

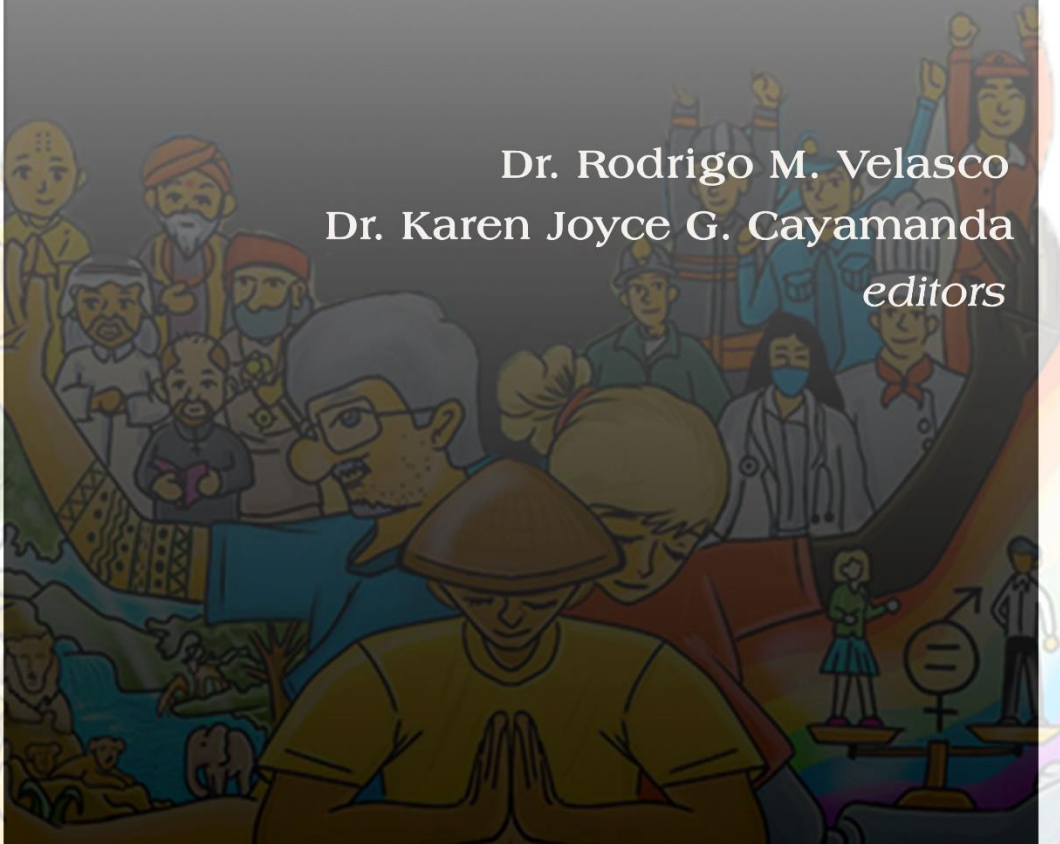
The WORLD

in Different PERSPECTIVES: Rebuilding Lessons after a Crisis

Dr. Rodrigo M. Velasco

Dr. Karen Joyce G. Cayamanda

editors



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Preface

The world is in chaos. The emergence of COVID-19 pandemic created the havoc that all parts of the globe had to deal with. In addition, there are still other personal and social crises that everyone endures.

Rebuilding Lessons after a Crisis attempts to present the whys, whats and hows of humanity's risk perception across the world as we embark on this challenging journey and help define the most appropriate and most effective risk-related behaviors for survival.

The current pandemic has brought about the abrupt shift in all sectors of the society in different parts of the world. It has resulted to immediate adjustments and development of coping mechanisms to transcend beyond the challenges of this pandemic. Like any other crisis, the current situation taught us to reflect and manage its overwhelming effects.

This book compiles articles that reflect the different perspectives in varied concerns such as health, economy, education, and social transformations. Its impact to the physical, emotional, psychological and financial conditions of humanity across the world are also presented.

Part I as the opening chapter attempts to describe the situation in terms of how a crisis has been evaluated in different lenses as to the risk perception and the risk related behaviors as to how various sectors have adapted to the situation.

Part II describes the varied effects of the pandemic and the adjustments and coping responses manifested by the different sectors.

Part III offers the strategic actions and coping mechanisms that can help recover and sustain ways of life in these challenging times.

About the editors

Dr. Rodrigo M. Velasco has a multi-cultural perspective of education and research having worked as a professor and administrator in the Philippines, CNMI, USA and Sultanate of Oman. His orientation on multiculturalism and diversity trained him to cope with different cultural and geographical settings. He is currently an assistant professor of business management and accounting at Gulf College, Sultanate of Oman. As an academician, he has professional qualifications such as Doctor of Business Administration, Diploma in Strategic Management and Leadership from School of Business London, and Certified Human Resource Professional and Certified Marketing Professional from Qualifi, United Kingdom. As a researcher, he is the founding president of the Institute of Industry and Academic Research Incorporated as a platform for open access publications.



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Part 1

The Nature and Extent of Crisis

Crisis comes in many forms, usually unannounced arrival, that greatly affects the way things are. This part talks about the pandemic and community urbanization as a source of crisis and how it poses some risks at various degrees of impact. Papers in this part provide the extent of its effect around the world --- the spread and impact of the pandemic, the extent of affected people in different parts of the world including mortality rates and how it affected human movement; the changing landscapes in our daily lives and its consequence on mental health as well as its repercussion to different sectors like education, workplace, and the influence in changing the landscape of human activities as the coping mechanisms that have been developed to deal with this crisis towards community resilience.

Classification of the Transition Patterns of the Number of COVID-19 Patients

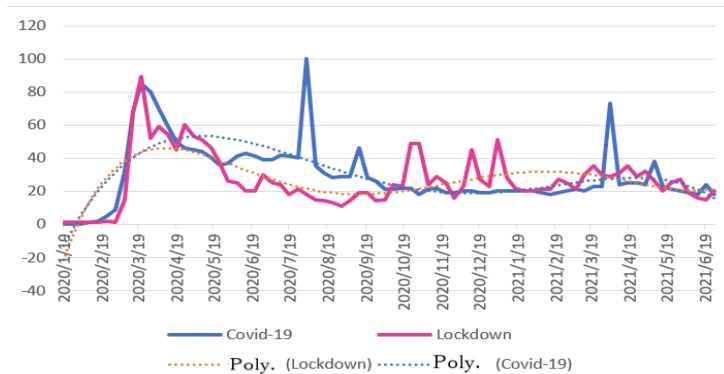
Hiroko Kanoh

Introduction

The presence of COVID-19 was discovered at the end of 2019, causing a global pandemic starting in early 2020 with the crisis on-going for over a year. The unpredictable nature of the spread of this virus has brought great uncertainty within societies as our knowledge develops about the nature of this virus and its interplay with societal responses (Atchison et al. 2020; Verity et al. 2020). As a result of the COVID-19 pandemic, many school districts have closed for the remainder of the academic year (Phelps & Sperry, 2020). Suspension of face-to-face instruction in schools during the COVID-19 pandemic has led to concerns about sequences for students' learning (Engzell, et al., 2021). All over the world, the terms 'COVID-19' and 'LOCKDOWN' have been thrown about. Figure 1 shows the percentage of searches for both terms on Google between January 2020 and June 2021. The data was extracted using Google Trends and processed in Excel : $(\text{number of searches}) \div (\text{standard value})$ was used as the relative value, namely, the data with the highest number of searches in the data was set as 100% with the rest having $(\text{data}) \div (\text{data with the highest number of searches})$ represented and graphed as the percentage. Consequently, the unit of the vertical axis of the graph is the percentage. The correlation coefficient between the two terms is $r=0.6$, indicating a correlation. In particular, the large spikes around March 2020 almost overlap. 'LOCKDOWN' is probably because it was thought to be a reasonable countermeasure that could be taken immediately against a virus of which nothing was known yet.

Figure 1

Spread status of the terms 'COVID-19' and 'LOCKDOWN'



The measures taken varied from countries with strict lockdown policies to countries with more relaxed policies. A strict kind of lockdown was imposed in Wuhan, Hubei province of China. During home confinement due to lockdown, people face multidimensional issues (Sang et al., 2021). Veria et.al.(2020) analyzed data on Covid-19 cases of eight majorly affected countries, including China, Italy, Iran, Germany, France, Spain, South Korea, and Japan (Khosrawipour et al., 2020). In England, it is estimated that around 9 in 10 adults, or 91.9% of the adult population (95% credible interval: 90.5% to 93.0%) would have tested positive for antibodies against coronavirus (COVID-19) - SARS-CoV-2 - on a blood test in the week beginning 28 June 2021, suggesting they had the infection in the past or have been vaccinated (Steal et al.,2021).

Even in countries where vaccination has become widespread, re-infection has occurred. The final decision on which policy was the best will be made by people 10 to 50 years from now. However, after more than a year of the COVID-19 crisis, the results are slowly beginning to emerge, with some countries

showing no signs of stopping infection and others showing signs of convergence. In this paper, the transition patterns of the number of people infected was classified and infer the factors that caused these pattern differences in relation to human movement data among other factors.

Data and procedures

From WHO's open data from Jan 2020 to July 2021, a comparison among the number of people infected and deaths for 12 countries with consideration to the balance between Asia, Europe, and the United States was conducted. Since the parameters of PCR tests varies from country to country, the study focused on the change in the number of deaths rather than the number of people infected, drew an approximate curve with an R2 value of 0.3 or higher, and determined whether the trend was upward or downward. To determine the approximation curve, a linear approximation was initially utilized, then increased to the second and third degree and selected the lowest degree possible. However, if an approximation curve with an R2 value of 0.3 or higher could not be found even after raising the order to the sixth degree, the country was classified as one that is currently difficult to judge.

Classification

Based on the approximate curve of the number of deaths and the overall trend of new and cumulative people infected /dead, the countries were classified into four categories: *countries that have converged but are headed for a resurgence* (UK and Israel) *countries with a converging trend* (Germany, Italy, Spain, France, and the USA; *countries with a trend of infection* (Japan, Russia, Indonesia, India, and Brazil; and, *countries that are currently uncategorized* (China and Korea).

$$y = 1E-08x^4 - 0.0019x^3 + 128.08x^2 - 4E+06x + 4E+10$$
$$R^2 = 0.4226$$

Classification 1: Countries that have converged but are headed for resurgence

Figure 2
United Kingdom

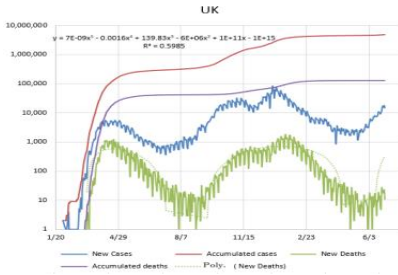
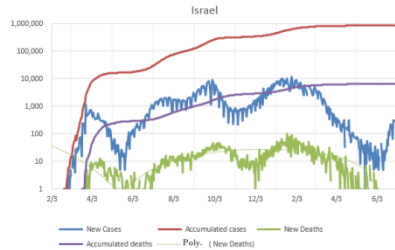


Figure 3
Israel



Classification 2: Countries with a converging trend

Figure 4
Germany

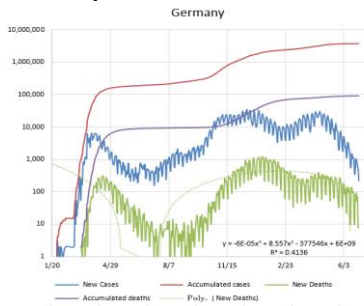


Figure 5
Italy

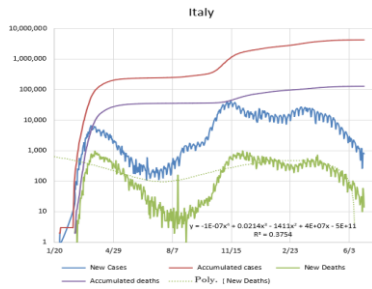


Figure 6
Spain

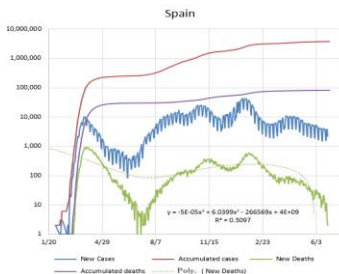


Figure 7
France

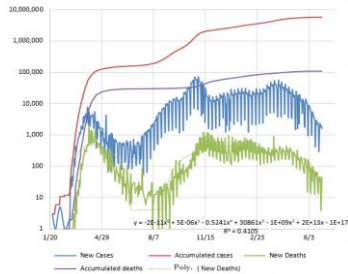
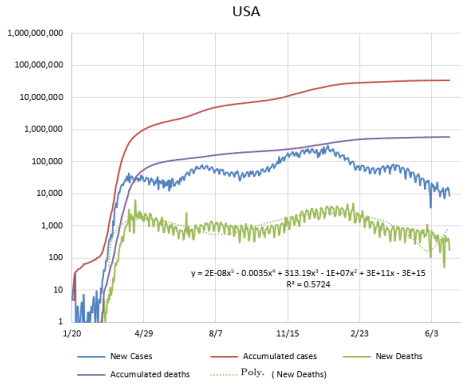


Figure 8
United States of America



Classification 3: Countries with a trend of infection

Figure 9
Japan

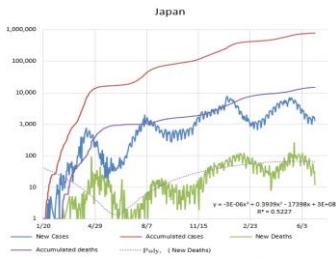


Figure 10
Russia

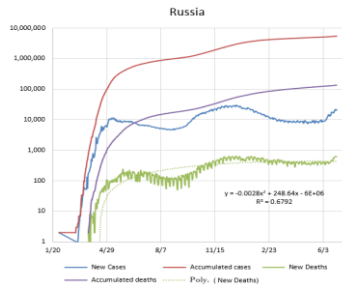


Figure 11
Indonesia

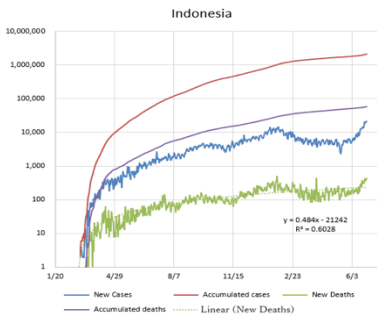


Figure 12
India

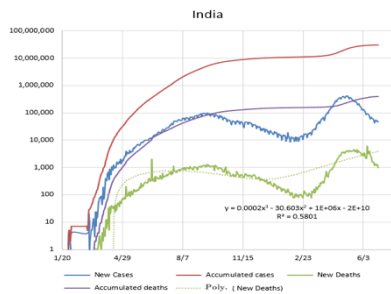
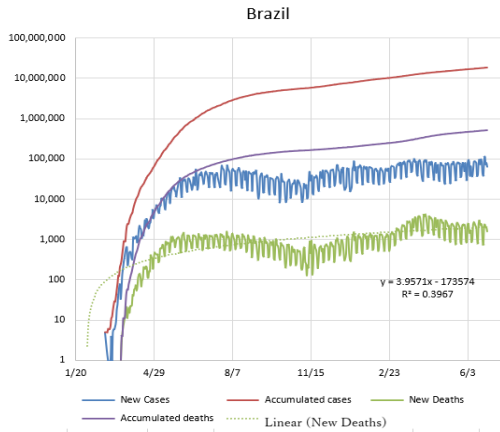


Figure 13
Brazil



Classification 4: Currently Uncategorized Countries

Figure 14
China

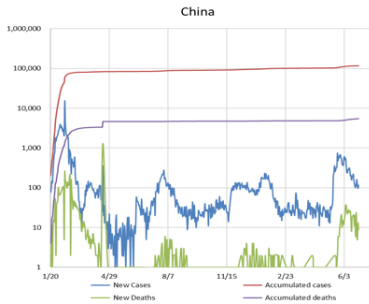
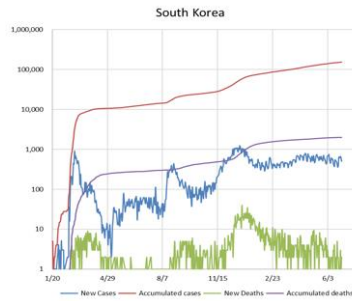


Figure 15
South Korea



Analysis of Data

Data and procedures

The relationship between movement data and three of the four categories was examined: countries that have converged but are headed for a resurgence, countries with a trend of infection, and countries with a converging trend. Apple's open data on human movement and WHO's data on the number of infected people,

deaths, and vaccinations are integrated by date and used in the analysis. The data is based on the movement of iPhone users, where “Driving” is for car movement, “Transit” is for public transportation, and “Walking” is for movement by foot. Furthermore, “people vaccinated” is the number of people who have been vaccinated at least once, and “people_fully_vaccinated” is the number of people who are fully vaccinated (i.e., have received two doses of the required vaccine).

Association with Movement Data

For the UK, which has converged but is headed for resurgence, we correlated movement data with data on the number of infected people, etc. As of July 2021, 49% of people in the UK had received two doses of vaccine, and 66% had received at least one dose. As shown in the previous section, as vaccination progressed, the number of infections and deaths in the UK continued to decline for six months after January 2021, but the infection began to spread after mid-to-late June. Looking at the correlation with movement data, there was a high positive correlation between movement data and vaccination, and a negative correlation with new deaths and positive rates [Table1, Table2].

The chart of UK [Figure 16] deaths and movement data shows that deaths tended to increase after movement increased until January 2021 and decrease when movement decreased. However, from February 2021 until now, there has been no increase in the number of deaths even as human movement has increased. Although the number of infected people is beginning to increase again, the reason why the number of deaths has not increased may be due to the vaccine preventing serious illness.

