://amslaw.ph//philippine-laws/civil-law/the-family-code-of-the-philippines(1))
- Atout, M., Alrimawi, I., Dreidi, M., Saifan, A. R., Abusalameh, E., & Al-Yateem, N. (2021). Parental Child rearing Practices in Palestine: A Cross-Sectional study. *Global Pediatric Health*, 8. SageJournals. <https://doi.org/10.1177/2333794x211045967>
- Australian Psychological Society. Public Interest Team. (2018). *CHILD WELLBEING AFTER PARENTAL SEPARATION*. Retrieved from: [https://psychology.org.au/get-media/8c68645b-1146-473a-9e0d-8ed660af3b7f/child-wellbeing-after-parental-separation-aps-position-statement-2018\\_2.pdf](https://psychology.org.au/get-media/8c68645b-1146-473a-9e0d-8ed660af3b7f/child-wellbeing-after-parental-separation-aps-position-statement-2018_2.pdf)
- Babushkin, A. (2024) *Start My Wellness*. Start My Wellness, Ferndale, MI. Retrieved from: <https://startmywellness.com/2024/03/coparenting-counseling/>
- Balon, R. (2023). An explanation of generations and generational changes. *Academic Psychiatry*, 48(3), 280–282. Retrived from SpringerNatureLink. <https://doi.org/10.1007/s40596-023-01921-3>
- Baltazar, P. F., & Paglinawan. C. A. O. (2020). Experiences of Adolescent Fathers in Co-Parenting. Retrieved from: Unpublished manuscript. University of the Philippines, Diliman.
- Batool, S. (2023). *The impact of Parental conflict on Children: What you needtoknow*. Retrieved from: <https://www.linkedin.com/pulse/impact-parental-conflict-children-what-you-need-know-sana-batool>
- Bautista, P. S. (2022). Revised Implementing Rules and Regulation of Republic Act No. 8972 as amended by Republic Act No. 1861. Retrieved from: [https://lawphil.net/statutes/re-pacts/ra2022/irr\\_8972\\_2022.html?fbclid=IwZXh0bgNhZW0CMTAAAR3N\\_LTU-aSt408IT4R3qRJ0kR4eEu-Mab3rW4sdEKZdbVYXKq\\_YOIVA32UoM\\_aem\\_LxTtUD7oHK-o8G-ILtLi-Q](https://lawphil.net/statutes/re-pacts/ra2022/irr_8972_2022.html?fbclid=IwZXh0bgNhZW0CMTAAAR3N_LTU-aSt408IT4R3qRJ0kR4eEu-Mab3rW4sdEKZdbVYXKq_YOIVA32UoM_aem_LxTtUD7oHK-o8G-ILtLi-Q)
- Bennett, M. (2025a, May 10). Master Effective Co-Parenting Communication for Shared Success - The Parenting Pro. The Parenting Pro. Retrieved from: <https://theparentingpro.com/effective-co-parenting-communicationstrategies-shared-parenting-success/>
- Bergström, M., Salari, R., Hjern, A., Hognäs, R., Bergqvist, K., & Fransson, E. (2021). Importance of living arrangements and coparenting quality for young children's mental health after parental divorce: a cross-sectional parental survey. *BMJ Paediatrics Open*, 5(1), e000657. Retrieved from: BMJ Paediatrics Open.<https://doi.org/10.1136/bmjpo-2020-000657>
- Bhandari, P. (2020). What is qualitative research? Methods & Examples. Retrieved from: <https://www.scribbr.com/methodology/qualitative-research>
- Bunag, L., RN. (2023). *Parenting styles in the Philippines*. Hello Doctor. Retrieved from: <https://hellodoctor.com.ph/parenting/parenting-practices-in-the-philippines/>
- Bosley, D. (2023). *Collectivist and individualist cultures*. Psychology Dictionary. Retrieved from: <https://psychologydictionary.org/collectivist-individualist-cultures/>
- Britanico, A. F. (2024). Legal separation in the Philippines - Lawyers in the Philippines. *FCB Law Office*. Retrieved from: <https://lawyerphilippines.org/legal-separation-in-the-philippines/>
