The Gains and Pains of Pastors’ Kids: An Embedded Correlational Study on Positive Self-Concept and Stereotypes

Introduction
Pastors’ kids (PKs) join their fathers’ public spotlight, which comes with spiritual and moral scrutiny and the need to exhibit “perfect” spirituality and church commitment. These expectations, or scrutiny, then becomes a struggle pastors’ kids enter adolescence and eventually adulthood. The pressure of living their private lives on a public stage leaves little room for personal struggles and regular growing development for pastors’ children (Oliver, 2017). Will these expectations put them in the disadvantage?

Methodology
Embedded correlational design was utilized in this study. It allows the researcher to embed qualitative data within correlational research. The quantitative data emphasizes this design (Edmonds & Kennedy, 2017). In other words, the correlation result is emphasized while qualitative data serves as the subservient data. Pastor’s Kids Stereotype and Self-Concept Questionnaire (Saraswat, 1999) were used to collect the quantitative data. On the other hand, one-on-one interviews were conducted with five PKs composed the qualitative data.

The study used purposive sampling consisting of Filipino born pastors’ kids between 15-24 years old. Thirty (40%) were males, and forty-five were females (60%). The majority of the participants were aged 20 (20%), 21 (31%) and 22 (16%). Quantitative data were analyzed through SPSS. Means, frequencies, percentages, and Pearson Product Correlations were used to treat the data statistically. Moreover, thematic analysis was used to analyze the qualitative data.

Discussion
The correlation result implies that as the stereotypical experiences increase, the self-concept also increases. Social psychologists have conducted different research studies demonstrating that individuals unknowingly primed with a concept make unconscious changes in their behavior to match the expected behavior related to the prime concept (John, 2011). It indicates that the more stereotypes Pastor’s Kids experience, their self-concept is also boosted. Furthermore, their self-concept may also be influenced by their benefits, such as special treatment from the brethren. However, although stereotypes positively influence their self-perception, it affects them emotionally, as expressed in the interview data. It is noteworthy, specifically in our SDA schools, that PKs felt pressure to excel because they have been paid through the educational aid from the mission or conference. Pastor’s Kids already know that fact very well and may not need to be reminded. After all, they are like any other kids who commit mistakes, experience failures, and learn from them.

Results
Results show that PKs have high overall stereotypical experiences (M=3.53). Being well-mannered is the very high (M=4.37) stereotype they experience. Interestingly, PKs also are high in all aspects of self-concept being measured: confidence in their physique (M=27.6, sd=3.7), friendliness (M=30.5, sd=3.1), positive temperament (M=27.55, sd=3.34), perception towards their academic performance (M=26.9, sd=3.69), morality (M=31.2, sd=2.8), and on their intelligence (M=26.48, sd=3.32). Table 1 shows that stereotypical experiences are positively correlated with all the aspects of self-concept.

Conclusion
In conclusion, this study established that the stereotype of being good and doing good as Pastors’ Kids influences their positive self-concept. This study verifies the positive outcome of a psychological phenomenon called the self-fulfilling prophecy of Thomas and Thomas (1928) wherein expectations are fulfilled because the PKs believe them and their behaviors align to those beliefs or expectations.

It is recommended for PKs that instead of lamenting the high expectations set for them, they may instead be grateful as it leads them to do good. On the other hand, the church community may be lenient enough to accept the flaws and mistakes of PKs because they too are humans, and they too can grow from mistakes just like everyone else.

Finally, it is recommended that teachers in Adventist schools not add or bombard the PKs with the high expectations and stereotypes they already carry. Most importantly, learning for PKs would be less burdensome if they feel that their teachers are safe persons to share their struggles with and unprejudiced towards them.