Table 1
UK, Correlation coefficient

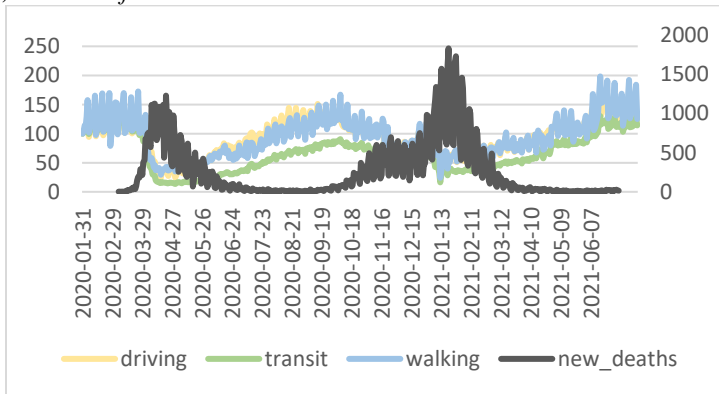
	driving	transit	walking	new_cases	new_deaths	positive_rate	people_vaccinated	people_fully_vaccinated
driving	1							
transit	.858**	1						
walking	.916**	.923**	1					
new_cases	-.100*	-.07	-.055	1				
new_deaths	-.587**	-.465**	-.486**	.569**	1			
positive_rate	-.456**	-.337**	-.361**	.391**	.639**	1		
people_vaccinated	.837**	.852**	.775**	-.683**	-.797**	-.805**	1	.853**
people_fully_vaccinated	.916**	.972**	.876**	-.265**	-.543**	-.417**	.853**	1

** Correlation coefficient significant at the 1% level (double-sided)

Table2
UK, Mean and standard deviation

	M	SD	N
driving	93.16	28.66	536
transit	65.00	30.71	536
walking	93.81	32.89	536
new_cases	9443.70	12732.25	521
new_deaths	264.37	358.55	486
positive_rate	0.04	0.05	450
people_vaccinated	27106819.28	12892293.29	178
people_fully_vaccinated	11361915.07	11661911.08	174

Figure 16
UK, Number of deaths and movement



Germany is one of the countries with a converging trend. As of July 2021, 38% of people in Germany had completed two doses of vaccine, and 60% had taken at least one dose. Looking at the correlation with movement data, there was a high positive correlation between movement data and vaccination, and a negative correlation with new deaths and positive rates. Similar to the UK, there was a trend of increased deaths after increased movement until January 2021, with a trend of decreased deaths once movement decreased. However, between February 2021 until now, no increase in deaths has occurred even when human movement increases. Other countries with converging trends besides Germany showed the exact same trend. In other words, the lifting of restrictions since February 2021 has not led to an increase in the number of deaths [Table3, Table4, Figure 17].

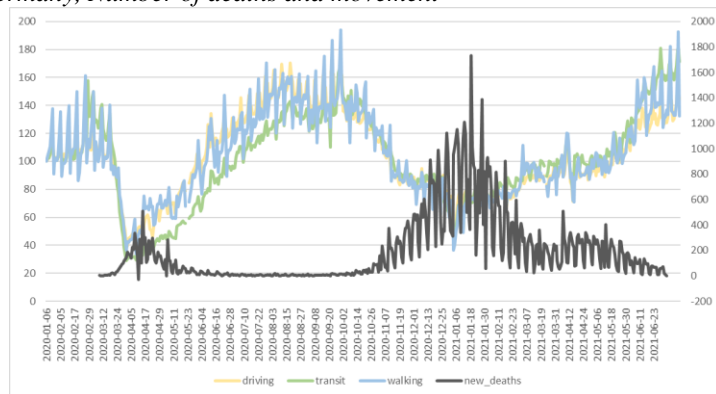
Table 3
Germany, Correlation coefficient

	driving	transit	walking	new_cases	new_deaths	positive_rate	people_vaccinated	people_fully_vaccinated
driving	1							
transit	.864**	1						
walking	.942**	.890**	1					
new_cases	-.384**	-.208**	-.353**	1				
new_deaths	-.542**	-.407**	-.525**	.614**	1			
positive_rate	-.687**	-.419**	-.627**	.649**	.701**	1		
people_vaccinated	.909**	.898**	.862**	-.416**	-.575**	-.616**	1	
people_fully_vaccinated	.926**	.947**	.898**	-.486**	-.525**	-.734**	.937**	1

Table 4
Germany, Mean and standard deviation

	M	SD	N
driving	104.12	29.40	536
transit	101.35	32.49	536
walking	104.72	30.92	536
new_cases	7120.90	8975.63	525
new_deaths	188.49	261.45	483
positive_rate	0.06	0.04	68
people_vaccinated	16180047.01	15230519.87	187
people_fully_vaccinated_p	8.66	10.02	187

Figure 17
Germany, Number of deaths and movement



For Japan, which shows seasonal variation but no convergence, the correlation between movement data and data such as the number of infected people was also examined. As of July 2021, 12.65% of people in Japan had completed two doses of vaccine and 35% had taken at least one dose.

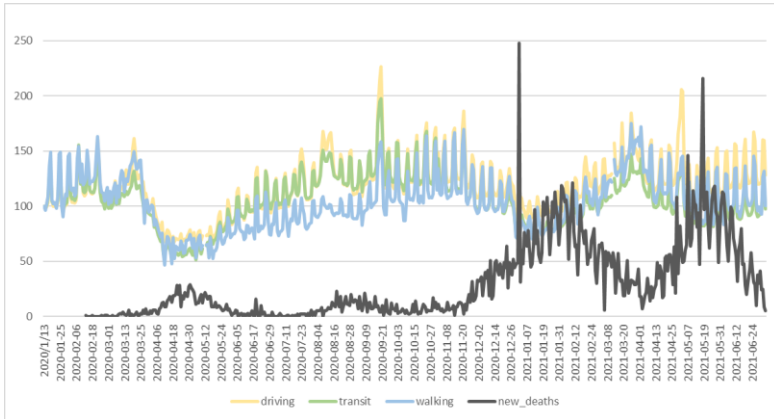
Table 5
Japan, Correlation coefficient

	driving	transit	walking	new_cases	new_deaths	positive_rate	people_vaccinated	people_fully_vaccinated
driving	1							
transit	.878**	1						
walking	.848**	.767**	1					
new_cases	.124**	-.151**	0.055	1				
new_deaths	-0.037	-.326**	-0.056	.687**	1			
positive_rate	-.191**	-.224**	-0.056	.204**	0.024	1		
people_vaccinated	-0.071	-.314**	-.298**	-.283**	-0.029	-.361**	1	
people_fully_vaccinated	-0.115	-.313**	-.329**	-.434**	-0.093	-.512**	.977**	1

Table 6
Japan, Mean and standard deviation

	M	SD	N
driving	118.60	25.14	536
transit	106.53	23.60	536
walking	104.13	24.66	536
new_cases	1525.86	1754.41	529
new_deaths	29.12	33.98	508
positive_rate	0.05	0.03	506
people_vaccinated	7778712.51	9321795.45	118
people_fully_vaccinated	3500027.96	4280531.84	104

Figure 18
Japan, Number of deaths and movement



Looking at the chart of deaths and movement data, Japan, like the UK and Germany, shows an increase in deaths after increased movement, and a decrease in deaths once movement decreases. The difference between Japan and the converging countries is that the cycle repeats itself even after January 2021, with deaths increasing as human movement increases [Table3, Table4, Figure 17].

PCR Tests and Vaccines

Countries that have not experienced an increase in deaths since February 2021, including countries with resurgence, may have a high number of PCR tests and a high vaccination rate. In the UK and Israel, vaccination started in December 2020, and in the UK, 0.5% of the population (1 in 200) had received two doses of vaccine as of January 10, 2021. In July 2021, 7 months have passed since vaccination with the effects possibly having decreased. Vaccines have two effects: prevention of infection and of serious illness. Although the effect of preventing infection

has been decreasing, there has been no significant increase in the number of deaths, possibly due to serious illness being prevented.

As with vaccination, the prevalence of PCR testing also varied among countries. In countries such as the U.K., Israel, and the U.S., PCR testing was available free of charge with as many times as needed, but in some countries such as Japan, public free PCR testing was not widespread, and testing did not become popular due to the high cost of taking it at one's own expense.

Table 7 shows the vaccination rate and the number of PCR tests per 1000 people. There was a correlation between the vaccination rate and the number of PCR tests ($R=0.68$), one between the number of deaths per million people and the vaccination rate ($R=0.52$), and another between the number of deaths per million people and the number of PCR tests ($R=0.73$). The table shows that more than 50% of the population has been vaccinated in both countries that have converged but are headed for resurgence and countries with converging trends, and more than 1,000 times per 1,000 people, or every citizen, has received more than one PCR test except for Germany. In the UK, there were 3374 PCR tests per 1000 people, or more than three per person.

On the other hand, the vaccination rate in countries with a surging trend is approaching 50%, with Brazil at 45% and other countries such as Japan and India having low progress in vaccination. Furthermore, Russia has reached the level of once per person for PCR testing, while Japan, Brazil, and Indonesia have not even reached the level of once per five people. Assuming that people infected receive multiple PCR tests before they are cured, it means that the majority of people, other than those with symptoms, did not receive the test.

Table 7

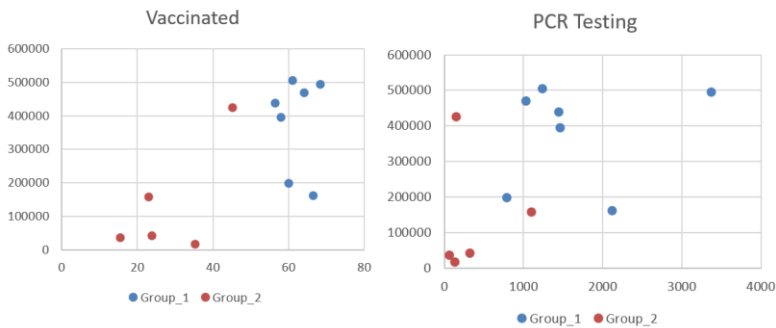
The vaccination rate and the number of PCR tests (per 1000 people), Total death (per million people)

location	Vaccinated(%)	PCR Testing	Total_deaths per million
United Kingdom	68	3374	494136
Israel	66	2121	162407
Spain	64	1027	469774
Italy	61	1238	505676
Germany	60	785	198204
France	58	1462	395255
United States	56	1445	438777
Brazil	45	149	425330
Japan	35	132	16530
India	24	323	41966
Russia	23	1096	156997
Indonesia	16	58	35561

To visualize, figure 19 shows a scatter plot was created with Group1 representing countries with a converging trend including resurgence and Group2 representing countries with a surging trend. The scatter plot shows that countries in Group1 have frequent PCR tests and a high vaccination rate, while countries in Group2 have fewer PCR tests and a low vaccination rate.

Figure 19

The vaccination and the number of PCR tests



Conclusion

From the trends of people infected, the systematized data into four categories was according to the trend of convergence and surges. Analysis of movement data (car/public transport/walking) and COVID-19 deaths showed that all countries repeated the cycle of increasing deaths as human movement increased until January 2021. The UK and Israel, where the number of infected people has re-emerged, were included in the converging countries because they did not experience a significant increase in the number of deaths, and the differences between converging and surging countries were examined. We found that the difference between converging and non-converging countries is whether or not the cycle repeats itself after February 2021. Converging countries did not experience a significant increase in deaths after February 2021, even though human movement increased. Surging countries continued the cycle of increased deaths with increased movement. It was inferred that vaccination and PCR testing contributed significantly to this.

Coronaviruses mutate repeatedly in a short period of time. Even in the UK and Israel, where vaccination progressed at an early stage, the spread of vaccination alone was insufficient as a countermeasure since the increased movement of people without masks resulted in the reemergence of infected people due to the effects of the highly infectious Delta variant. While high numbers of infected people were observed around 2020 in France, Italy, Germany, and other countries, thorough PCR testing and vaccination have prevented a significant increase in the number of people infected and deaths since February 2021.

Based on these facts, it was assumed that the COVID-19 crisis will be brought under control even if human movement increases by continuing to wear masks and maintain social distance as before on top of thorough PCR testing and vaccination.

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Mental Health in Diverse Population

Surbhi Chandra, Vooturi Lasya, Megha Garg & Kavya Ahuja

Introduction

Humans have over time witnessed many crises. Some were limited to a particular region such as the crisis in the state of Uttarakhand, India that resulted in loss of life and infrastructure, whereas others, less common types are the ones that affect the entire race of humans like the current crisis of COVID-19.

In the beginning, when this disease was detected in Wuhan and was yet to spread in other countries, it was thought of only as a medical crisis posing a threat to the physical health of people, but as the time progressed, coronavirus spread its wings to almost the entire world and was declared a pandemic by the World Health Organization (WHO). As countries began to impose lockdown in an attempt to control the spread of this deadly virus, mental health professionals started to recognize its repercussions on the mental health of people. A number of factors were identified that might lead people to experience mental discomfort ranging from mild symptoms to the development of a severe disorder such as depression. Each sector has been affected in a different manner with students experiencing anxiety over their future course, employees worried about their job security and older people feeling lonely.

The discussion in this paper has been divided into three sectors and takes on each part individually with a focus on the steps to be undertaken in order to facilitate the people in each of these sectors separately.

Discussion

Education sector

Many changes occurred as a result of COVID-19, and it took some time for everyone to adjust to the new normal. The impact

of COVID-19 was felt all over, resulting in the closure of schools and other educational institutions (Suresh, 2021).

The study done by Vidyadhara, et al. (2020) represents a mental health survey conducted on students in South India after the COVID-19 outbreak's one-month quarantine period was completed, which concluded that during the COVID-19 outbreak in India, an alarming number of students were found to be suffering from mental health issues as a result of the outbreak, with higher levels of stress, anxiety, and depression.

Psychological effect of academic stress

Students in secondary and higher school are known to be subjected to a variety of continuing normative stressors as a result of their on-going academic expectations (Richards, 2009). However, the current situation, which has been exacerbated by the pandemic's social constraints, has resulted in extreme levels of academic stress among students. There is ample data to show that severe and long-term academic-related stress has a negative impact on children's and teenagers' academic achievement, mental health, and well-being. Academic stress has been linked to lower academic motivation and academic disengagement in students (Liu, 2015; Liu & Lu, 2011). As a result, they are more likely to drop out, face future unemployment, and develop psychiatric illnesses like depression, anxiety, and substance abuse. Long-term stress exposure in children and adolescents can lead to physical health issues like metabolic syndrome, obesity, and decreased insulin sensitivity, as well as a shorter life expectancy. Because of the current circumstances, recent graduates in India are concerned that job offers from corporations would be withdrawn. In early April, the Centre for Monitoring Indian Economy reported that unemployment had risen to 23 percent, with the urban jobless rate at 30.9 percent (Mahapatra & Sharma, 2020).

Mental Health of students in schools

Pre-lockdown learning for children and teenagers mostly entailed one-on-one engagement with mentors and peer groups around the world. Over 91 percent of the world's student population has been significantly impacted by nationwide school and institution closures (Lee, 2020). Children and adolescents who are confined to their homes experience uncertainty and anxiety as a result of disruptions in their education, physical activity, and socialization chances (Jiao et al., 2020). Absence of a structured school setting for an extended period of time causes disturbance in routine, boredom, and a lack of inventive ideas for engaging in various academic and extracurricular activities. Because they are unable to play outside, meet friends, or participate in in-person school events, some children have exhibited decreased levels of affect (Lee, 2020; Liu et al., 2020; Zhai & Du, 2020). Because of the long-term change in their routine, these youngsters have grown more clinging, attention-seeking, and reliant on their parents. It's expected that children would avoid returning to school once the lockdown is lifted, and that they will have trouble re-establishing contact with their mentors once the schools reopen. As a result, the restriction of their activity may have a long-term negative impact on their general psychological well-being (Singh, 2020).

Mental Health of students in universities

It has also resulted in a great deal of stress within the university community, including students. This stress may have negative consequences for students' academic and mental health. International students who are studying away from home are concerned not only about their own health, safety, and education, but also about the well-being of their families. Students who were able to return home are concerned that they will not be able to continue their studies at their current universities.

The COVID-19 pandemic could have a significant impact on this year's university graduates' jobs. In the last stages of their education, they are encountering significant disruptions in instruction and evaluation. Due to the postponement of the final

examination, they will most certainly graduate late. Furthermore, the graduates will be confronted with the harsh realities of the worldwide recession brought on by the COVID-19 crisis (Sahu, 2020).

Measures to be taken for the betterment of education system during pandemic (Agrawal, 2021)

Three crucial components make up the educational system which are admission, education, and examination. Only by achieving excellence in all three subsystems can a good education system be developed. The current pandemic has resulted in a slew of educational ideas. The majority of these breakthroughs are around digitization. The education industry is one of the areas that has entirely changed its operation.

The education industry is divided into three categories: basic education, secondary education, and higher education. Adjustments have occurred at all levels, although the majority of the changes have centered on classroom participation. Physical classes have been replaced with online classes at schools, colleges, and universities.

Flexibility in Indian education system

Flexibility is a significant development that will become a permanent part of the Indian education system. The majority of courses offered by any Indian university have only one entry and exit point. The film Pandemic taught us about life's uncertainties. As a result, the higher education system must be more adaptable, allowing for multiple entry points and exit points. This area of education, whether referred to as executive education, continuing education, or any other name, requires additional attention. Executive education, which is currently limited to business education, can be expanded to include technology and science education if properly addressed.

More emphasis should be paid to the examination subsystem. Proctoring is required for the final test. Edtech companies are working on a number of AI-based solutions for better proctoring

in online exams. Physical examinations, on the other hand, come the closest to such a solution. This enables the evaluation system to be revisited depending on the final written examination. The evaluation of pupils in a class should be done on a regular basis. Assessments should be created in such a way that they pique students' interest in learning. The assessment procedure should be woven into the learning process. It is unquestionably past time to review the assessment process in order to lessen exam anxiety and encourage better learning.

Competitive admission process

Since the pandemic, the coaching sector has been disrupted, and most students are studying at home. It has the potential to be another game-changer in the Indian education industry, reducing the need for coaching. If we examine the entrance test procedure, we may evaluate the holistic personality of students for a specific program rather than only examining some tactics to get into the program. The Indian education industry have to become more tech-savvy and adaptable, focused on continuous evaluation rather than a final exam, allowing for various sorts of executive education and a more student-friendly admission process.

Working class

Before the pandemic, the customary way of thinking had been that workplaces were basic to efficiency, culture, and winning the battle for ability. Organizations contended seriously for prime office space in major metropolitan revolves all throughout the planet, and many zeroed in on arrangements that apparently promoted coordinated effort. Densification, open-office plans, hosteling, and collaborating were the calls to war.