- Caulfield, J. (2023). How to do thematic analysis | step-by-step guide & examples. Scribbr. Retrieved from: <https://www.scribbr.com/methodology/thematic-analysis/>
- Campbell, C. G. (2022). Two Decades of Coparenting Research: A scoping review. *Marriage & Family Review*, 59(6), 379–411. Retrieved from: APA Psyc Net. <https://doi.org/10.1080/01494929.2022.2152520>

- Cherry, K. (2024). *The Major Psychology Subject Behind How Children Develop*. Verywell Mind. Retrieved from: <https://www.verywellmind.com/what-is-child-psychology-2795067>
- ChildHope Philippines. (2025). Child-Rearing: Approaches, Global, and Programs. Retrieved from: <https://childhope.org.ph/child-rearing/>
- Collantes, K. E., Aurelia, D. J., Castillo, J. J., Mangalindan, G. F., Nicolas, D. V., & Villarama, J. (2024). Stolen Youth: Case Study on Psychological Effects of Parental Separation. *Journal of Interdisciplinary Perspectives* ⇒ Vol. 2 No. 9 (2024) Stolen Youth: Case Study on Psychological Effects of Parental Separation, 2(9). Retrieved from. ResearchGate. <https://doi.10.69569/jip.2024.0340>
- Conflict resolution | psychology | Britannica. (n.d.). Encyclopedia Britannica. Retrieved from: <https://www.britannica.com/science/conflict-resolution>
- Conwi, L. J. C., Sato, H. P., Abdon, K. R. D., Bancoro, Y. R. M., Santos, F. a. L., & Reyes, R. B. (2024). Perceived Parenting Styles and Traumatic Experiences among Filipino College Students: Explanatory Sequential Design. *Conference Proceedings of International Conference on Teaching, Education and Learning*, 1–13. Retrieved from. Green-Prints. <https://doi.org/10.32789/tel.2023.1001>
- Solohan & Co. (2022) *Co-Parenting Agreement in the Philippines: Comprehensive guide & legal advice* -. Retrieved from: [https://solohan.co/co-parenting-agreement-in-the-philippines-comprehensive-guidelegaladvice/?fbclid=IwY2xjawME-GeJleHRuA2FlbQIxMQABHpv\\_P-zFd2Jvz2fRMcMZfs44WDdHrtBtmC1sgchC7CNQtYlC4vEWyEZf6SET\\_aem\\_SKxR9gbQE6uVxNB3qt2yda](https://solohan.co/co-parenting-agreement-in-the-philippines-comprehensive-guidelegaladvice/?fbclid=IwY2xjawME-GeJleHRuA2FlbQIxMQABHpv_P-zFd2Jvz2fRMcMZfs44WDdHrtBtmC1sgchC7CNQtYlC4vEWyEZf6SET_aem_SKxR9gbQE6uVxNB3qt2yda)
- Dagami, J. P., Cadano, M. J. O., Arceño, A. J. M., Atay, M. J. P., Dosal, A. T., & Padullo, C. a. C. (2022). Uncovering the causes of high incidence of parental separation: a case in Barangay Zone II, Santa Fe, Leyte. *International Journal of Research Publications*, 103(1). Retrieved from. ResearchGate. <https://doi.10.47119/ijrp1001031620223447>
- Dalimonte-Merckling, D., & Williams, J. M. (2020). Parenting Styles and Their Effects☆. In J. B. Benson (Ed.), *ScienceDirect* (pp. 470–480). Elsevier. Retrieved from: <https://www.sciencedirect.com/science/article/abs/pii/B9780128093245236110?via%3Dihub>
- Delima, S. P. (2022). Child-Rearing, violent and non-violent Child-Rearing. In Elsevier eBooks (pp. 1–9). Retrieved from: ResearchGate. <http://doi.org/10.1016/b978-0-12-820195-4.00247-8>
- Dhanabhakya, M., Sarath, M. (2023). Psychological Wellbeing: A Systematic Literature Review. *International Journal of Advanced Research in Science Communication and Technology*. Retrieved from: ResearchGate. <https://doi.10.48175/IJAR SCT-8345>
- Drew, C. (2023). Retrieved from: <https://helpfulprofessor.com/socioeconomic-status-examples/>