According to researches by Boloand et.al (2020) 80% of individuals addressed report that they appreciate telecommuting. 41% say that they are more useful than they had been previously and 28 percent that they are as useful. Numerous representatives freed from long drives and travel have discovered more useful approaches to invest that energy, appreciated more prominent adaptability in adjusting their own and expert lives, and

concluded that they like to telecommute as opposed to the workplace. For the individuals who can telecommute (around 40% of laborers generally from the higher taught quartile), their day by day experience of work changed altogether.

Workers, both frontline and corporate employees who are working from home have been experiencing difficulties like stress, burnout, uneasiness, sadness and moral injury. In this manner, the circumstance requests prompt direction on assisting them with decreasing the effect of stress and enjoy ideal self-care. Suburbanites have restored an hour on normal in their day and appraisals recommend that post pandemic, some part of the week will include telecommuting – from one to three days rather than seven days. A cross breed model is required that will attempt to adjust the efficiencies acquired by far off work with the advantages of social connections and to imagination and development produced by operating in the physical presence of others.

In any case, the best test present in regards to work is the thing that happens to the next 60% of laborers who can't telecommute (Fogarty, 2020). The decrease in every day suburbanites just as business travel has a thump on impact on those whose positions are backing and serve these laborers and workplaces. Entire one-in-four specialists are in the transportation, food administration, cleaning and support, retail and individual consideration ventures. These positions, regularly packed in urban areas and lower paid, are vanishing or are in danger of vanishing in the close to term. Now that the world knows about video interchanges, the manner in which organizations and people impart and interface will be always showed signs of change.

Medical services, instruction, money and organizations enormous and little are developing and improving with the assistance of video correspondences. This year alone, a huge number of entrepreneurs – yoga and piano teachers, advisors, bookkeepers and others – kept up with and even developed organizations utilizing video to associate with clients.

Sooner rather than later, a few associations will embrace a half breed work model, with certain days in the workplace and others distant, and might adjust representatives' in-office and far off timetables to make value. Different organizations will utilize video correspondences to be totally distant. The two models will appreciate expanded usefulness and more profound cooperation, and the capacity to draw in a more different labor force.

A gigantic expansion is seen, popular for far off work on the foundation, one that will affect the work market. Around the world, there has been an increase in the number of occupations that offer distant work since spring. Additionally, it is seen that pattern reflected from jobseekers: the volume of quests for new employment utilizing the "Far off" channel on LinkedIn has expanded ~60% since the start of Spring, and the portion of Distant Requests for employment has expanded almost 2.5 occasions worldwide from Spring. The coming of distant work and an undeniably virtual world appears to have diminished boundaries for individuals to interface and assemble their organizations. Recently, LinkedIn individuals are bound to interface with others outside of where they live. With the ascent of distant work, quite possibly the most thrilling patterns that will be seen is a democratization of chance and development of abilities from one side of the planet to the other.

Mental health in working class

Managing the pandemic is probably going to contrarily affect workers emotional wellness. This unremitting weight on workers could trigger mental issues of pain, nervousness, dread, alarm assaults, post-horrendous pressure indications, disgrace and evasion of contact, burdensome inclinations, rest aggravations, powerlessness, relational social disengagement from family friendly help and concerning openness to their loved ones. Instructors need to advance quiet, form versatility and imparts trust in the workers During this worldwide pandemic, workers can utilize all the passionate support/proficient guiding to move beyond a difficult time. The pandemic has unmistakably mentally affecting the entire populace, expanding joblessness,

isolating families and different changes which are for the most part considered as major mental danger factors for nervousness, discouragement and self-mischief.

Governments are boosted to create and execute wellbeing activity programs virtually, where recognize activities on friendly determinants of wellbeing through intercessions in the wellbeing, financial and instruction areas, by mean of planning an arrangement to assets to set needs. As the pandemic has endured, however, unmistakably Coronavirus ought to be considered for its effect corresponding to practically any business related practice. What's more, the numerous manners by which Coronavirus has fluidly and differently affected individuals and work all throughout the planet warrants close consideration, concern and activity.

Impact on Elderly Mental Health

As the COVID-19 started to spread in India in the early 2020, the older adults or the elderly considered to be most vulnerable to the infection, experienced disproportionately greater adverse effects from pandemic which include higher mortality concerns about the disruptions may happen to their daily routines and access to care, difficulty in adapting the technologies like telemedicine, and the concerns isolation would worsen existing mental health conditions (Lee et al., 2019). As mortality rates of older adults started increasing in the country, it started scaring them. More than any other age group, older adults were considered to be easily prone to the COVID-19 infection and also deaths due to it. Usually older adults have low reactivity to stress, but due to the pandemic, there was a concern about the mental health of the older adults.

Social disconnectedness self-perceived and perceived isolation predicted higher depressive and anxiety symptoms (Mukhtar, 2020). It was seen that elderly developed feelings that bothered them like lack of physical touch, separation from their family members, sadness, feeling of vulnerability, lack of stimulation, fear, anxiety, and stress.

Challenges in Delivering Mental Health Care

A few of the challenges include:

- restriction in terms of the travel and mobility
- most of the psychiatric hospitals restricting their services to emergencies
- common advisory to the older adults to avoid hospital visits for minor and non-emergency issues
- family members prioritizing medical issues and neglecting the mental health issues
- decreased rates of referrals for mental health issues, most likely due to the busier work schedule of doctors
- decreased income of the family caregivers (Mukku, and Sivakumar, 2020)
- technology (eg, lack of access to smart technology like mobile phone)
- community (eg, few family members or friends)
- genetic or cognitive (eg, the inability to engage in physical exercise or take part in activities or routines) (Vahia, Jeste, and Reynolds, 2020)

Solutions

A few solutions by Mukku, and Sivakumar (2020) that could be implemented in order to improve the mental health condition of the elderly include:

- utilizing the digital media platform such as video-conferencing and the social media for increasing awareness about the mental health issues in the older adults or elderly
- starting the mental health helpline for the older adults or elderly
- telephonic consultations by the mental health professionals to address small psychiatric issues

- using concise tools (e.g., telephone version of minimal status examination) for cognitive assessment during the telephonic interview
- using electronic prescription for providing medication
- referrals to nearest health professional for older adults requiring depot antipsychotic
- home visits for bedridden/wheelchair-bound older adults with the mental health issues
- personal evaluations for older adults with psychiatric emergencies and
- conducting the online support group programs

Apart from the above mentioned possibilities, the following recommendations made by the Ministry of Health and Family Welfare (MoHFW) are also being implemented:

- attending workshops including awareness about mental health issues
- spending time with family
- spending time on recreational activities
- making time for physical exercises
- yoga
- meditation
- using brief tools
- getting involved in daily activities
- cut down to listening news
- connecting to loved ones
- cognitive, behavioral and other therapies delivering online or in-person

RWA – Resident Welfare Association (India) made small clusters of people wanting to give service, appointed head volunteer to that clusters and reached out to possible older adults and made sure they were supplied with enough food, resources (Hindustan Times, 2020).

Conclusion

The pandemic has caused a significant amount of stress among people. However, some of it has subsided owing to the various measures taken to adapt to the “new normal” and minimize its psychological impact. These measures have been different for different age groups such as improving the infrastructure of education sector for students, introducing a flexible system of assessment and better provisions for admission, etc. For the working class, it is engaging in well-being programs and expanding communication. This time has been especially hard for elderly who had the highest mortality in the beginning of the pandemic and were isolated, Resident’s Welfare Association (RWA) took measures to assist them in case of need and engage them remotely to prevent stress. Though the world was moving towards remote working, teaching and communication, the pandemic put things on fast-track and humans were forced to adapt according to this change. Mental health professionals giving tele-counselling and tele-therapy increased manifold and is expected to keep increasing in the future.

The crisis of COVID-19 has taught some important lessons, the ones which, if continued in the future can help in avoiding such mass destruction.

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Resilience in Community Urbanization

Pauline B. Malabanan & Emilia S. Visco, PhD

Introduction

The word urbanization has been defined in many ways as it gathered the interest of various researchers from different fields. In the Philippines, the level of urbanization is measured through the number of population residing in urban areas. The urbanization rate recorded last 2015 was 51.2% which means around 51.73 million people are residing in urban classified barangays (Philippine Statistic Authority, 2019). It is estimated that half of the country's population is residing in 7,437 urban barangays and the rest are in 34,599 rural barangays. The process has benefited the country such as better health services, increase in job opportunities, and increased overall income of the population (Ling Ooi, 2007). If not handled properly, the process imposed negative effects in the area as it cause uncertainties due to rapid population growth.

One area of interest is Cabuyao City, Laguna. The area has the largest population and secondly dense populated region in the Philippines (Mojares, 2013). It was declared a city in 2012 and considered the youngest city in the province of Laguna. It was listed as "entirely urban" in 2015 even it is only on its 3rd year since declaration of cityhood. Its situation is an interesting one as it has almost, if not completely, transitioned to an urban center. The paper will look into two barangays namely Barangay Sala which is considered as Category 1 Urban Barangay and Barangay Casile, considered as Category 2 Urban Barangay. As stated by the National Statistics office in 2010, there are three classifications of urban barangays in the Philippines.

Category 1 – has a population of more than 5,000.

Category 2 – an area with at least one establishment employing 100 persons.

Category 3 – Five establishment present employing 10-99 persons and having five or more facilities in the two-kilometer radius from the barangay

The research assessed the perceived resilience of Barangay Casile and Barangay Sala of Cabuyao City on urbanization. The specific objectives are; (1) to discuss the vulnerability context to urbanization of Cabuyao City, Laguna; (2) to examine the effects of the trends and shocks of urbanization to the barangays in terms of (a) human capital, (b) social capital, (c) financial capital, (d) physical capital, and (e) natural capital; and, (3) to present the innovation of the public officials through policies, programs, and projects to alleviate the negative effects of urbanization. The study could also enlighten researchers on how the sustainable Livelihood Framework (SLF) could be practiced in the concept of resilience and how resilience can be applied to study of urbanization. Furthermore, it only aims to assess resilience based on the indicators and components of Sustainable Livelihood Framework.

Urbanization in Region IV-A

Region IV-A or CALABARZON comprises of 5 provinces namely Cavite, Laguna, Batangas, Rizal, and QueZON. Its total population (14.4 million) is 1.53 million higher than the National Capital Region. Furthermore, it has experience in-migration, high birth rate and increasing life expectancy especially to highly industrialized province such as Laguna, Cavite and Rizal. Due to this, developments in the region is seen such as improvement of roads, railroads and water transportation. However, adverse effects are also experienced such as increase in poverty incidence, increase in informal settlers, and evident environmental degradation (Mojares, 2013).

Sustainable Livelihood Framework as tool for Resiliency

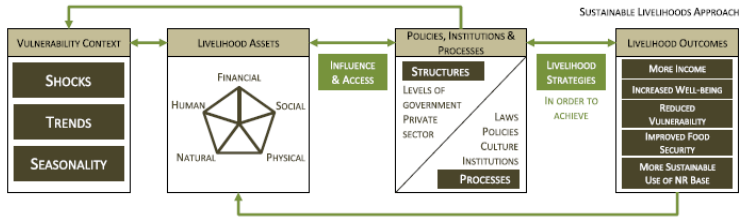
The concept of resiliency is generally defined as the way of a system to plan, resist, and recover in stress and change (Bodland and Granberg, 2018). According to Chandra, et.al (2010), there are five areas to focus on the study of community resilience. First is the psychological and physical wellbeing of the

population. Then, it should be correlated socially and economically. Furthermore, the community shall use various tools and infrastructure to improve preparedness and recovery and policy makers and government should be involved. Lastly, social networks shall be engaged.

With this, one could infer that there are three main components in the study of resilience; (a) the shock or trends of hazard, (b) community networks or the capacities of community to recover from impact of hazard, and (c) innovation through policies and programs of the government to mitigate the negative effects of hazard. These components are present in the Sustainable Livelihood Framework (SLF) which is popularly used in the assessing community livelihoods. As stated by Osman-Elasha, et.al (2005), the framework can also be used in the study of resilience for it provide holistic approach on how intervention affects the community through various data collection methods. In addition, the changes in five community assets could give picture of its adaptive capacity.

Figure 1

Sustainable Livelihood Framework

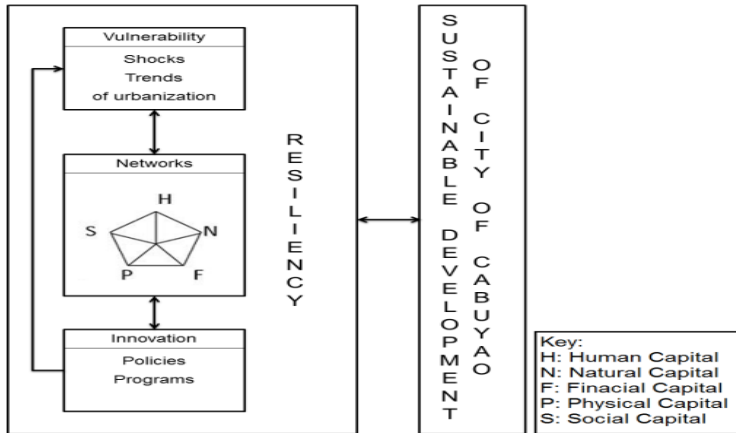


Source: Department for International Development (n.d.)

For the study’s theoretical framework, this paper used modified sustainable livelihood framework taking into consideration three main areas in the study of resilience namely (1) 1) vulnerability context, (2) networks or capabilities, and (3) innovation.

Figure 2

Modified Sustainable Livelihood Framework



The effects, shocks and trends of urbanization are the vulnerability context of the community. This could affect the community assets of the system. The assets are the resources and means of the community to manage the vulnerability context of urbanization. These are categorized into five – human, finance, social, physical, and natural. The innovations are the policies and programs of the community that will improve community assets and mitigate the negative effects of urbanization. As the community becomes more resilient, sustainable development is more attainable.

Methodology

The study employed key informant interview with the City Mayor to understand the shocks and trends of urbanization felt by Cabuyao City. Focus Group Discussion was conducted to the barangay officials of Barangay Sala, classified as Category 1 Urban Barangay and Barangay Casile, classified as Category 2 Urban Barangay. This is to identify the changes in community assets of each barangay and list the programs, projects and activities. Before implementing the data gathering, an informed consent was establish educating the participants of the steps that will take place during the FGDs and KIIs. Furthermore,

anonymity of individuals participating in the research is ensured taking into account the confidentiality.

Sematic Differential scale was used to rate the indicators of changes in community assets. This scale, developed by US psychologist Charles E. Osgoos, is popularly used to capture perception, affective and cognitive competencies of the respondents meaning to certain ideas. Descriptive analysis was employed to interpret the changes of community assets and understand the perceived resilience of the two barangays. Same data analysis method was used in the analysis of the innovations of the leaders of barangays.

Findings and Discussion

Vulnerability Context of Cabuyao City, Laguna

One of the trends of urbanization felt by the community is the increase in their community budget. Cabuyao City was tagged as the richest municipality in 2014. This, however, did not benefit the community as per the City Mayor. The community outperforms its nearby areas such as Sta Rosa City, Calamba City, and Binangalan City with a budget of Php 600 – 700 million in 2010. Being tagged as richest municipality is not a good indicator in the internal revenue allotment (IRA) of the community because its community income will be divided into the total number of municipalities in the Philippines which is 1,488. The community has contributed higher share of income but received a lower budget. The declaration of its cityhood has contributed positively to the IRA as their income will be shared and divided into 140 component and highly urbanized city in the Philippines. This will increase its budget for the betterment of its services.

Its cityhood declaration has brought another positive impact which is independence due to institutionalization. As a component city, the local government code of the Philippines mandated LGUs to increase their departments which resulted to increase in social services and available jobs for the residents. This also brought independence in terms of political decision

making of its official. As a city, the leaders can decide solely without consulting its provincial government. For example, For example, in terms of tax amnesty and tax incentive, municipalities in the Philippines need the approval of Provincial Government before granting to the investors. Meanwhile, in a city, the officials have the liberty to approve and permit tax amnesty and incentives which can bring more private companies in the area. With this, the city government has positive partnership with the private sectors in the area. The community leaders can tap industries to supply health supplies and medicines to community pharmacy and hospitals. Furthermore, these industries can provide job for the residents.

Urbanization was also accompanied by influx of population due to migrants. Because of numerous job opportunities available in the area, rural people try their luck in the City. With the increase of working age population, this adds to the income in the city. However, this posed challenges as the number of jobs were not enough to cater the unemployed population as some may not be qualified due to low educational attainment which resulted in a high unemployment rate. Furthermore, the increase in population means an increase in provision of basic services. AS per the City Mayor, the city has no sufficient number of hospitals and schools to cater the 330,000 population. With no available hospitals, sick constituents are referred to nearby public hospital outside Cabuyao or nearest provincial hospital. To mitigate this, the government officials have approved the building of another government-run hospital with 300 bed capacities. However, the traffic congestion becomes a problem as population increases. Curative approach is used by the city government to mitigate this problem such as road widening and strict parking implementation. In addition, environmental problems are evident in the community from the water pollution of Laguna lake to air pollution due to vehicles and industries. Land conversion can also be seen with the building of residential lands.

Perception on Community Assets

A. Barangay Casile

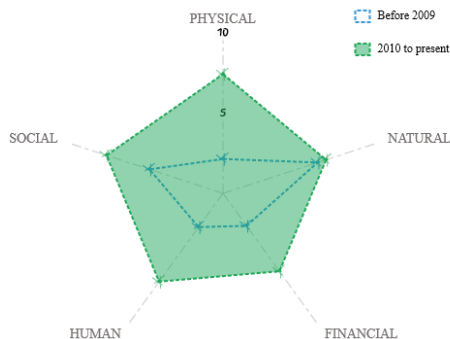
As perceived by the officials of Barangay Casile, a Category 2 Urban Barangay, the process of urbanization was felt during 2010 due to the development of roads, electricity and water lines. As seen in Figure 3, the physical asset of the community improved due to increase of residential houses and buildings and development of electrical, water and communication lines. Enhancement of roads and increase in vehicles are also evident in the community. However, due to its location, there is a specific time where the residents can access water and some houses still do not have electricity.

Furthermore, the community improved its natural asset due to the enhancement in handling of community waste and solid waste management. As per the officials, no notable change can be seen in the water, air, and soil quality. The financial asset of community also increased due to low poverty incidence and increase of barangay budget and livelihood. Though, the community has limitation in money transactions due to low financial establishments. The residents will need to go to city proper if they need to send money.

For the human assets, the community population and the working age population increased as well as the health status and educational attainment. Furthermore, unemployment decreased by 4 points. The community also experienced increased its social asset due to improvement of educational and health services. The number of people's organization and the connection of the barangay to these organizations also improved. However, increase in crime rate is noted in the area due to increase of migrants/dayo.

Figure 3

Changes in community assets of Barangay Casile due to urbanization



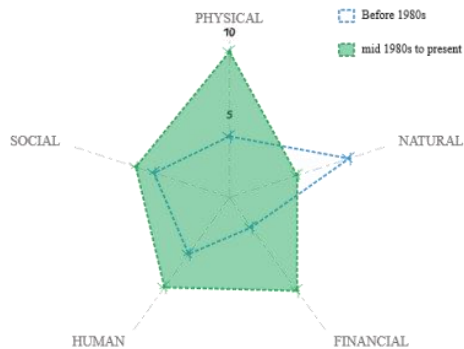
B. Barangay Sala

In the case of Barangay Sala, a Category 1 Urban Barangay, the officials noted the development on the 1980s due to the increase in industries and factories. The number of residential subdivisions and buildings increased in the area. Water, communication, and electricity line increased also to meet the demand of increasing population. Furthermore, there is also developments of road systems and increase in vehicles. This contributed to the increase of community's physical assets. However, its natural asset decreased due to the conversion of agricultural land. Water is still drinkable but now treated with chemical. A decrease in the presence of trees is also noted.

The community financial, human and social assets also increased. This is due to the improvement in the quality of life of the residents and increase in livelihood and available jobs brought by the private industries. The working age population almost tripled. However, the health status of the residents worsened, and the unemployment rate is still the same. Furthermore, like Barangay Casile, the community's education and health services increased. The connection of barangay to other organization improved. However, there is a drastic change in the presence of traffic and crime.

Figure 4

Changes in community assets of Barangay Sala due to urbanization



Community Innovations

A. Barangay Casile

The barangay officials implemented curfew, anti-drug campaign, oplan sita, and barangay census to solve the problem on crimes and incidents. To improve its natural assets, various program such as Oplan Kalinisan (Tapat mo, Linis mo), Aso mo, Itali mo, No littering beside the streets, No cutting of trees, Tree planting, Training and seminars during disaster, and No construction of building at danger zone were executed. The barangay is also strict in implementing tax ordinances and videoke ordinance to resorts present in the area to reduce noise pollution. While the social assets were also enhanced due to scholarship programs, feeding programs, medical missions, and presence of barangay doctors and tanods.

B. Barangay Sala

To mitigate the traffic, the officials implemented parking ordinance. The officials also constructed tents to enhance livelihood programs for the residents. The notable decrease in natural asset was alleviated by the participation of barangay to DRRM activities. The LGU also provide seeds and fertilizers to promote agriculture in the area. The presence of barangay tanod/police is implemented to ensure safety and security of the residents. To enhance the social assets, the community give medicines and school supplies. Furthermore, it implemented curfew, liquor ban and videoke ban.

Conclusion

The linkages in the three variables of modified sustainable livelihood framework namely vulnerable context, community assets and innovation can be seen in the study. The effects that urbanization brought to Cabuyao city are increase in community budget, independency brought by institutionalization and increase in population due to migrants. These trends and shocks were felt by Barangay Casile and Barangay Sala differently. This could be seen in the changes in their community assets. The

noticeable various community effects were due to the difference in the time when they felt the process of urbanization and the over-all impact of the vulnerability context in the community due to its location. With this, the two barangays planned and implemented numerous programs to improve their assets and mitigate the effects of urbanization in their respective community. Barangay Casile and Barangay Sala are still in the process to be resilient to mitigate the negative effects brought by urbanization and improve their ability and strength as a community.

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Mental Health and the Teaching Profession

Marco R. Publico

Introduction

Among the Sustainable Development Goals outlined by the United Nations is the promotion of good health and well-being. This is because numerous diseases cause the spread of human suffering and destabilization of global economies, ultimately upending the lives of billions of people around the globe. Although much progress has been achieved to increase life expectancy, several strides have yet to be undertaken to address many different and emerging wellness issues; among them is mental health, which affects people of all ages, and from all walks of life (United Nations, n.d.). In light of this rationale, the United Nations General Assembly included mental health and substance abuse in the Sustainable Development Agenda in September 2015. For the first time, world leaders finally recognize the significance of promoting mental health and well-being as priority areas within the global development agenda.

Consequently, it has become commonplace to see people and groups advocating for mental health. In various social media platforms, posts and challenges that purportedly promote mental health abounds. Indeed, it is a positive thing that mental health is slowly becoming destigmatized and that mental health issues are finally being brought to light. The only concerning thing is that this sudden interest in mental health may be a fad, as with all things in social media. Once the hype is over, what happens then? The stark reality is that even with the passage of the mental health law, the Philippine Government has yet to create a concrete plan to address mental health. As a case in point, one of the sectors impacted mainly by the mental health crisis is the

academic community. Unfortunately, an article published in the Manila Bulletin cites that there is *no actual or concrete mental health program in Department of Education (DepEd) as mandated by Republic Act 11036, otherwise known as the Mental Health Act of 2018* (Hernando-Malipot, 2020). Making matters worse is that, much of the attention concerning mental health in schools is directed towards the welfare of the students while neglecting one crucial element of the educational system, which are the teachers. The irony here is that the role educators are expected to play evolved over the years in supporting the mental health needs of their students. Part of which is identifying students suffering from psychological issues and referring them to mental health practitioners (Publico, 2020). Nevertheless, how are teachers supposed to deal with the mental health concerns of their students when they are struggling with similar issues?

With this in mind, this research would like to focus on mental health as it relates to the teaching profession in the new normal. More importantly, this research would like to determine how the school personnel management can undertake concrete actions to foster positive mental health among teachers.

Discussion

Mental Health

The World Health Organization defines *mental health* as a state of well-being in which every individual realizes his or her potential, can cope with the everyday stresses of life, work productively and fruitfully, and can contribute to his or her potential community. Further, the concept includes a person's emotional, psychological, and even social well-being. It affects how people feel, think, and act and determines how people handle stress, relate to others, and make choices (U.S. Department of Health & Human Services, 2020). It also

discusses that mentally healthy people may occasionally have symptoms of emotional distress, but they are appropriate and in proportion to the situation. Mental health involves a wide range of emotions, thoughts, and behaviors. With good mental health, people feel well and can tolerate reasonable amounts of pressure, adapt to changing circumstances, enjoy rewarding personal relationships and work according to their abilities. A person's mental health is affected by individual factors and experience, social interactions, the environment, and societal and cultural norms and expectations (World Health Organization, 2005).

Psychologists view mental health as the ability of people to adjust satisfactorily to the various strains that they encounter in life. They perceive mental health as a state of health by which man can find his abilities, defeat stress naturally brought about by life, work more effectively, and cooperate with different social groups (Najar, 2019). Researchers have come up with indicators to ascertain an individual's mental health: autonomy, adequate self-evaluation, spontaneity and emotionality, self-knowledge, balanced self-concept, realistic perception, and unifying philosophy of life (Taylor & Brown, 1988 as cited by Najar, 2019).

Work produces personal and health benefits, while the absence or loss of work can potentially damage a person's mental health (Huxley, 2001 as cited by WHO, 2005). It is worth noting that work affects a person's mental health, while in turn, an employee's mental health affects the workplace. The subsequent texts elucidate how the concept affects those in the teaching profession.

Mental Health and the Teaching Profession

The academic setting typically uses the term mental health to discuss students' mental health and well-being. However, the

term should also incorporate promoting well-being among educators, administrators, and even mental health workers themselves. The subsequent texts demonstrate the importance of maintaining teachers' mental health and highlight unique aspects of the teaching profession that should be taken into consideration when addressing the well-being of teachers and school-based staff. In a study entitled '*School Mental Health is not Just for Students: Why Teacher and School Staff Wellness Matters,*' the researchers pointed out that individuals who work in school settings are particularly vulnerable to work-related stress. Several pieces of research point to the fact that teachers report high levels of daily stress throughout the school year, with stress levels comparable to those of nurses and physicians. Additionally, teachers reported feeling physically and emotionally exhausted at the end of the day. The stress that educators experience affects their enthusiasm about the profession and longevity in the field, as illustrated by the high teacher turnover rates (Gallup, 2014 as cited by Lever et al., 2017).

Providing support to these claims are the findings of a study of Cezar-Vaz et al. (2015) about schoolteachers in Brazil. The researchers sought to identify the self-reported stressful working conditions of elementary teachers and the biopsychosocial consequences of such. Using both exploratory and descriptive methods, results indicate that stressful working conditions are related to inadequate salary, excessive activities, and having to take work home. Biopsychosocial consequences include anxiety, stress, and sleep disorders. Moreover, the study noted that the teaching profession requires a high level of professional competence, which can take a significant toll on the physical, intellectual, and mental resources. The fact is, teachers are constantly forced to adapt to rapidly changing working conditions, which can affect their physical and mental health.

Teachers' stressful conditions in their professional environment can disturb the balance between their professional performance and mental health (Cezar-Vaz, 2015 as cited by Korniseva et al, 2019). If left unattended, the accumulation of stress and tension can lead to professional burnout.

Thus, Korniseva et al. (2019) tried to investigate the relationship between low and high levels of professional burnout and the dimensions of mental health among Latvian teachers. Their study reveals that low and high levels of professional burnout in teachers correlate with mental health. Moreover, positive self-evaluation is an essential indicator of the prevention of professional burnout syndrome, which promotes a decrease in depersonalization and increases in personal accomplishments. Another research done by Borrelli and his colleagues attempted to investigate whether or not specific dimensions of working conditions are associated with symptoms of depression and anxiety among teachers in state schools in Italy. Utilizing a cross-sectional survey, the researchers tested the hypotheses that high job demand, low decision latitude, and low support are associated with anxiety and depression in teachers. Using a correlation matrix and hierarchical multiple regression models, the researchers were able to find out that about half of the teachers scored above the threshold for depression and -1 in 10 for anxiety on self-rating questionnaires. The researchers concluded that poor mental health in teachers is significantly associated with high job demand and low social support (Borrelli, I. et al., 2014). Based on the findings mentioned earlier, people might fall into the trap of concluding that stress affects teachers' mental health, but so long as they find effective ways of dealing with it, it should not be much of a problem.

However, one of the many reasons why teachers' mental health should be given due consideration is the finding that it affects not only the adult professionals, but also the students with whom these professionals interact. For instance, teacher burnout is predictive of student academic outcomes, correlated with lower effective student learning and lower motivation (Zhang & Sapp, 2008 as cited by Lever et al, 2017). Not only that, teacher burnout appears to affect the stress levels of the students they teach; a recent study found that teacher burnout level explained more than half of the variability in students' level of stress (Oberle & Schonert-Reichl, 2016 as cited by Lever et al., 2017). Najjar (2018) corroborates this finding, highlighting the role of mental health on the professional life of teachers and its impact on the teaching and learning process. Accordingly, teachers need to be mentally sound to create a positive classroom climate where students feel safe and comfortable. Further, the author posits that maintaining a positive, supportive, motivational, and intellectually stimulating environment for teaching and learning is the mentally healthy teacher's responsibility. Creating such conditions in school results in students having high levels of achievement and good grades on the one hand; and less absenteeism and discipline problems on the other.

Thus far, it has been established and corroborated that the teaching profession is highly stressful, and this affects the mental health of teachers and the students they are handling. Unfortunately, despite the strong evidence of work-related stress, only a handful of employers provide educators and other school personnel resources to manage such difficulty. Even if school employees throughout the United States are affected by work-related stress, they often lack the programs, resources, and tools needed to support their stress management and promote overall wellness (DHHS, 2015 as cited by Lever et al., 2017).

Very much related to mental health is the concept of wellness, which is defined as "an active process through which people become aware of, and make choices toward, a more successful existence" (National Wellness Institute as cited by Lever et al., 2017). It should be noted that wellness is not the absence of illness. There is a general agreement among researchers and experts that wellness is an evolving and self-directed process in which an individual is working to achieve his/her fullest potential, including mental, physical, and spiritual well-being. Additionally, wellness has multidimensional components, including medical, emotional, environmental, occupational, physical, intellectual, spiritual, social, and financial components. Despite this multidimensional understanding of the concept, wellness programs in the workplace often focus on only the physical and medical dimensions (National Wellness Institute, as cited by Lever et al, 2017). Most administrators might perceive the addition of wellness programs as an added cost with little to no value. However, a meta-analysis conducted by Parks and Steelman (2008) found that participation in wellness programs is related to several positive outcomes, such as higher job satisfaction and lower absenteeism. Another employer survey conducted by RAND found that participation in wellness programs was related to more significant gains in weight loss, smoking cessation, and exercise (Mattke et al., 2013). The economic benefits are added to wellness programs' physical, social, emotional, and behavioral imputes. Additionally, research suggests that participation in a wellness program over five years leads to lower health care costs and decreasing health care use.

Mental Health of Teachers in the New Normal

As if the difficulties experienced by educators daily are not enough, the new normal as brought about by the COVID-19 pandemic has exacerbated teachers' already stressful working conditions. Without any warning, teachers saw their daily

routine, work arrangement, socialization, and educational settings drastically changed. Many teachers are currently working at home and engage in online learning (Dela Rosa, 2020). Over time, these changes bring anxiety to those who are directly affected. According to psychologists, the lockdown and the resultant limitations to socialization are sources of stress, and online interaction is an additional factor for increased anxiety levels. Further, engagements made in social media and other digital forms of communication may bring a feeling of shock and frustration (Dela Rosa, 2020).

Just how are teachers coping in these uncertain times? A representative of the Philippine Mental Health Association stated that educators have different ways of coping. However, what makes the ordeal worse for teachers is that they have to face their personal struggles at home on top of their problems at work. Accordingly, teachers do not have the chance to open up about their struggles and emotions because they are expected to be strong all the time because their students and the community depend on them.

One teacher was quoted to have said that "*One of my personal challenges is the pressure of resolving day-to-day concerns at work and many office meetings, sometimes resulting in body pains, just as the city deals with the pandemic and the extension of the enhanced community quarantine.*" Meanwhile, another teacher stated that "*many people may think that we are doing well and having the best days of our lives because of the work-from-home set-up, but we also have our own ... fears and anxieties. Aside from being classroom teachers, we are also wives, mothers, husbands who have roles and responsibilities in our families.*" (Ramos, 2020).

Implications in the Workplace

Substantial research has been provided to back the claim that being in the teaching profession predisposes a person to a variety of mental health concerns, which are all the more exacerbated by the current pandemic. At this juncture, this research would try to provide recommendations on how such mental health concerns can be properly addressed in the workplace.

In 2005, the World Health Organization released a module entitled: *Mental Health Policies and Programs in the Workplace*. Intended for employers, employees, human resources professionals, occupational health professionals, mental health professionals, trade unions, and other employee organizations, the module aims to develop and implement a mental health policy. It is intended as a resource to help employers protect and improve the workforce's mental health (WHO, 2005). According to the module, the first step towards addressing mental health problems in the workplace begins with developing a policy. *A mental health policy for the workplace helps define the vision for improving the workforce's mental health and establish a model for action. When well-formulated, such policy will also identify and facilitate the agreements needed among the different stakeholders in the workplace. Without policy direction, lack of coordination and fragmentation will reduce any workplace mental health strategy* (WHO, 2005).

Moreover, a mental health policy can be developed separately or as part of a broader health and safety policy. Putting the policy in place involves the following steps. The first of which is to analyze the mental health issues in the workplace. Key activities include making the case to employers about the importance of mental health, establishing a coordinating process, and assessing the needs to be addressed in the policy.

The second step is to develop the policy. This involves formulating a vision statement, identifying the values and principles that will underlie the policy, defining the objectives, and consulting with key stakeholders. The third step is to develop prevention and intervention strategies for the workplace. This involves reviewing strategies, finding resources to implement the strategies, and developing an implementation plan. The final step is to implement and evaluate the policy. It is necessary to generate support and collaboration; coordinate implementation, train key personnel; establish demonstration projects, and evaluate the outcomes (WHO, 2005).

Another tried and tested method is to increase the mental health literacy of teachers. Based on the study results entitled *Evaluating Mental Health Training for Teachers: Identifying and Supporting Students with Mental Health Challenges*. Here, the researcher evaluated a professional development workshop that was designed in response to teachers' requests for education about teaching children with anxiety and depression. Using a one-group pretest and post-test design, the researcher gauged the teachers' knowledge, perceived skills and abilities, self-efficacy, and attitudes on identifying and supporting the learning and development of students struggling with anxiety and depression. Results indicated that following participation in a two-hour workshop, the teachers' knowledge, perceived abilities and skills, attitudes and awareness, and efficacy towards educating, identifying, and supporting students with anxiety and depression improved, while their attitudes remained positive. As a result, the study's findings served as a springboard for the justification to provide teachers with mental health professional development.

Conclusion

Teachers are in a unique position in ensuring the positive mental health of their students. However, for them to successfully carry out this role, teachers must sustain their mental well-being first.

Through document analysis, this research was able to establish how challenging the teaching profession is to the mental health of teachers. Additionally, the research elucidated how the plight of teachers is made more difficult because of the changes in work setup brought about by the pandemic. Now more than ever, the next logical step for educational institutions is to come up with a concrete plan to take care of the mental health of their educators. To be able to do such, institutions are enjoined to create policies to secure the mental health of their personnel and increase the literacy of teachers on mental health.

As a future direction, the researcher recommends supplementing this research with a quantitative survey that would determine what challenges to mental health are being experienced by educators, especially in this pandemic. Such data can also serve as a springboard for creating the mental health policy of the school or university involved.