- Dswdprogram. (2023). How to Apply DSWD Solo Parent Assistance Cash Aid - DSWD Program. DSWD Program. Retrieved from: [https://dswdprogram.com/dswd-solo-parent-assistance/?fbclid=IwZXh0bgNhZW0CMTAAR0xwOePzVcSo4-Sxn-vBO1fe3yXFdNE-lyDt6HIqeUY\\_eNm8F6YU-TrNiKs\\_aem\\_FDZW0Mer3YLbJcB-9HTjaw](https://dswdprogram.com/dswd-solo-parent-assistance/?fbclid=IwZXh0bgNhZW0CMTAAR0xwOePzVcSo4-Sxn-vBO1fe3yXFdNE-lyDt6HIqeUY_eNm8F6YU-TrNiKs_aem_FDZW0Mer3YLbJcB-9HTjaw)
- Department of Social Welfare and Development. (2023). DSWD leads signing of IRR of Parent Effectiveness Service Program Act. Department of Social Welfare and Development. Retrieved from: <https://fo3.dswd.gov.ph/2023/06/dswd-leads-signing-of-irr-of-parent-effectiveness-service-program-act/>
- Department of Social Welfare and Development (2024). Solo Parent Cash Aid in the Philippines. Retrieved from: <https://dswdcashassistance.ph/dswd-solo-parent-cash-aid/>
- Eikrem, T., & Jevne, K. S. (2022). I do it for the children, and it's not a walk in the park:

- Parents' stories about how to maintain cooperative co-parenting during the divorce process. *Child & Family Social Work*, 27(4), 815– 824. Retrieved from: Wiley Online Library.<https://DOI.10.1111/cfs.12928>
- Epstein, B. N. Challenges of Co-Parenting Children. *Psychology Today*. <https://www.psychologytoday.com/us/blog/stronger-bonds/202407/challenges-of-co-parenting-children?msocid=2dbdf3f581136d533e3de602808e6c37>
- Ellis, J. (2023). Does Co-Parenting affect children? Two Healthy Homes. Retrieved from:[www.twohealth-yhomes.com/blog/does-co-parenting-affectchildren/?need\\_sec\\_link=1&sec\\_link\\_scene=im](http://www.twohealth-yhomes.com/blog/does-co-parenting-affectchildren/?need_sec_link=1&sec_link_scene=im)
- Flint, D. (2020). How Positive Coparenting Produces Mentally Healthy Kids. *Psychology Today*. Retrieved <https://www.psychologytoday.com/us/blog/behavior-problems-behavior-solutions/202006/how-positive-coparenting-produces-mentally-healthy?msocid=2dbdf3f581136d533e3de602808e6c37>
- Freedmarcroft (2025). *What is Co-Parenting / Freed Marcroft family lawyers*. Freed Marcroft Retrieved from: <https://freedmarcroft.com/what-is-co-parenting-building-trust-and-cooperation/>
- Frosch, C. A., Schoppe-Sullivan, S. J., & O'Banion, D. D. (2021). Parenting and child development: A relational health perspective. *American Journal of Lifestyle Medicine*, 15(1), 45–59. Retrieved from: PubMed. <https://doi.org/10.1177/1559827619849028>
- Gallimore, D. (2023). *Understanding Filipino traits, values, and culture*. OutsourceAccelerator. Retrieved from: [https://www.outsourceaccelerator.com/articles/filipino-traitsandvalues/?fbclid=IwY2xjawMEGT9leH-RuA2FlbQIxMQABHiyM2vtiDkLwfeo5M Mn0DnU3IM-sehmDb5QUufBf3pt38U9qARHfWzRxkvo-I\\_aem\\_eSYs2iCzQ9wCRaEa-jaHqa](https://www.outsourceaccelerator.com/articles/filipino-traitsandvalues/?fbclid=IwY2xjawMEGT9leH-RuA2FlbQIxMQABHiyM2vtiDkLwfeo5M Mn0DnU3IM-sehmDb5QUufBf3pt38U9qARHfWzRxkvo-I_aem_eSYs2iCzQ9wCRaEa-jaHqa)
- Garcia, N. (2024). *Are you poor, middle class, or rich? Here's how much Filipino income groups are earning*. Philstar Life. Retrieved from: [https://philstar-life.com/news-and-views/847218-how-much-filipino-income-groups-earn-ing?page=2&fbclid=IwY2xjawMEUy5leH-RuA2FlbQIxMQABHjedkYAuH1fPehSgIghAOOrWNzFiDVVAe3resyYitsen-VviFDMF3o2weSi5\\_aem\\_Gm9Aq\\_jqfzypYaqRFvoRqg](https://philstar-life.com/news-and-views/847218-how-much-filipino-income-groups-earn-ing?page=2&fbclid=IwY2xjawMEUy5leH-RuA2FlbQIxMQABHjedkYAuH1fPehSgIghAOOrWNzFiDVVAe3resyYitsen-VviFDMF3o2weSi5_aem_Gm9Aq_jqfzypYaqRFvoRqg)