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The Social Amplification of Risk, Risk Perception and Risk-Related Behaviors on COVID-19 in the Workplace

Ged Xavier A. Fruto

Introduction

The change brought about by the pandemic has affected the workforce and the way employees have to deal with their colleagues. Since the government has implemented the lockdown, many companies and agencies re-directed its transactional communication towards telecommuting or also known as work-from-home (WFH) setup. This drastically changed the landscape of the work environment, however, due to exigency of service, some of our fellow Filipinos have to go to offices as an exception to the remote work transaction protocols. Aside from the medical professionals (i.e., doctors, nurses) who are automatically mandated to serve as frontline workers, government employees, particularly those who are in the transacting line, business processes, and administrative offices have to report for work since the need for these sectors to continue with its operations have become more significant especially during a pandemic.

The process of social amplification of risk has structural components that include social elements that get enacted in the process of translation of risk information (Strekalova et al, 2017). Studying the communication behaviors and sources that contribute to the social amplification of risk will show what the authorities can do for risk assessment, create an approach based on the result of changes in behavior, and mitigate the negative effects of undesirable behaviors based on amplifying the risk.

Since the implementation of lockdown throughout the Philippines, the Inter Agency Task Force (IATF) has implemented a work from home setting (Official Gazette, 2020). Despite the implementation of telecommuting, there are some government agencies that require their employees to report to the office for work. They are considered as frontline workers as they continue to work physically in the office for the continuity of its operations i.e. business transactions and medical purposes.

Among those considered as frontline workers, personnel in the academe, are vital in the operations of academic institutions. The researcher, being a student in tertiary level, has been interested to know how these employees act and behave in their workplace given the guidelines for “new normal” set by the authority. The need to know what kind of information they receive and what communication channels these employees employ as these influence their way of communicating and behaving during this time of the pandemic. Consequently, knowing this information can help describe, understand and examine the probable changes such as slower processes, longer durations of transactions among different offices and the way they communicate with each other.

Identifying the sources and channels of information about the pandemic is utilized to determine the influence of these factors in the risk perception of the employees and how these are translated on the risk-behavior manifestations of these employees. Understanding the risk of this pandemic and the way we act on that knowledge is vital in order to stay safe despite the need to report to work physically. Knowing the source of information, how they consume and share the risk information plays an important role in this study. In a survey conducted by Social Weather Stations in March 2019, Filipinos got their news and other information from various sources and outlets but traditional television networks and social networking sites such as Facebook emerged as the top information providers.

Risk is a social construction, and its understanding by people is shaped through interactions and engagements with messages, opinions, shared and learned experiences, and the way risks are characterized (Strekalova et al, 2017). Social actors and information provide cues to people which creates unique heuristics in individuals which leads to amplifying the risk, catches attention and eventually the probable influences on someone's behavior. As one's take on risk is being reflected through his actions and words, others interpret it in their own way of thinking, multiplying, amplifying the risk and creating a ripple of reactions among the community.

The same challenge is being posed by the pandemic to the employees of University of the Philippines Mindanao in Davao City, Philippines – how the social amplification of risk happens in the workplace that affects their perception of risk that will have a ripple effect on their behavior and communication related to these risks. The employees of UP Mindanao, being under a government institution, are mandated to comply with the alternative work arrangement scheme --- a combination of the work-from-home (WFH) arrangement and also be persons reporting for work (PRW) on a weekly basis. Hence, the employees are not spared from the risks posed by the pandemic. Their communication adjustments and the corresponding risk-related behavior is crucial in keeping everyone safe while observing minimum health protocols to avoid close contact with suspected or possible positive cases. One of the factors that could affect the way they communicate and behave is their consumption of risk-related messages from various media channels – television, radio, internet, and others. These risk messages from different communication media may have an effect on the employees and their individual perceptions may contribute in amplifying the risk. This is followed by the probable risk-related behaviors that could be evaluated for improving the work dynamics of the UP Mindanao employees.

The study aimed to identify the sources of risk perception about the COVID-19 pandemic and describe its effects i.e. coping mechanisms of UP Mindanao employees in the workplace.

Literature Review

The effect of a pandemic on people can arise not only from the fear of contracting the virus but also coping up with the daily routines they have to do. It is vital to understand the relationship between risk communication and public responses during the pandemic, with the possibility of drastic changes in behavior and practices among groups. The findings of the study showed that risk communication in the initial stage of the outbreak mitigated the susceptibility to emotional contagion, and that this interaction had a larger influence on the epidemic frontline (i.e., Wuhan). Furthermore, prevention activities were predicted by the quality of risk communication, suggesting that preventive behaviors taken were closely linked to the efficient and timely transmission of information related to the epidemic. While researchers have found that effective risk communication may reduce susceptibility to emotional contagion and is a significant means of alleviating public anxiety, it has shown some inconsistencies to previous findings in that there is a reciprocal correlation between anxiety and risk communication, which means that the emotional component may build resistance to risk communication.

Risk is the chance or probability that an individual may experience adverse health effects, be it physical or mental, if exposed to a specific threat or hazard (CCHOS, 2017). Placing the COVID-19 pandemic as a probable cause of risk for a community poses the need to study and understand how people perceive the risk brought about by COVID-19. The risks can be

expressed as a likelihood of manifesting the symptoms of COVID-19, acquiring the virus and worse, repercussions. Several factors influence the likelihood of risk such as the nature of exposure to the virus, how the person is exposed to the virus (i.e., acquired from a person with COVID coughing without mask, talking in public without adequate apparatus to avoid infection) and lastly, the severity of the effect. Risk also includes the subjective evaluation of that risk and a number of principles from the behavioral and social sciences guide how people make these evaluations. Risk is not something constant and same everywhere, some places are posed with greater risk than other places, because the “spatial variety of nature provides different types of environmental opportunity and hazard” (Wisner et al. 2003) and it is a result of processes, both natural and social ones. Risk perception refers to people's judgments and evaluations of hazards they (or their facilities, or environments) are or might be exposed to. Such perceptions steer decisions about the acceptability of risks and are a core influence on behaviors before, during and after a disaster. People's risk appraisals are a complex result of hazard features and personal philosophies (Rohrman, 2008). Its dimensions include the cognitive level, which refers to how much people know and comprehend about them, as well as the emotional level, which refers to how they feel about them. As a result, experts rely increasingly on study findings and statistical evidence to assess risk (Paek & Hove, 2017). The public's subjective perception to a risk, judgment and evaluation sometimes deviate from the objective risk judgment of experts (Oltedal et al, 2004).

Risk and risk perception, according to Scherer and Cho (2003), are embedded in the social context. Risk is felt, and risk perception is formed via interactions between people and groups. Furthermore, risk perceptions are based on prior risk exposure, which allows one to categorize hazards as positive or negative. Lack of risk knowledge and experiences might intensify

distortions and affect the cognitive ability to plan and think about feasible solutions. Wachinger and Renn (2010) stated that perception of risk involves the process of collecting, selecting and interpreting signals about uncertain impacts of events, activities or technologies. These signals can be based on personal experience or information obtained from others. As a result, perceptions may vary based on the type of danger, the risk environment, the individual's personality, and the social situation. Risk in the social context, thus, would refer to the possibility of an effect that would result in the implementation of plans from a decision-making process of people involved (Wang, et al., 2018; O'Neill, et al., 2016). Slovic (1987) defined risk as people's decisions about whether or not to accept or disregard dangers based on personal experience, attitudes, and feelings of those who would be affected by the event. As a result, risk perception research examines people's decisions when asked to characterize and evaluate dangerous behaviors and technologies. As a result, this attempts to assist risk analysis and policy-making by anticipating public reactions to hazards and improving risk communication among laypeople, technical professionals, and decision makers.

Risk communication, on the other hand, refers to an exchange of information about the 'health risks caused by environmental, industrial, or agricultural processes, policies, or products among individuals, groups and institutions' (Glik, 2007). Sheppard, Janoske & Liu (2012) stated that risk communication definitions are often similar to Covello's (1992) "the process of exchanging information among interested parties about the nature, magnitude, significance or control of risk." However, they also highlighted other definitions that emphasized the importance of risk management (McComas, 2006), the need for dialogue between communicators and stakeholders (Palenchar, 2008) and necessity of ongoing risk monitoring (Coombs & Holladay, 2010). Risk communication is an established concept within the

risk analysis framework. It is a vital tool for conveying the meaning of scientific assessments and risk management, for sharing safety-related information and exchanging views and values amongst various stakeholder groups, or for triggering behavioral change and resolving conflicts. Its ultimate aim is to build trust through dialogue and social interaction (Rosa et al. 2014). More specifically, risk communication is the act of conveying information between parties about (a) levels of health and or environmental risk; (b) the significance of health or environmental risk; or (c) decisions, actions, or policies aimed at the managing or controlling health or environmental risks. Interested parties include government agencies, corporations and industry groups, unions, the media, scientists, professional organizations, public interest groups and most importantly, the individual citizens.

Despite the fact that researchers have been working for decades to improve risk communication practice and refine communication theories and theories, these authors stressed that no single theory or model can capture the complete spectrum of factors that influence risk communication efforts. Table 1 shows Covello and Slovic's (1986) literature review regarding communicating information about health and environmental risks such as the controversies of over the risk of pesticide EDB, dioxin, AIDS, toxic wastes, smoking, driving without seatbelts, nuclear power plant accidents.

Table 1
Problems in Risk Communication

Origin of the Problem	Example	Nature of the Problem
Message Problems	Government or industry data on health risks	High level of scientific complexity Large data uncertainties
Source Problems	Government or industry officials	Lack of institutional trust and credibility Expert disagreements Use of technical, bureaucratic language
Channel Problems	Media	Selective and biased reporting Focus on sensation or dramatic aspects Premature disclosure of scientific information Inaccuracies and distortions
Receiver Problems	Individual citizens	Inaccurate perceptions of risk Lack of interest Overconfidence in ability to avoid harm Unrealistic demands for scientific certainty Reluctance to make trade offs

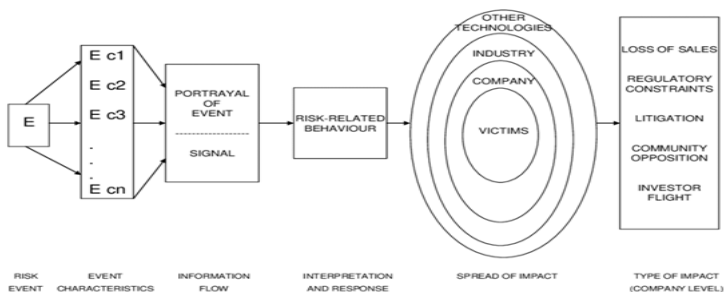
Social Amplification of Risk --- the Theoretical Framework

Kasperson and Slovic (1986) proposed a novel approach to study the social experience of risk. The concept of *Social Amplification*

of Risk is based on the thesis that events pertaining to hazards interact with psychological, social, institutional, and cultural processes in ways that can heighten or attenuate individual social perceptions of risk and shape risk behaviors (Renn, 1992). Figure 1 shows the social amplification of risk and its consequential process. It starts when a certain event that poses risks is being projected or represented by a different means and channels such as the media networks, social networking sites, and even word of mouth. This representation is vital in terms of the audiences' perception about the risks imposed by the certain event. In the case of COVID-19 and the risk messages about it are being portrayed by the media in several ways. Once the target audience receives these risk messages, each of them will have their own interpretation and approach to the risk message they received. They are considered as “amplification stations” as they give their own responses to these messages. As an effect of this response, there is a rippling effect that is being spread to other groups of people.

Figure 1

The Social Amplification of Risk Framework



The social amplification of risk framework is a comprehensive tool available for the study of risk (Rosa, 1998). The SARF developed in the late 1980s in response to the emergence of multiple perspectives in the rapidly growing risk literature. The framework covers the psychological, social, institutional and cultural processes in ways that may amplify the response of the public to a certain risk or risk event. Amplification occurs at two stages: in the transfer of information about the risk, and in the response mechanisms of the society. Signals about the risk are processed by individuals and social amplification stations, including the scientists who communicate the risk assessment, the news media, cultural groups, interpersonal networks and others.

Figure 2

Conceptual Framework of the study



Adopting Kasperson’s SARF Model, the researcher will only be focusing on the risk event (Covid-19), portrayal of event and signals (Risk Communication System and Vulnerability Characteristics), Risk Related Behavior, and Spread of Impact (Assessment and Recommendations). In the case of UP Mindanao employees, the conceptual framework helped in shaping the survey and the flow towards formulating recommendations. The respondents are asked about their sources of information about COVID-19. The important points in this

part is to identify the medium of information, how often they receive or search for the risk-related messages about COVID-19, and if everyone in the household has access to the information. The vulnerability characteristics helped the respondents consider their past experiences with a health related phenomenon that could give them an insight about a probable risk they might acquire. The socio demographics showed vulnerability aspects such as having a companion in the house with a comorbidity – e.g., diabetes, heart disease.

Risk related behaviors are seen as the effect of the perception of risk from the risk messages. Self-assessment and an employee's observation about the risk-related behaviors of his/her coworkers are gathered in this part. Ultimately, the recommendations based on the discussion of the results are created. These recommendations are expected to supplement the risk communication system that could eventually contribute to an improved risk perception and risk-related behavior.

Methodology

The research focused on the qualitative and descriptive techniques on the gathered data but with a minimal use of quantitative methods. The risks posed by the pandemic during the study has limited the researcher on the data gathering by remote method of data collection. The survey was conducted through online channels. The surveys were given out through Google Forms.

Table 2*Matrix of objectives by source and type of data*

Objectives	Sources of Data	Type of Data
Identify the sources of the perception of risk on COVID-19	Online survey	Qualitative, Quantitative
Describe the effects of the communication messages on COVID-19 on the employees' risk perception and risk-related behaviors.	Online survey	Qualitative, Quantitative
Discuss the implications of risk-related behavior of UP Mindanao employees in the workplace.	Online survey	Qualitative, Quantitative
Evaluate the possible changes in communication practices and workplace behaviors among the employees.	Online survey	Qualitative, Quantitative

The research involved one data collection method through an online survey. The documents are significant in describing the existing risk communication regarding the COVID pandemic. The questionnaire for the survey was based on the previous studies related to risk perceptions and social amplification of risk. The questions covered in the survey questionnaire included the socio-demographic and economic characteristics of the respondents and their households, respondents' perception of the risk brought by the COVID-19. These documents were instrumental in describing the sources of risk messages and existing systems of communication in the workplace. The draft

questionnaire was initially assessed and from the original 70-item survey, it was narrowed down to a 50-item questionnaire, exhausting all the needed information about the sources of risk messages, how these risk messages are being perceived and interpreted by the employees, how the risk messages affect the way of communication and working behavior of the employees. Qualitative data were analyzed using thematic analysis and descriptive statistical analysis which include frequency distribution, graphs, and computation of mean, whenever applicable.

Results and Discussions

Employees' Vulnerability Characteristics

Based on the results gathered from the demographics (Figure 3), 24.2% of the respondents say that 5 people are living in their household. Another 24.2% said 4 and 21% said 3. 3% responded that there are 9 and 13 members in their household. On the number of children living in the household (Figure 4), 48% of them answered none, 21% answered 1, 18% answered 2, 12% answered 3.

Figure 3
Number of people in the household

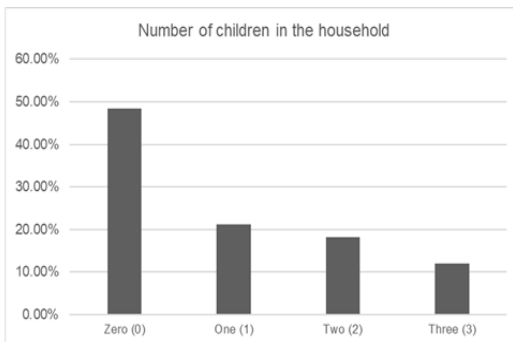
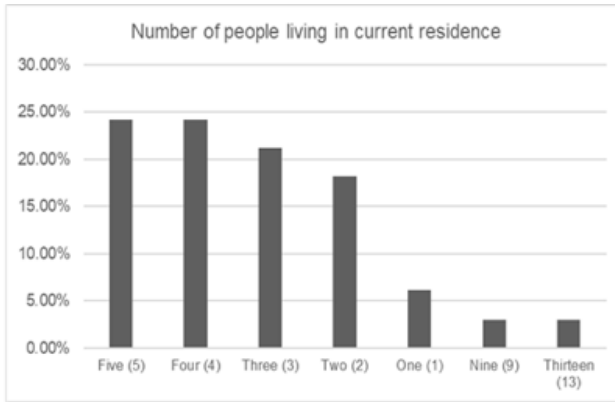
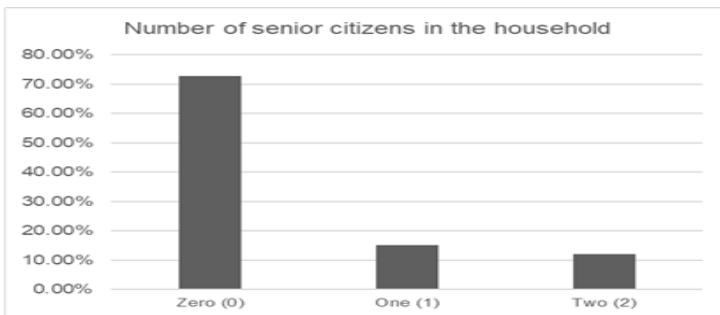


Figure 4
Children in the residence



In terms of households having senior citizens (60 years or older), 72.8% responded they don't have seniors in their residences, while 15% said they have at least 1 senior and 12% with 2 senior citizens in their household (Figure 5).

Figure 5
Number of senior citizens in the households



39.4% responded that they have immune-compromised members or those who have comorbidities in their households. Figures 6 and 7 show the data for those who have an immune-compromised member in their household and number of

immune-compromised members in their household respectively.