- Gupta, S. (2023). Co-Parenting: What it is and how to make it work. *VerywellMind*. Retrieved from: [www.verywellmind.com/co-parenting-what-it-is-and-how-to-make-it-work-7197870](http://www.verywellmind.com/co-parenting-what-it-is-and-how-to-make-it-work-7197870)
- Genilo, E. M., (2024) *Catholic Theological Ethics in the World Church*. Retrieved from: <https://catholicethics.com/forum/divorce-in-the-philippines/>
- Heath, C. (2023). What is purposive sampling? Technique, examples, and FAQs. Retrieved from: <https://dovetail.com/research/purposive-sampling/>
- Hecker, J. & Kalpokas, N. (2025) *Transcripts in Research | Overview, types & Examples*. . ATLAS.ti. Retrieved from: <https://atlasti.com/guides/qualitative-research-guide-part-2/research-transcripts>
- Ivankova, N. V. (2023). Qualitative, multi-method, and mixed methods research (Fourth edit). *International Encyclopaedia of Education*, Elsevier. Retrieved from: ResearchGate. <https://DOI:10.1016/B978-0-12-818630-5.11029-2>
- Johnson, B. E., & Ray, W. A. (2016). Family Systems Theory. *Encyclopedia of Family Studies*, 1–5. Retrieved from. ResearchGate. <https://doi.10.1002/9781119085621.wbefs130>
- Jouma, Z. (2025). When parenting styles collide after separation. *Family Dispute Support Services*. Retrieved from: <https://www.fdss.org.nz/when-parenting-styles-collide-after-separation/>
- Jouma, Z. (2024). Parenting Styles and Conflict After Separation: The Hidden Battle. *Family Dispute Support Services*. Retrieved

- from: <https://www.fdss.org.nz/parenting-styles-and-conflict-after-separation-the-hidden-battle/>
- Kretschman, C. (2024). Identifying the impact of specific parenting routines on Self-Reported Parenting Satisfaction. *Identifying the Impact of Specific Parenting Routines on Self-Reported Parenting Satisfaction*. In press. Retrieved from: [https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=6535&context=documental&fbclid=IwY2xjawMXn1RleH-RuA2FlbQIxMQABHgKqyuMbCRcb-scSip3pXQDNsGcjskNiDv6advYx76FOk-juvoJJLYTNFG\\_aem\\_JkmWvuQoY-fXvSFg8CwM3cg](https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=6535&context=documental&fbclid=IwY2xjawMXn1RleH-RuA2FlbQIxMQABHgKqyuMbCRcb-scSip3pXQDNsGcjskNiDv6advYx76FOk-juvoJJLYTNFG_aem_JkmWvuQoY-fXvSFg8CwM3cg)
- Kangaroo Kids. (2024). Unlocking the Power of Positive Parent-Child Relationships -KangarooKids. KangarooKids. Retrieved from: <https://www.kangarookids.in//blog/positive-parent-child-relationships-significance-of-building-strong-bonds/>
- Kelly, J. B., & Emery, R. E. (2003). Children's adjustment Following divorce: Risk and resilience perspectives. *Family Relations*, 52(4), 352–362. Retrieved from: JSTOR. <https://doi.10.1111/j.1741-3729.2003.00352.x>
- Koppejan-Luitze, H. S., Van Der Wal, R. C., Kluwer, E. S., Visser, M. M., & Finkenauer, C. (2020). Are intense negative emotions a risk for complex divorces? An examination of the role of emotions in divorced parents and co-parenting concerns. *Journal of Social and Personal Relationships*, 38(2), 765–782. Retrieved from: SageJournals. <https://doi.10.1177/0265407520972189>
- Kris. (2024). DSWD Solo Parent Cash Aid in the Philippines | DSWD Assistance Philippines. DSWD Assistance Philippines. Retrieved from: [https://dswdcashassistance.ph/dswd-solo-parentcashaid/?fbclid=IwZXh0bgNhZW0CMTAAAR3d1d-LOSNUddK62SA1ko-yTzO7riw3N0Wem7glxptCnlAX9mSNbHq00g\\_aem\\_uWApXZvkZGK\\_pf6DgEhJ4w](https://dswdcashassistance.ph/dswd-solo-parentcashaid/?fbclid=IwZXh0bgNhZW0CMTAAAR3d1d-LOSNUddK62SA1ko-yTzO7riw3N0Wem7glxptCnlAX9mSNbHq00g_aem_uWApXZvkZGK_pf6DgEhJ4w)
- Kushner, A. (2025). *Society still expects moms to handle it all*. Business Insider. Retrieved from: <https://www.businessinsider.com/society-still-expects-moms-to-handle-it-all-2025-8>
- Kris. (2024). *How to file child support in DSWD | DSWD Assistance Philippines*. DSWD Assistance Philippines. Retrieved from: [https://dswdcashassistance.ph/how-to-fileChildsupport-indswd/?fbclid=IwZXh0bgNhZW0CMTAAAR3N\\_LTUaSt408IT4R3QrJ0kR4eEu-Mab3rW4sdEKZdbVYXKq\\_YOIVA32UoM\\_aem\\_LxTtUD7oHK-o8G-ILt-LiQenuxa\\_aem\\_gGagshsOxTdHr-CupYLETqg](https://dswdcashassistance.ph/how-to-fileChildsupport-indswd/?fbclid=IwZXh0bgNhZW0CMTAAAR3N_LTUaSt408IT4R3QrJ0kR4eEu-Mab3rW4sdEKZdbVYXKq_YOIVA32UoM_aem_LxTtUD7oHK-o8G-ILt-LiQenuxa_aem_gGagshsOxTdHr-CupYLETqg)
- Lang, D. (2022). *Family Systems Theory*. Individual and Family Development, Health, and Well-being. Retrieved from: <https://iastate.pressbooks.pub/individualfamilydevelopment/chapter/the-family-systems-theory/>
- Lansford, J., Zietz, S., Al-Hassan, S., Bacchini, D., Bornstein, M., Chang, L., Deater-Deckard, K., Di Giunta, L., Dodge, K., Gurdal, S., Liu, Q., Long, Q., Oburu, P., Pastorelli, C., Skinner, A., Sorbring, E., Tapanya, S., Steinberg, L., Uribe Tirado, L., & Yotanyamaneewong, S. (2021). Culture and Social Change in Mothers' and Fathers' Individualism, Collectivism and Parenting Attitudes. *Social Sciences*, 10(12), 459. Retrieved from: MDPI. <https://doi.org/10.3390/socsci10120459>
- Lee, C. M., & Bax, K. A. (2000). Children's reactions to parental separation and divorce. *Paediatrics & Child Health*, 5(4), 217–218. Retrieved from PubMed. <https://doi.org/10.1093/pch/5.4.217>
- Li, P. (2025). *Family Dynamics: meaning, importance, types, and examples*. ParentingStyles. Retrieved from: <https://www.parentingstyles.com/parenting/dynamics/family-dynamics/>
- Li, P. (2025). Co-Parenting: Definition, how to make it work, and what to avoid. Parenting Styles. Retrieved from: <https://www.parentingstyles.com/parenting/dynamics/co-parenting/>
- Manen, M. (2021). Doing phenomenological research and writing. Retrieved from:



- [https://www.researchgate.net/publication/351425132\\_Doing\\_Phenomenological\\_Research\\_and\\_Writing](https://www.researchgate.net/publication/351425132_Doing_Phenomenological_Research_and_Writing)
- Mastermybalance. (2024). *Unravelling the Financial Challenges of Co-Parenting* - MastermyBalance. Retrieved from: <https://www.mastermybalance.ie/unravelling-the-financial-challenges-of-co-parenting/>
- Milius, H. L., Cho, B. O., & Klingman, A. M. (2025). Fatherhood After Separation: Implications for Parent and Child Outcomes. *Journal of Child and Family Studies*. Retrieved from: [Springer.https://doi.org/10.1007/s10826-025-03064-5](https://doi.org/10.1007/s10826-025-03064-5)