Figure 6
Immune-compromised member in the household

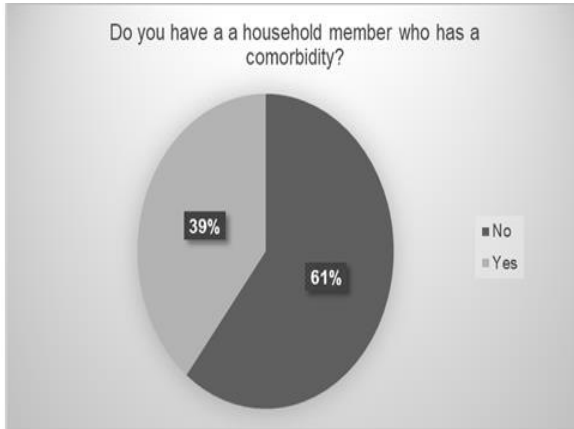
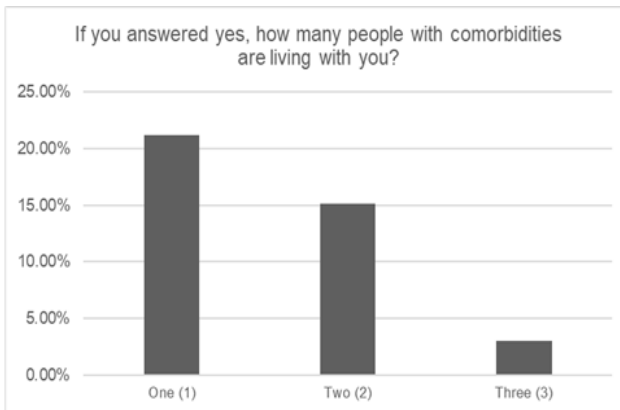


Figure 7
Number of Immune-compromised member in the household



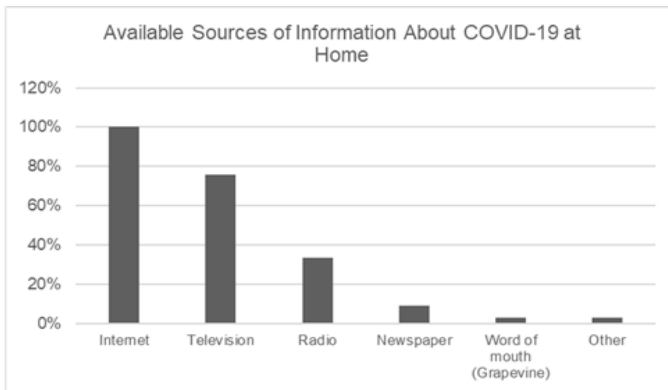
The Risk Communication System in the workplace

In terms of the risk communication system, the respondents have

one to multiple devices that could be used to access information about COVID-19 (Figure 8). All of the respondents are connected to the internet, having their smartphones made this online information available at any moment. Despite the convenience of the internet, most of the respondents still have television and radio sets with 75.8% and 33.3% respectively. 3% of the respondents also selected newspapers as their available source of information.

Figure 8

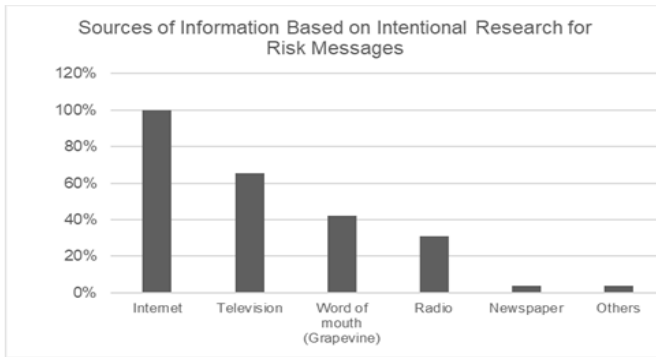
Available Sources of Information About COVID-19 at Home



Despite the data showing the availability of different gadgets, appliances, and medium of information, there are slight differences when it comes to the actual usage of these sources. When it comes to proactive searching for information about COVID 19, 27 out of 33 respondents intentionally search for news about COVID-19 (Figure 9). 96.29% of them use the internet, 65.4% for television, 30.8% for radio and 3.8% for newspapers. However, there is one factor that does not belong to the technological or digital factors which is word of mouth. 42.3% responded that they seek information from their peers and acquaintances which lies between the number of those who use the television and radio.

Figure 9

Sources of Information Based on Intentional Research for Risk Messages



At a closer look on the internet usage among the respondents reveal that 96.2% answered that they visit the official Facebook pages of government agencies and departments followed by the news websites with 80.8%. 57.7% of people selected “Facebook posts and comments of friends”. YouTube videos and Government Twitter Accounts have an equal percentage of 30.8%. The political and politician's pages as well as Tik Tok videos also have an equal percentage of 7.7.

Employees’ Risk-Related Behaviors

On the effects of the messages on the employees’ risk perception and risk related behaviors, the following are the results of the study:

- (1) Frequency of face-to-face communication with their co-workers made 60.6% of the respondents say they always communicate with their colleagues, 21.2% said never, and 18.2% said sometimes. The most common reason for the face-to-face communication (Figure 12) is when they have to ask or clarify some task with their coworkers at 88.5%, followed by the need to borrow some office supplies at 42.3%, when a task requires two

or more employees 38.5%, and small group meetings at 26.9%.

Those who said they never communicate face-to-face, are those who are telecommuting or when their schedule to report to the office does not coincide with other employees, making them the lone employee working on a specific day. When employees cannot communicate face-to-face, the most prevalent means of communicating is through chatting with them via messaging apps such as Facebook Messenger, Viber, and Whatsapp with 97% of the respondents. The second most common means is by sending them emails at 84.8%. Setting up a virtual meeting at 81.8% and texting 63.6% came in as third and fourth respectively.

- (2) In terms of observing the health protocols, i.e. wearing face masks, all but one respondent wears a face mask inside the office (Figure 14). 59.4% of them said they take off their masks sometimes (hourly), 25% said they never take it off, and 15.6% said always. 100% of the respondents said that the reason for taking off their masks is when they have to eat during snack and lunch breaks. 87.9% said drinking requires them to take the mask off. 72.7% said that they take off their masks when they are alone in their working space, and 15.2% when they consider that they socially distant from others.
- (3) In terms of handwashing/sanitizing, 100% of the employees said they bring their own hand sanitizer or alcohol. In terms of the frequency of using hand disinfectants, 90.9% answered that they disinfect their hands before and after eating as well as before and after going to the bathroom. 84.4% answered after a transaction with someone else. 78.8% answered that they disinfect their hands after holding or touching a public facility and 75.8% responded that they sanitize after having a close contact with someone else.

- (4) In terms of the protocols implemented by the university in accordance with IATF (Figure 17), everyone affirmed that everyone in their department follows it with 72.7% respondents saying they always follow and 27.3% saying sometimes.

On the implications of risk-related behavior of UP Mindanao employees in the workplace, there are some respondents who said that they have coworkers who are not wearing face masks within the university premises. 18% of the respondents gave this answer. This gives an impression of complacency towards the situation and could affect the level of communication between employees. In terms of taking off face masks, 15.15% of the respondents said they always take their masks off and 27% said they take it off because they feel uncomfortable wearing it inside the office. This could be considered as a violation to the protocols if they remove the mask without considering being socially distant.

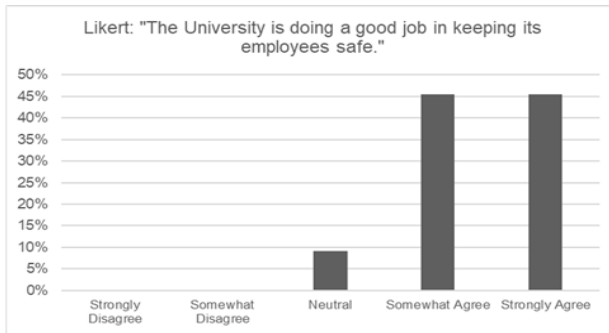
There has been a trend that the implications of risk-related behaviors have limited the capacity and means of communicating in the workplace. Answers such as, “less verbal exchanges”, “delayed processing of documents” that could lead to “challenges such as getting immediate necessary feedback” were just some of the common themes in this area. There has been an emphasis on the feeling of impersonal communication in the workplace, because the employees are used to face to face communication. Those who are not used to virtual meetings have experienced difficulties in connecting both technically and socially. There has been a comment about “facing each other but significantly apart”.

Evaluating the possible changes in communication practices and workplace behaviors among the employees. There’s already

existing protocols that are being implemented by the University based on the IATF guidelines. According to the Likert scale data (Figure 10), in terms of employee’s satisfaction towards the University’s approach, most of the employees lean towards agreeing with the statement, “The University is doing a good job in keeping its employees safe.” However, in terms of having their own sentiments and opinions in the existing protocol, the result of Likert scale from Strongly Disagree to Strongly Agree is distributed fairly unlike the other items.

Figure 10

Likert scale of employees feeling safe in the workplace



Social Amplification of Risk in the workplace

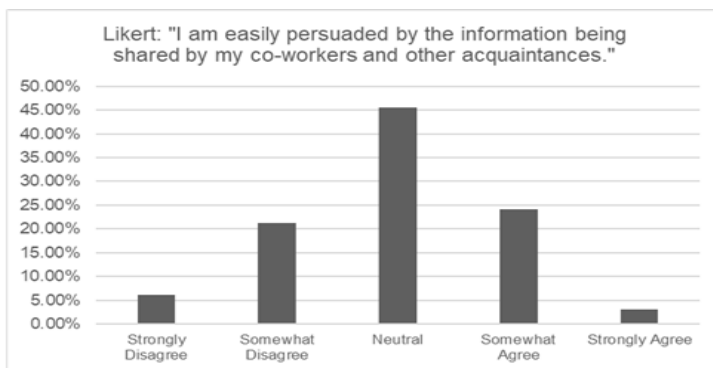
Magnifying on the amplification of risk of an individual’s risk perception, 42% of the respondents said that they tend to get their risk-related messages from word of mouth or grapevine (refer to Figure 8). These sources are a combination of relaying educated opinions as well as the individual’s interpretation of the information. As risk perception is distinct in each person, amplification of these interpretations become vital in the greater picture of how a certain community or group of people behaves.

According to the results from those who answered “Word of mouth”, 92.3% said that they get the word of mouth information

from their families. 84.6% said that they get these messages from their co-workers, 76.9% from their friends, 30.8% from their neighbors, and 7.7% from their household helpers. However, when it comes to the initiative of sharing information, there has been a common theme among the employees on when to share their information – relevance, accuracy, and opportunity to share. Notable response on the relevance is when the employees read information about the rise in cases especially when the data highlights Davao City and its certain barangays. The employees feel the need to share this information because it is relevant particularly to the location and level of risk it imposes. Another theme is accuracy. Despite the oversaturation of available news and information from various media channels, employees tend to verify the accuracy. One respondent said, “*I share the information after checking that the sources are credible so that I will not cause confusion to others*”. This is a good measure that despite the tendency of people to listen and depend on words relayed to them, they filter the information based on the accuracy and validity before passing it on to others. Figure 11 shows the Likert scale regarding the word of mouth shows parallel results as to the persuasion of the employees when it comes to the information they hear from others.

Figure 11

Likert scale of employee’s persuasion on co-worker’s Information



On the other hand, in terms of social amplification based on the information respondents get from mass media including television, radio, and newspaper, there is a higher confidence among these channels of media compared to the results from the social media. The results show that the confidence of the employees on the information they get is based on the established credibility of the news outlets that air their information through TV and Radio, as well as print. Another factor for the high confidence from these channels is the fact that these channels communicate in one-way direction. Unlike social media where everyone can contribute to the discussion and make the conversation more confusing, people tend to rely on the news and information they get from television, radio and newspaper more.

Social media as the main source of information

The data gathered has shown that most of the respondents have access to the internet, and are proactively searching for information on COVID-19 and other risk messages related to it. One of the factors that makes Social Media as the most common information source is its accessibility via smartphones which most people bring wherever they are. The most visited places on the internet are social networking sites such as Facebook and Twitter. This is understandable since most of us are using Facebook in particular as a means of reaching out and connecting to our friends and acquaintances. When someone opens his/her account, they are directed to their feed which houses different posts shared and created by their peers or by the pages that they follow. This leads a Facebook user to read and follow a thread that might give him/her several pieces of information. This information is then processed and interpreted by the reader and will be amplified, either digitally – through social media, or tell it to his peers verbally. There is a significant

number of respondents who answered that they see their peers' COVID-related Facebook posts and comments as information. Although it just came in as the third most common internet activity, being influenced by the posts and comments of peers is considered vital because social media makes it appear that large numbers of people believe in certain ideas because we assume that if a person shares a thought (or article) on social media they're implicitly giving their support to that idea. With so much 'embellishing' going on in the vast social media crowd, it is not surprising that feelings of isolation come out of prolonged usage of this form of interaction. Despite the data, people following the official Facebook and Twitter accounts of several government agencies are higher. While it appears that social media is filled with current events and information pertaining to a user's life, the algorithms used to present articles to social media accounts actually distort facts and biases. These algorithms, which are lines of code that devise rules for when/how/where to do things, control which articles are presented to which media accounts based on the reactive behaviors of the account users (each time you click on an article, information is stored about what you react to). Attentional bias means that what we give our thoughts to (attention) will become more important to us. Thus, if we see only similar political articles in our social media and do not actively pursue other means of learning about the political climate of the world, we are inevitably going to be drawn to believe and hold the opinions put forth in the articles presented to us. This is one way in which users of social media are influenced politically. And, this can be an even bigger problem when the articles are peddling false or misleading information.

Challenges of Social Media and Online Communication during the pandemic

The communication aspect of working has been greatly affected

as the pandemic has limited the employees with their face to face communication and work. The Inter-Agency Task Force (IATF) has implemented a telecommuting or work-from-home setup which changes the dynamics of work. From simple communication to official business transactions, people's means of communicating face to face were limited, thus online means were introduced. According to the data, 87.9% of the respondents think there are significant changes in the workplace in terms of communicating with their co-workers. Given this result, they said that their options of communicating are messaging applications such as Facebook Messenger, Viber, and WhatsApp. This became the most common means of communicating because most of them are connected to the internet and they don't have to spend for an additional load for cellular texting and calling. In terms of webinars and group meetings, Zoom has been the emerging outlet for the employees. Despite the accessibility of mobile messaging applications, e-mails are still preferred for professional and official communicating particularly invitations and business letters.

With this given information, the respondents were able to give their insights about the changes in their ways of communicating with each other. The prevailing theme is the challenge of digital communications such as the internet speed, availability of reliable internet in some areas, performance of their personal computers for work. Apart from the technical challenges, some of the respondents have not completely adapted to the new working environment that they find online communication difficult. Some of them have difficulties in setting up their zoom meetings, while others take time in learning the new methods of communicating. There are also some respondents who have preexisting health conditions that make online communication and work from home setup challenging. There was a respondent who said that sometimes he/she finds it difficult to hear someone over the internet despite having a clear and strong signal. Those

who have problems with their eyesight also answered that they find it difficult to see their peers in online meetings.

Seeing their co-workers online is significant because despite the changes in communicating, the need to see their faces gives them a feeling of personal connection in a way. This leads us to the other challenge of online communication which is also a recurring theme among the respondents – the heightened feeling of impersonal communication. The respondents answered that despite the convenience of online communication, it has given them the impression that communication has been less personal and more transactional since the pandemic. Prior to the implementation of work-from-home setup, the employees were able to talk freely and exchanges of ideas were easier. This makes the workload lighter. Another factor that made online communication less personal is because of the physical distance of each other. Prior to the pandemic, the employees were able to take lunch breaks together and talk about other things, which create personal bonds. They are also able to do task together which gives them the sense of belongingness in the workplace. One respondent said that online communication has a “restraining effect” because not everyone has the same internet speed, or some have other things to attend to which forces them to leave online meetings. Another respondent said that online communication may enable you to “face each other” but being significantly apart prevails.

On the transaction aspect of online communication, the respondents find it challenging to process some documents because unlike the face to face and normal work setup, some transactions during the pandemic takes days to process because some documents need signatures from different offices and it is more taxing when these documents are being sent online, downloaded, signed digitally, and forwarded to another recipient. Asking for feedback is also more difficult because there are instances that emails are being piled up or some employees were

not able to see it in their emails.

Employees' coping mechanisms in the workplace

The respondents showed that most of them are following the protocols implemented by the Inter-Agency Task Force. However, there are some exceptions such as the frequency of taking the face masks off or even seeing some of their co-workers not wearing masks at all. When using the facilities provided by the University, the same result emerged – not everyone is completely using it particularly with the frequency. Facilities such as the wash area, floor markings and barriers were sometimes ignored by some employees. Given these behaviors and their awareness of risk messages from various media outlets, there seems to be an unparalleled pattern. Interestingly enough, despite this data, all of the respondents answered affirmatively when asked if they apply the knowledge they receive. This shows that even though some were not using the facilities provided, all of them are well-informed and doing their part. This is evident when all of them answered they bring hand sanitizers and alcohol everywhere, wear face masks and even face shields upon entering the workplace, and maintain distance with their co-workers. Despite this result, the respondents have the sense of needing to share the information they receive from multiple sources and the most common reason behind this sharing of information is to keep their co-workers aware and if the information they receive are even the same or reliable. The respondents seem to verify the information by sharing them and asking if they receive the same risk message and how these messages affect them and how they behave in the workplace.

Conclusion and Recommendations

The risk messages that are being consumed by the employees are

affecting them in different ways, but most of them were beneficial. It is also good to take note that despite the availability of information, the respondents take time to verify the validity and accuracy of such information before passing it on to others. In terms of reflecting the impact of risk messages, there is a good sign that the employees are taking the risk messages seriously as they are proactive in taking measures for their own safety as well as for their co-workers. In the communication aspect, the apparent challenge of digital and online communication has added to the load of the employees as they have to adjust with the new norm implemented by the authorities. There is still a need for improvement in terms of handling these technologies as the government is considering online communication and work-from-home setup as a long term dynamic for work. The personal and individual internet infrastructures in each home should also be reinforced in order to make the new setup more bearable for the employees.

Some practical and timely recommendations can help address the enhancement of the coping mechanisms in the workplace

A. Provide “News Bulletin” or the Centralized Source of Information. There should be a centralized source of information that serves as a “news bulletin” for the employees to check frequently. This will not only make the information accessible but also validated and verified by the University. The “news bulletin” will also serve as a fact-checking outlet for the employees whether the information they receive elsewhere are true.

B. Reinforcement of Safety Protocols via Visible Signs and Markers. The University can reinforce its safety protocols by creating unified and more visible signs for its provided facilities such as the Wash Area and Barriers. These signs will give the employees a deeper sense of need to use them in the workplace. This recommendation has been created due to the responses of some employees that some of their co-workers are not using the

provided facilities. Making it more visible and more imposing makes these facilities used more frequently.