- NeuroLaunch.com. (2024). *Mental Health vs. Psychological Health: Understanding the Key Differences*. Retrieved from: <https://neurolaunch.com/difference-between-mental-and-psychological/>
- NAEYC. (2020). *Principles of child development and learning and implications that inform practice*. NAEYC. Retrieved from: <https://www.naeyc.org/resources/position-statements/dap/principles>
- Nikolopoulou, K. (2022) What is snowball sampling? Retrieved from: <https://www.scribbr.com/methodology/snowball-sampling/>
- Odifina, K. R. A., Vinluan, L. R. (2019). Custodial arrangement experiences and Socio-Emotional adjustment of children of separated parents. (2019). *Philippine Journal of Counseling Psychology*, 21 no.1(ISSN 1655-1702). Retrieved from: *Philippine E-Journals*. <https://ejournals.ph/article.php?id=17327>
- Oluwatukesi, J. (2024). Navigating Co-Parenting Dynamics: Strategies for Effective communication and collaboration post-separation. Bryan Fagan Law Office. Retrieved from: [https://texasdivorcelawyer.us/navigating-co-parenting-dynamics-strategies-for-effective-communication-and-collaborationpost-divorce/?need\\_sec\\_link=1&sec\\_link\\_scene=imP.D.No.603](https://texasdivorcelawyer.us/navigating-co-parenting-dynamics-strategies-for-effective-communication-and-collaborationpost-divorce/?need_sec_link=1&sec_link_scene=imP.D.No.603)(2024). Retrieved from: [https://lawphil.net/statutes/presdecs/pd1974/pd\\_603\\_1974.html](https://lawphil.net/statutes/presdecs/pd1974/pd_603_1974.html?fbclid=IwZXh0bgNhZW0CMTA-AAR3d1d-LOSnUDdK62SA1ko-yTzO7riw3N0WEm7glxptCnIAX9mSNbHq00g_aem_uWApXZvkZGK_pf6DgEhJ4w)
- Pellón-Elexpuru, I., Martínez-Pampliega, A., & Cormenzana, S. (2024). Physical and Psychological Symptomatology, Co-Parenting, and Emotion Socialization in High-Conflict Divorces: A Profile analysis. *International Journal of Environmental Research and Public Health*, 21(9),1156. <https://doi.org/10.3390/ijerph21091156>
- Patel, N. K. V., & Chaudhari, N. D. P. V. (2025). The Interconnection of Psychological Well-Being and Mental Health: A Comprehensive Review. *International Journal of Scientific Research in Humanities and Social Sciences* 2(2):10-12, 2(2), 10–12. Retrieved from: *ResearchGate*. <https://doi.org/10.32628/ijsrhss25223>
- Philippine Government Executive order No. 209, S. 1987 | GOVPH. (1987). Official Gazette of the Republic of the Philippines. Retrieved from: <https://www.officialgazette.gov.ph/1987/07/06/executive-order-no-209-s-1987/Webpage>
- Politz, D. (2025). *Thematic Analysis vs. Interpretative Phenomenological Analysis in Qualitative Research — Delve*. Delve. Retrieved from: <https://delvetool.com/blog/interpretative-phenomenological-analysis-vs-thematic-analysis>
- Population and Housing | Philippine Statistics Authority | Republic of the Philippines. (2021). Retrieved from: <https://psa.gov.ph/statistics/population-and-housing/node/165009>
- Population and Housing | Philippine Statistics Authority | Republic of the Philippines. (2023). Retrieved from: <https://psa.gov.ph/statistics/population-and-housing/node/1684041368>
- Philippine Statistics Authority (2024). Retrieved from: <https://psa.gov.ph/statistics/population-and-housing/node>
- Philippine Statistics Authority. (2024, August 15). *Average Annual Family Income in 2023 is Estimated at PhP 353.23 Thousand*.