C. Encourage Communication with Peers. In terms of making the work-from-home setup more connected to their workmates, a weekly online group gathering could be considered in order to give the employees a sense of belongingness just like what they used to feel even before the pandemic. This was recommended due to some responses of the employees that their means of communicating since the pandemic has changed and turned to less personal. With the mental and emotional challenges brought about by the pandemic, being connected with your peers makes the work more bearable.

D. Alleviate Employees' Well-being and Mental Health. Another help that the University can dole out is by launching a counselling center that can accept employees who need professional help when it comes to handling their mental health. The University has started a program in line with the mental health of the students but extending this kind of service to the employees will be of greater help. The employees who are struggling with the pandemic could seek help and improve their working experiences. The university can allocate funds to hire mental health professionals who can render service. The dynamics are adapted from the UP PsycServ, a free psychological counseling program of the Department of Psychology of UP Diliman.

E. Develop an Online "Pigeon Hole". This can be an avenue wherein employees could voice out their opinions and suggestions in creating a healthier working environment during the pandemic. For those who are not comfortable with opening up with their peers through online gatherings, the university could receive feedback and suggestions from its employees through a "pigeon hole" through physical drop box outlets in

their offices and even creating an online form that could be filled out by the employees anonymously. This way, employees can easily communicate and voice out their concerns with the current work setup without the fear of being identified that could sometimes bring anxiety.

F. Provide Reliable Internet Infrastructure. In technical aspects, the university should always follow up with its employees about the technical difficulties they face in order to assist them or give necessary help to lessen the burden of the new working set-up. The university should make sure that its employees have stable and fast internet connections should they stay at home for work.

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Chapter 2

The Varying Effects of Crisis

There are always two sides of crisis: positive and negative. Some crisis brings out the best in people whereas some potentially suffer more harm due to its impact. This part reflects on the various positive and negative effects of crisis. Papers in this part focus on social, familial and personal crises that many can relate to including extra-judicial killing, cyberbullying, single parenting and mental disability. The discussion reflects on the source of crisis and its degree of effects to the individual and the society as a whole. It offers crucial reflections on the human perception of crisis as a problem to be solved or as a situation to be adopted. The studies herein challenge the understanding of various crises and provide an alternative approach to the evaluation of its impact.

The Effects of Extrajudicial Killings on the Socialization and Self-acceptance of Victim's Families

Jherwin P. Hermosa

Introduction

When President Duterte assumed to power on 2016, he immediately started the so called “*war on drugs*” envisioned to halt the long time problems of the Philippines on illegal drugs. He tasked primarily the Philippine National Police to lead this war with their so called “*Oplan Tokhang*” in going after illegal drugs activities and personnel. Unfortunately the *Oplan Tokhang* is allegedly used or abused by policemen for their personal interests or some sort of vendetta against their enemies which resulted to the problems of EJK (Franco, 2016; Johnson & Fernquest, 2018). In the Philippines, the term “extrajudicial killings” does not have a clear definition. Baldwin (2016) in *Secretary v. Manalo*, the Supreme Court, citing the rule on the writ of Amparo, opined that extralegal killings are “*killings committed without due process of law, i.e., without legal safeguards or judicial proceedings*” (Arceo, 2016).

In 2016, President Duterte released the so called “Narco-Lists” naming active and retired politicians and police officials who were allegedly involved in the drug trade. One of the listed personalities was the ex-mayor of the San Pablo City, Laguna whose family members allegedly involved in illegal drugs either as users or dealers (Escuta, 2017). The unending battle seemingly started resulting to the loss of lives of the suspected drug users, dealers and drug lords without any due process of law. The ironic reality about the story was that most of the killed were the poor, the ordinary people, and the powerless leaving their families with this remarks “*Nanlaban kasi eh, kaya napatay!*” (Reyes, 2016; Barera, 2019; Fernquest, 2018; Amnesty International, 2019). The turn of events can disturb human behaviour and might affect the expression of feelings and thoughts, socialization and self-acceptance that eventually could

lead to fear, discomfort and anxiety. Some issues in the community like EJK might result to disorganized and chaotic society (Houle & Kenny, 2018).

Taking the premise of democracy and psychosocial development, this study dwells into the effects on the immediate family members who experienced the tragic loss of loved ones lives due to EJK. In a report by Boghani (2019), the left behind families suffered deep trauma resulting to children's withdrawal from school and others work menial jobs. Similarly, the reports of Human Rights Watch (2020) emphasized on the psychological distress suffered by family members after witnessing the killing of a loved one. Children had to leave the community, hide and relocate due to fear while some children experienced bullying due to stigma. In this context, the current study aims to assess the effects on the socialization and self-acceptance of the left-behind families of EJK victims in a specific community. The results of the study could be fundamental in understanding the extent of effects of these variables to other people and the society at large.

Literature review

Theoretical Framework and Study Variables

The current study variables are closely related to the Social Influence Theory proposed by Kelman in 1958 which explains the influence of the society in the individual's attitudes, beliefs and behaviors. As cited by Estrada et al. (2011), the three central elements of the theory are compliance (accept influence), identification (adopt induced behaviour) and internalization (accept influence). In this study, the three elements are considered central to the behavioural change of the individuals left behind by victims of the EJK. It underscores the perception of the person on the issue of EJK (compliance) that made him/her change the attitude towards the other person (identification) and towards himself (internalization). As such, the compliance element was assessed through the approval or disapproval of EJK, the identification was evaluated through socialization and internalization through self-acceptance, self-control and optimism.

Socialization. According to Christiansen (2008), socialization is one of the most important environmental factors during childhood development which taught children how to act. It refers to the period of childhood development when children learn the rules and values of their society. This hypothesizes that initially children learn to merely obey the rules of their society. Certain actions are repeated because of directly correlated consequences. In addition, Weidl (2012) reiterates that socialization is the development of culture within a person, teaching him or her values, norms and roles. This also creates self-awareness as individuals interact with others making socialization a life-long process (Brym, Lie & Rytina, 2010). Deviance, by contrast, is an aversion from the common values, and norms of one's own culture. A crime is when one deviates from a norm that is considered a law, and enforced by government bodies (Brym, Lie & Rytina, 2010). All three of these have a large effect on the society.

In the past decades, a number of studies have focused on issues related to personal safety in the community (Crawford et al., 2008). However, there are still gaps in the literature since the field of personal safety is still growing in various countries. In addition, individual perception often measures belief or opinion not influence on the behaviour. The subject of personal safety falls within the social geography (Chekwa, et al., 2013) which justifies the current study locale. There are several studies conducted related to environmental danger, risk, or threat of harm, injury, or loss to personnel and/or property, whether caused deliberately or by accident (Brown & Andy 2007). Individuals are threatened by societal behaviour as victims, perpetrators, or both (Flannery & Quinn-Leering, 2010) requiring preventive measures (Fischman & Foster, 2007). The incidence of environmental safety generally associates with greater perceptions of fear (Loukaitou-Sideris & Fink, 2009; Johnson, 2009; Burton & Leoschut, 2013).

Self-Acceptance. Self-acceptance, a dimension of Ryff's (1995) psychological well-being model, means having a positive attitude, good of bad qualities, toward the self and positive feelings about the past. According to Saleem and Saleem (2017),

it refers to the individual's satisfaction about himself/herself. As considered necessary for good mental health, it requires a realistic and subjective awareness of one's own strengths and weaknesses. It demonstrates the individual's 'unique value.' Ultimately, an individual needs to achieve unconditional self-acceptance, accepting self without concerning about others love, respect, and approval (Hill, et.al. 2008).

Baroni et al. (2016) emphasize the importance of being aware of the individual potential and making this potential functional to reach self-fulfilment. In this sense, human empowerment is important. The purpose in life is having goals and outlook that gives its meaning. Thus, personal growth, a close concept to self-actualization, helps realize a person's potential (Altunbas, 2014). The individual characteristics along with psychological well-being develop the individual potential. In this context, this study presupposes that the participants have positive relations with the society, in general. Positive relations include well and trusting relationships with others, empathy, love, and trust.

Self-Control. Good self-control has been related to many positive outcomes related to health, success, wellbeing, and crime avoidance (Stock, & Baumeister, 2012; Duckworth, Quinn, & Tsukayama, 2012). Policy-makers have considered large-scale programs aimed at improving self-control with the hope of improving the health and wealth of the citizenry and reducing crime (Moffitt et al., 2011). The trait of self-control is found in a plethora of research studies, predominately in the field of psychology. Although self-control is considered an important trait, no single accepted definition or name is used consistently. Self-control has been referred to as self-regulation, self-discipline, and willpower, among other names (Duckworth & Kern, 2011). Duckworth, et.al. (2012) acknowledged the confusion between the meaning of self-control and self-regulation and differentiate them as "self-control" being a personality trait that voluntarily regulates impulses to meet long-term goals and "self-regulation" being metacognitive strategies that help in meeting personal goals. Storch (2015) succinctly sets self-control and self-regulation apart by saying "*self-control*

helps you meet small challenges, but to change your life significantly you'll need self-regulation."

Optimism. Abdel Khaleq & El Nayal (2015) defined optimism as *"the positive view, loving life and belief in the possibility of good occurrences, or the good aspect of things, rather than the bad aspect."* In addition, Abdel Khaleq (2010) defines optimism as rejoicing view of the future making the person expects better, anticipates occurrence of goodness, and looks forward for success. Accordingly, it holds generalized favourable expectancies for the future (Carver et al., 2010). Optimism concentrates in the general expectation that good or positive things will happen. Thus, optimists are individuals with a tendency to have positive expectations about the world in general, whereas pessimists tend to anticipate negative outcomes in their lives (Carver et al., 2010). On the other hand, pessimism is a negative anticipation of the events to come, making the person expects worst things to happen, and anticipates badness, failure and disappointment.

Methodology

A descriptive correlational method was used to find out the relation between the self-acceptance and socialization of the selected participants. The method was used because the research aims to correlate the relationship between the variables.

The participants were 60 selected residents who are related (relative, friend or neighbor) to the victims of EJK in the three barangays namely Barangay San Juan, Barangay Guadalupe and Barangay Del Remedio, San Pablo City, with age 18 years old and above. The participants were purposively chosen who agreed to answer the research questionnaire. The respondents were mostly 18-25 years old (45%), female (51.67%), single (53.33%), high school graduate (41.67%) and employed (75%). These were mostly relatives of the victims.

The study used a self-made questionnaire with three portions:

Personal Information. This includes the basic information about the respondents, which include the age, gender, civil

status, educational attainment, occupation, family monthly income and relationship to the victim.

Questionnaire on Self-Acceptance. This was divided into three categories which are optimism, emotional stability and self-control. Each category has 10 questions that aimed to answer the perceived level of self-acceptance of the respondents.

Questionnaire on Socialization. This was divided into two categories which are the family safety and concern and safety of the community. Each category has 10 questions that aimed to answer the perceived socialization of the respondents.

The data collection was personally administered for confidentiality and security. The study secured the participants' consent at the beginning of the survey. The study objectives were clearly discussed to give the participants enough time to comprehend the critical nature of the study. The study treated the data gathered with utmost confidentiality in order to protect the identity of the participants.

The frequency, mean, percentage were used for the non-inferential statistical treatments whereas Pearson r was used to correlate the independent and dependent variables.

Findings and Discussion

Table 1

The Respondents' Factors for Socialization

Indicators	Mean	SD	VI
Personal/Family Safety	1.69	0.873	L
Community Safety	2.11	0.932	M
OVERALL	1.90	0.902	A

Legend: 4.0-3.26 High; 3.25-2.51 Moderate; 2.50-1.76 Average; 1.75-1.0 Low

Table 1 shows the respondents' perception on the different factors for socialization. It is evident that the level of

socialization in terms of family safety has an overall mean of 1.69 which is verbally interpreted as “low.” It means that the respondents’ socialization is very limited due to the heavy effects of the situation. The Filipinos are well-known for being socially and family-oriented people. Most often than not, the strength comes from family members and loved ones due to strong ties enabling support system in times of challenges. The results clearly indicate that the fearful experience created stigma and long lasting trauma that limited their way of socialization (Almendral, 2017). Meanwhile, safe community has been perceived as “moderate” with an overall mean of 2.11. Although higher than expected, the general impression of the respondents towards other people still is indifferent. There are still prohibitions as to the actions towards other people and the society, in general. The respondents still feel the need to be secured towards their community actions.

The overall general perception on the factors of socialization has an overall mean of 1.90 which is verbally interpreted as “average.” The assessment clearly showed the negative consequences of the EJK on the left behind families. As narrated by Demick (2016), that many suffer psychological distress after witnessing the killing of a loved one. Some of these respondents also had to leave their homes and community, either to hide or relocate because of fear. Similarly, some experienced bullying because of the stigma of alleged drug use by a now deceased parent.

Table 2

The Respondents’ Level of Self-Acceptance

Indicators	Mean	SD	VI
Optimism	1.91	0.934	M
Emotional stability	1.90	0.967	M
Self-Control	2.13	0.924	M
OVERALL	1.98	0.941	M

Legend: 4.0-3.26 High, 3.25-2.51 Moderate, 2.50-1.76 Average, 1.75-1.0 Low

Table 2 shows the respondents’ level of self-acceptance. The mean of 1.91 reflects the moderate level of self-acceptance as to

optimism. There was moderate level also in the emotional stability with a mean of 1.90 and with 2.13 mean reflects the moderate level of self-control of the respondents. Summing this up, the overall level of self-acceptance of the respondents was “moderate” with mean of 1.98. This implies that EJK affects the self-acceptance of an individual, particularly those who are relatives and family members of the victims. Most of them feel judged and secluded with a tagged negative stereotyping. Due to the stigma tied to DRKs, neighbours’ and relatives are also afraid to associate with bereaved families and are unable to condole at the wakes. This also leads to weaker support systems for affected families. Some respondents noted that some informant ‘assets’ and assassins are also members of the community, eroding trust among neighbours. As shared experience, Pangilinan, et al. (2017) identified one orphaned grandchild of a respondent is saving up money to buy a gun so that he can avenge his father’s death.

Table 3

Test of Correlation between the Profile of the Respondents and Socialization

Profile of the Respondent	Test-statistic	Tabular value	Value of tc	r-value	Decision	Interpretation
Age	R	2.00	0.187	0.024	Accept Ho	NS
Gender	R	2.00	0.499	0.065	Accept Ho	NS
Civil status	R	2.00	0.761	0.099	Accept Ho	NS
Educational attainment	R	2.00	0.687	0.90	Accept Ho	NS
Occupation	R	2.00	0.557	0.073	Accept Ho	NS
Family Monthly Income	R	2.00	1.313	0.170	Accept Ho	NS
Relationship to the Victim	R	2.00	1.450	0.187	Accept Ho	NS

Table 3 shows the test of correlation between the respondents' profile and the factors of socialization. It can be implied that the age, gender, civil status, educational attainment, occupation, monthly income and relationship to the victim were not statistical factors affecting socialization of the respondents. This infers that the demographic profile of the respondents have no statistical implication on the various factors considered for socialization. Thus, the situation must be assessed on a case by case basis.

Table 4

Relationship between Profile of the Respondents and Self-Acceptance

Profile of the respondent	Test-statistic	Tabular value	Value of tc	r-value	Decision	Interpretation
Age	r	2.00	0.449	0.065	Accept Ho	NS
Gender	r	2.00	0.678	0.089	Accept Ho	NS
Civil status	r	2.00	0.201	0.026	Accept Ho	NS
Educational attainment	r	2.00	2.545	0.317	Reject Ho	S
Occupation	r	2.00	0.790	0.103	Accept Ho	NS
Family Monthly Income	r	2.00	0.418	0.055	Accept Ho	NS
Relationship to the Victim	r	2.00	1.620	0.208	Accept Ho	NS

Table 4 presents the test of correlation between the profile of the respondents and the level of self-acceptance. Noticeable that all the variables under profile were not significant to the self-acceptance of the respondents except for educational attainment. Willis (2011) claimed that the higher education of an individual, the higher the level of emotion. Being exposed and aware of the different circumstances in the environment, the educational level reflects the level of critical thinking and analysis. The level of education opens the socio-cognitive skills of an individual to respond to the different social situations. Similarly, the educational attainment in the Philippines is tantamount to higher

social expectations in terms of emotional stability which also affects the self-acceptance.

Table 5
Relationship between Socialization and Self-acceptance

Variables	Test statisti c	Tabular Value	Value of tc	r- valu e	Decision	Interpretatio n
Socialization and Self-Acceptance	R	2.00	2.208	0.507	Reject Ho	S

Table 5 shows a positive relationship between socialization and self-acceptance. The results signify that as socialization increases the level of self-acceptance also increase. Relatively, when the socialization of the respondents is poor then the level of their self-acceptance drops. As Grusec (2011) clearly states that “*the ability of a person to maximize the potential skill was brought out with socialization and with this the emotion that arises emphasizes the severity and degree regarding to the norm of a certain community.*” Similarly, the self-acceptance can be measured through the degree of socialization of an individual per se. It infers that the psychological domain of a person has a strong impact on the way he/she socializes and views the society.

The findings of the study suggest that the left behind families have high involvement, whether emotional or social, with the EJK victims’ unbearable fate. This explains the Filipinos high regard for family, family ties and strong family bond. Generally, the results imply a rather clear effect on the socialization and self-acceptance of the respondents. Whether low level or high level, the family’s involvement in the tragic experiences brought trauma and fear (Reyes, 2015) affecting how to socialize and reject the dictates of the society. However, this raises questions on the family’s life after the victims’ death. Rebuilding a family after a tragic event is not easy which Carandang, (1987) as cited

in Puente (2000) coined the term *mananalo* (helper) to describe this phenomenon in Filipino family dynamic.

Conclusion

The study examined the EJK victims' left behind families to determine the effect of the tragic event on the socialization and self-acceptance. The results showed no significant relationship between the profile of the respondents and the factors for socialization while there was significant relationship between the profile of the respondents and the self-acceptance. As to the socialization, the respondents' perceived personal safety and community safety as generally "average". Meanwhile, the self-acceptance in terms of optimism, emotional stability and self-control, are generally assessed as "moderate." It was further revealed that there was a significant relationship between socialization and self-acceptance of the respondents.