- Latest Releases | Philippine Statistics Authority | Republic of the Philippines RepublicAct.7610.(2024). Retrieved from: [https://lawphil.net/statutes/re-pacts/ra1992/ra\\_7610\\_1992.html?fbclid=IwZXh0bgNhZW0CMTA-AAR3V1nU5hpMETXInkzxISqhQ2y61jxpNwi5zlc0VEHiOhB0JRd-BhssTC2ns\\_aem\\_E0erITZ6Gq\\_KLq93QtgBKw](https://lawphil.net/statutes/re-pacts/ra1992/ra_7610_1992.html?fbclid=IwZXh0bgNhZW0CMTA-AAR3V1nU5hpMETXInkzxISqhQ2y61jxpNwi5zlc0VEHiOhB0JRd-BhssTC2ns_aem_E0erITZ6Gq_KLq93QtgBKw)
- Redillas, M., & Redillas, M. (2023). *The impact of cultural norms on Filipino family conflicts*. Mariaisquixotic. Retrieved from: <https://mariaisquixotic.com/filipino-family-conflicts/>
- Republic Act NO. 962.(2024). Retrieved from: [https://lawphil.net/statutes/re-pacts/ra2004/ra\\_9262\\_2004.html?fbclid=IwZXh0bgNhZW0CMTA-AAR3V1nU5hpMETXInkzxISqhQ2y61jxpNwi5zlc0VEHiOhB0JRd-BhssTC2ns\\_aem\\_E0erITZ6Gq\\_KLq93QtgBKw](https://lawphil.net/statutes/re-pacts/ra2004/ra_9262_2004.html?fbclid=IwZXh0bgNhZW0CMTA-AAR3V1nU5hpMETXInkzxISqhQ2y61jxpNwi5zlc0VEHiOhB0JRd-BhssTC2ns_aem_E0erITZ6Gq_KLq93QtgBKw)
- Respicio, H. (2025). *A COMPREHENSIVE GUIDE ON CUSTODY ISSUES INVOLVING MINOR PARENTS IN THE PHILIPPINES*. RESPICIO & CO. Retrieved from: <https://www.respicio.ph/dear-attorney/a-comprehensive-guide-on-custody-issues-involving-minor-parents-in-the-philippines>
- Respicio, H. (2025). *Difference between Legal Separation and Non-Legal Separation in the Philippines*. RESPICIO & CO. Retrieved from: <https://www.respicio.ph/commentaries/difference-between-legal-separation-and-non-legal-separation-in-the-philippines>
- Respicio, H. (2024). *Filing for child support in the Philippines: A Comprehensive guide*. RESPICIO & CO. Retrieved from: <https://www.respicio.ph/dear-attorney/filing-for-child-support-in-the-philippines-a-comprehensive-guide>
- Respicio, H. (2024). *Parental obligations after separation in the Philippines*. RESPICIO & CO. Retrieved from: <https://www.respicio.ph/commentaries/parental-obligations-after-separation-in-the-philippines>
- Respicio, H. (2025, March 31). *RESPICIO & CO.* RESPICIO & CO. Retrieved from: <https://www.respicio.ph/commentaries/government-agencies-for-child-support-enforcement>
- Reyes, C. (2025, February 24). *The Role of Extended Family in Co-Parenting*. Lawrence Law. Retrieved from: <https://lawlaw-firm.com/the-role-of-extended-family-in-co-parenting/>
- Robinson, L. (2025). *"We split parenting 50/50. He's a hero. I'm judged."*Dailytelegraph.com.au; Daily Telegraph. Retrieved from: <https://www.dailytelegraph.com.au/lifestyle/parenting/i-share-my-kids-5050-with-my-ex-hes-a-hero-im-judged/news-story/c02edc35252522d43b0d34eb02248eb9>
- Sabillo, C. I. P. (2024). *Parental Separation: An Exploration on Learner's Psychosocial well-being*. INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS, 07(03). Retrieved from: ResearchGate. <https://doi.org/10.47191/ijmra/v7-i03-04>
- Sison, E., Doloque, E., Francisco, C., D., Villanue, G. (2024). *Tahanang Walang Ilaw: A Case Study Exploring the Single Fathers' Lived Experiences in Child-Rearing Practices*. (n.d.). Tahanang Walang Ilaw: A Case Study Exploring the Single Fathers' Lived Experiences in Child-rearing Practices Psychology and Education: A Multidisciplinary Journal, 22(1). Retrieved from: ResearchGate. <https://doi.org/10.5281/zenodo.12738863>
- Solis, C. (2023). *Pakikipagkapwa-Tao and Bayanihan Spirit in Community Pantries: Paul Ricoeur on Filipinos as Responsible Human Beings*. ASIAN RESEARCH CENTER for RELIGION and SOCIAL COMMUNICATION. Retrieved from: <https://asianresearchcenter.org/blog/articles/pakikipagkapwa-tao-and-bayanihan-spirit-in-community-pantries-paul-ricoeur-on-filipinos-as-responsible-human-beings>
- Stefanac, J. (2025, July 24). *So You're Dealing with a Difficult Co-Parent?* Brisbane Family Law Centre. Retrieved from:

- <https://www.bflc.com.au/so-youre-dealing-with-a-difficult-co-parent/>
- Stolnicu, A., De Mol, J., Hendrick, S., & Gaugue, J. (2022). Healing the Separation in High-Conflict Post-divorce Co-parenting. *Frontiers in Psychology*, 13. Retrieved from: PubMed.  
<https://doi.org/10.3389/fpsyg.2022.913447>
- Streefkerk, Raimo . "Primary and Secondary Sources." Scribbr, 20 June 2023, Retrieved from: [www.scribbr.com/working-with-sources/primary-and-secondary-sources/](http://www.scribbr.com/working-with-sources/primary-and-secondary-sources/).
- Sumiati Sumiati, A.A Putri Melastini, Yuni Kurniawati, Linda, I. N., & Rahmayani, I. (2025). Exposure to child development information with parental participation in conducting child development checks. *JURNAL ILMIAH KESEHATAN SANDI HUSADA*, 14(1), 166–173. Retrieved from: JIKSH Open Access.  
<https://doi.org/10.35816/jiskh.v14i1.1264>
- Supreme Court of the Philippines. (2025).SC approves rule on family mediation\_ Retrieved from: <https://sc.judiciary.gov.ph/sc-approves-rule-on-family-mediation>
- TeachKloud. (2023). *Developmental Psychology in Early Childhood Education Simplified – TeachKloud*. Teachkloud.com. Retrieved from: <https://teachkloud.com/psychology/developmental-psychology-in-early-childhood-education/>
- The Therapy Room Mind Health And Wellness. (2025). Counseling | The therapy Room. The Therapy Room. Retrieved from: <https://thetherapyroomflorida.com/>
- Times, T. M. (2023). *Of mothers and the reality of co-parenting*. The Manila Times. Retrieved from: [champions/of-mothers-and-the-reality-of-co-parenting/1891343](https://www.manilatimes.net/1891343-champions-of-mothers-and-the-reality-of-co-parenting/)
- Tirol, J. M. U. (2020). Protecting Tomorrow's hope today: The Philippine legal perspective from the Tender-Age presumption to shared parenting. Retrieved from: [https://www.researchgate.net/publication/338934407\\_Protecting\\_Tomorrow's\\_Hope\\_Today\\_The\\_Philippine\\_Legal\\_Perspective\\_from\\_the\\_Tender-Age\\_Presumption\\_to\\_Shared\\_Parenting](https://www.researchgate.net/publication/338934407_Protecting_Tomorrow's_Hope_Today_The_Philippine_Legal_Perspective_from_the_Tender-Age_Presumption_to_Shared_Parenting)
- UNICEF Philippines. (2018). Children in the Philippines: Situation analysis. Retrieved from: <https://www.unicef.org/philippines/reports/situation-analysis-children-philippines>
- UNICEF. (2024). What you need to know about parent-child attachment. Retrieved from: [Www.unicef.org.https://www.unicef.org/parenting/child-care/what-you-need-know-about-parent-child-attachment](https://www.unicef.org/parenting/child-care/what-you-need-know-about-parent-child-attachment)
- UP Population Institute. (2022, November 7). *1 in 3 Filipino youth grew up without both parents*. Retrieved from: <https://www.uppi.upd.edu.ph/news/2022/1-in-3-filipino-youth-grew-up-without-both-parents>
- Williams, K., Davis, M., & Carter, S. (2022). The role of parental conflict in predicting anxiety and depression in children of co-parenting families with a new partner. *Clinical Child Psychology and Psychiatry*, 27(4), 545-557.
- Wolf, J. (2024b). *10 Ways to have a Healthy, Effective Co-Parenting Relationship*. Parents. Retrieved from: <https://www.parents.com/co-parenting-effectively-861930>
- Yardley, E. (2024). *Braun and Clarke Thematic Analysis - How to Do the six-step Process in Your Qualitative Research Project*. Degree Doctor. Retrieved from: <https://www.thedegreedoct.com/blog/braun-and-clarke-thematic-analysis-how-to-do-the-six-step-process-in-your-qualitative-research-project>