The results of the study serve as fundamental to the complete understanding of the effects of a difficult situation. Although it is easier said than done, respondents should have the strength to face any problems with optimism. Strong family support system is needed in order to overcome this difficulty.

For the Local Government Unit, this study may serve as a vantage point in their better response and approach to assist the EJK victims' family members. The priority must be establishing a program to address the psychological needs. Further studies may be conducted using validated and expanded questionnaire to include other variables not considered in this study. A mixed method may also be considered for triangulation and validation of the results.

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Cyber Bullying Tendency among Young Generation during COVID-19 Pandemic

Md. Alamgir Hossain

Introduction

After the identification of COVID-19 on December 2019 in Wuhan, China, the pandemic spread throughout the world. Relatively, when Bangladesh identified the first three infected patients on March 6, 2020 (GradaWorld, 2020), the government closed all the commercial establishments. As the outbreak began taking terrible effects, the series of lockdowns and shutdowns of various establishments were taken systematically. This paved way to the closures of all academic institutions, which transitioned from face to face to a new modality of teaching and learning.

During the shutdowns of the academic institutions, the online platform became the emerging alternative for the delivery of educational services. Thus, most of the young students can enjoy easy access to internet facilities. Parents are easily buying devices for their children to join online classes. In the side line, these youngsters relentlessly use mobile phones most of the time resulting to mobile addiction, online gaming addiction as well as various types of cyber-crime. Relative to the previous studies' findings that closure of educational institutions lead to students' mental distress due, various bad habits and behaviours are being developed. Similarly, cyber bullying has taken its serious turn.

This study evaluates the cyberbullying tendencies among the youth during the time of COVID-19 pandemic. Specifically, it identifies the major causes, effects and associated problems of cyberbullying and cyberbullying tendencies. Furthermore, it also enumerates strategies in order to lessen, if not eliminate, cyberbullying tendencies among the students.

Literature Review

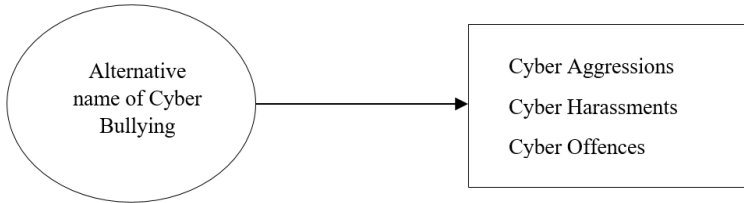
Cyber bullying has become even more popular as the target has shifted from person-to-person to digital platforms, reaching users regardless of geographical concentration (Sanchari Das, 2020). Relatively, the prevalence of COVID-19 has forced many to become more reliant on Internet use for daily activities. This in itself increases the chances of cyber bullying (Mkhize & Gopal, 2021). During this period, online criminal activities among the youth increased with victims more engaged in self-harm and aggressive attitudes toward family, friends, and relatives (Alsawalqa R. O., 2021). As such, this results to shame, guilt, fear, suicide and other psychological disorders (Katz, 2014). Accordingly, both victims and offenders in cyber bullying have lower self-esteem, higher frustration and suicidal ideation and increased school problems and participation in other problematic offline behaviours (Patchin, 2013).

In a study conducted by Akrim (2020), 50% of students are aware that cyber bullying includes blocked messages in emails, SMS or text messages on social networks. While more than 40% agreed that anger, harm, revenge, despair and ego are the main causes of cyber bullying, the same percentage of students preferred to ignore perpetrators of cyber bullying. Surprisingly, more than 50% of students confirmed to be victims of cyber bullying in one way or another. In the era of Instagram, Facebook, Twitter, online games and gaming chat platforms, age and sex orientation are now becoming more significant factors for committing cybercrimes during lockdown period (Ojasvi Jain, 2020). For instance, it was evident that young boys are more engaged in cyber bullying aggressions than young girls (Sofía Buelga Maria, 2016).

Forms of Cyberbullying

Cybercrime is the use of computer technology to commit crime. It covers all actions where computer and information and communication technology are used for the commission of crimes including cellphone, internet, twitter, Facebook, email, Imo, WhatsApp used by the offenders (Monjur Kader, 2010). Meanwhile, cyberbullying is the delinquent behavior and

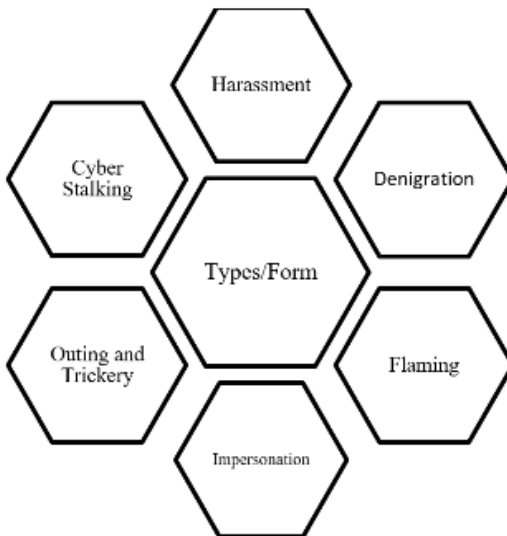
repeated harm inflicted through the use of electronic devices (Hasse, 2019). It is a common social maladjustment that can affect the victim, the bully and those who witness bullying behaviors. It can lead to serious adverse social, emotional, physical and psychological effects (Alsawalqa R. O., 2021).



One common form of cyberbullying is cyber racism. As argued by Alsawalqa (2021), it encloses a certain rhetoric that includes racist attitudes toward specific social groups, hate-speech, nationalism and common destiny. It may also include racist or discriminatory comments, symbols, images or language in text messages, blogs, or videos posted on social media or sent through email (Gopal, 2021).

Figure 1

Forms of Cyber Bullying



According to Willard (2007) there are six common types of cyberbullying which include harassment, denigration, flaming, impersonation, outing and trickery and cyberstalking.

Harassment. This involves repeatedly sending offensive, rude and insulting messages.

Denigration. It means ‘dissing’ someone online such as sending or posting cruel gossip or rumors about a person to damage his/her reputation or friendships.

Flaming. It involves online “fights” using electronic messages with angry and vulgar language.

Impersonation. It means breaking into someone’s account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person’s reputation or friendships.

Outing and trickery. It involves sharing someone’s secrets or embarrassing information or images online.

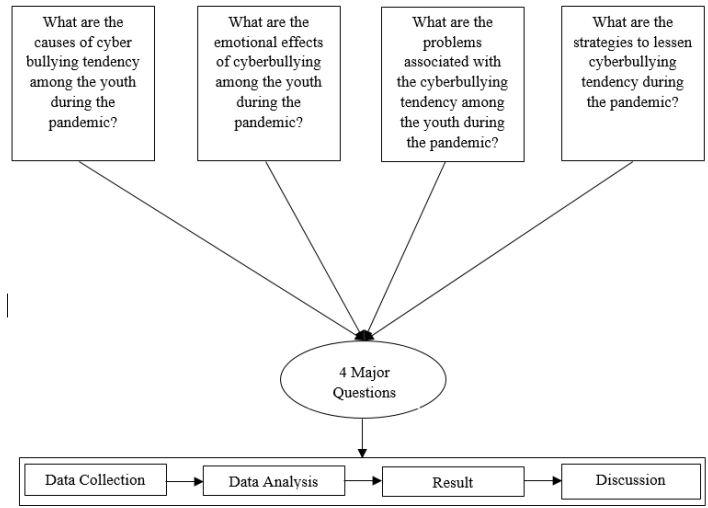
Cyber stalking. This means repeatedly sending messages that include threats of harm or are highly intimidating making the person afraid for his/her safety.

Methodology

The quantitative research design was used in this study. The strategy employed was survey method through Google form due to restrictions during the pandemic.

The participants of the study were the 225 university students selected through random sampling. There were 167 male and 60 female respondents. They are mostly 20 to 24 years old (61.4%), Muslim (89.2%) and in their 2nd and 3rd years (64.6%) in their honour’s degree.

Figure 2
Research Methodology



The primary data were gathered mainly through the survey questionnaire composed of four questions. Due to restrictions brought by the pandemic, the in-depth interview was not conducted. The questionnaire was distributed to the students through Google Form which was retrieved relatively easy. The data gathered were tabulated and analysed using frequency and percentage.

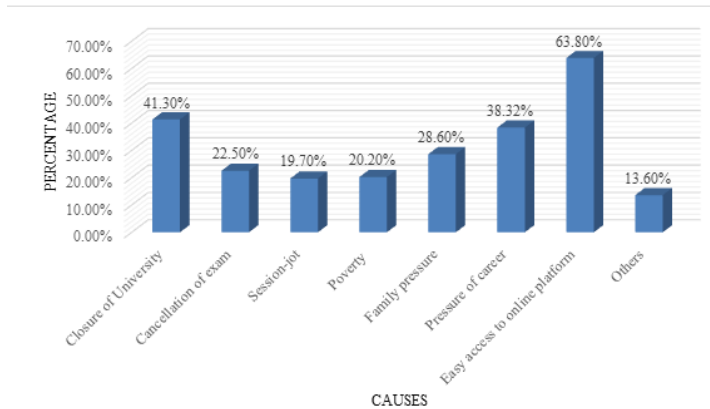
Results and Discussion

As shown in Figure 3, most of the respondents (63.80%) identified the easy access to online platform as the major reason for cyberbullying tendency. As all the educational task is through the online platform, the students are exposed to the wide use of internet, applications and social media that could eventually lead to addiction and potential involvement in cyber aggressions and other forms of cyberbullying. Meanwhile, the 41.30% of the respondents believed that the cyberbullying tendency during the pandemic situation was attributed to the university and school closure. This was supported by the 22.50% of the students who

believed that the sudden stoppage of tests diverted their attention to cyberbullying tendencies.

Figure 3

Major Causes of Cyberbullying Tendencies



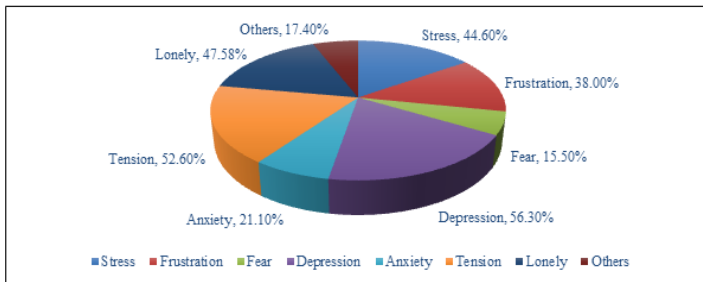
While the majority of the respondents pinpoint the effects of online presence and online classes, there are still other pressures contributing to cyberbullying tendencies. For example, 28.60% identified family pressure while 38.32% identified career pressure. There are still minor causes such as session-jot (19.70%) and financial problem (20.20%).

While cyberbullying tendencies root to various situations and circumstances and can never be attributed to single factor, the respondents' identification of access to online sources coupled with the diversion to online learning during the pandemic must have contributed much to the issue. The longer than usual online presence could lead to various tendencies which students are not really aware as cyberbullying. Due to high cases of poverty in Bangladesh, for instance, easy access to unreliable social media posts lead to misinformation. Without proper online etiquette and guidance, the young people are prone and exposed to

different forms of cyberbullying tendencies which are seen as normal and fun. For instance, making fun of someone's appearance, racist remarks, sharing photos and videos without permission and sharing personal information are done without precautions. The diversion to online seemingly added more tendencies for the younger generation to commit and/or be victims of cyberbullying.

Figure 4

Emotional Effects of Cyberbullying



In today's online world, cyber harassment has surged resulting to various effects. As reflected in Figure 4, the various psychological effects of cyberbullying emerge from not-so-simple cases to severe emotional distress. Accordingly, the majority of the respondents (56.30%) agreed that depression is the primary effect of cyberbullying followed by tension (52.60%) and loneliness (47.58%). The prevalence of undisclosed cases even led to severe cases as victims cannot seek for help. Similarly, during the COVID-19 lockdowns and isolations, where internet became the new socialization modality, younger people have limited outlets to share the cyberbullying experiences. Majority of these victims just keep the sentiments and figure out solutions themselves.

The other emotional effects of cyberbullying include stress (44.60%), frustration (38.00%), anxiety (21.10%) and fear (15.50%). As the student-respondents have multiple options during the survey, the degree of effects varies from person to

person. However, it is definitely clear that cyberbullying tendencies and cyberbullying have strong emotional influence to both the perpetrators and victims. The results clearly imply the seriousness of the issue even during the pandemic.

Figure 5

Problems Associated with Cyberbullying Tendency

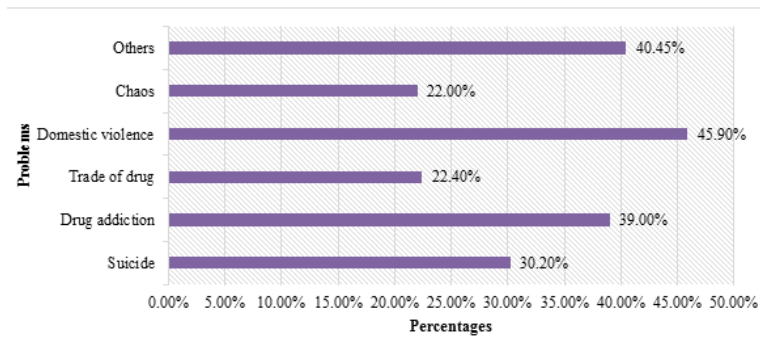


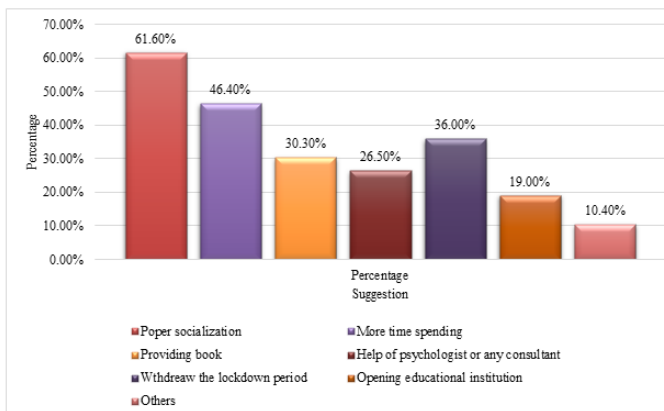
Figure 5 shows the various problems the students associated the cyberbullying. These problems are common to both the victims and perpetrators intensifying their either cyberbullying tendency or the results of cyberbullying acts. The majority of the students associate cyberbullying tendency to domestic violence accounting to 46%. It should be noted that domestic violence comes in many forms such as physical, mental or emotional abuse. The cycle of predator and prey is apt to explain this situation. The human personality enabling both predator and prey characteristics – where the prey becomes the predator to get even – clearly illustrates the results. As the victim of domestic violence develops the plot to get revenge, the tendency to dominate other people intensifies. This is also supported by the 40.45% noting that there are many other problems associated with cyberbullying.

The other problems associated with cyberbullying include drug addiction (39.00%), suicide (30.20%), drug trade (22.40%), and chaos (22%). The respondents associate the issue with a higher degree of serious social and personal issues. For instance, the

issue of drug addiction is common to any country regardless of status and social situation which cannot be generally associated with cyberbullying. However, it clearly implies that drug addiction either insinuates cyberbullying tendencies or leads victims to be drug dependent to deter cyberbullying. Similarly, the other associated problems are clear indications of students' presumptions on the varying effects of cyberbullying and cyberbullying tendencies.

Figure 6

Strategies to Lessen Cyberbullying Tendency



The respondents were asked on the strategies to lessen, if not eradicate, cyberbullying tendencies among the youth. The various strategies suggested by the students are shown in Figure 6. The majority (61.60%) believe that proper socialization will deter the youth from cyberbullying tendencies. This is seconded by the idea that parents, friends and relatives spend more time with their children, which account for 46.40%. Other suggestions include ease of lockdowns (36%), encourage youth to read books (30.30%), seek help from psychologist (26.50%) and opening of educational institutions (19%).

The varying suggestions open the discussion on the different diversion techniques in order for the youth to deter from cyberbullying tendencies. However, it is relatively clear that the role of immediate family and educational institutions are vital in

creating awareness and eventually stopping cyberbullying to occur.

The commonality with the given suggestions is diversionary techniques. It is clear to the student-respondents that giving other positive options would allow them not to engage in cyberbullying tendencies. For instance, engaging with family talks, reading books and opening of schools allow them to get busy with personal and academic stuff than staying online. Relatively, the lockdown is seen as a culprit in keeping these youth to interact with other people online.

Conclusion

Cyberbullying has been an alarmingly common social issue faced by the youth which has intensified during the Covid-19 pandemic. The results of this study showed a strong association of cyberbullying tendency to the current pandemic situation prompting the easy access to the internet and various social media platforms. It is relatively clear that the student-respondents see the shift to online classes as the biggest opportunity for cyberbullying tendencies. Since students have no diversion except for social media, the opportunity to interact with other people, knowingly or unknowingly, opens the tendency for cyberbullying. It is also clear that students are aware of the various causes and consequences of cyberbullying. However, there is no proper and formal education related to the issue.

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Cognitive Vulnerabilities and Depression of Children with Single Parents

Portia R. Marasigan, Ph.D.

Introduction

The family, which consists of parents and children, is very important for human life. Starting from loving and being loved by the child who comes from within a family in the world develops a healthy personality in accordance with the needs of his/her physical, mental and emotional needs and obtains the most comprehensive information about the society to live in. The child, who has completed the socialization and education process with the help and contributions of the parents, gains a successful social life. A child observes a family communication based on mutual love, respect, sharing and solidarity, has a better relationship with the people around him (Şentürk, 2012). Family is a great institution and parenting is its pillar. However, with time there have been huge observations that single parenting is mostly practiced and one individual parent is accountable of nurturing of children. Due to multiple reasons both spouses are unable to practice the same responsibilities together. It seems very strong but has ultimate consequences on children (Ali & Soomar, 2019).

Over the years, there has been a general consensus that single-parent families are at a greater disadvantage compared to more traditional homes. The factors associated with worse outcome in single-parent families maybe more complicated than first evident. Single-parent families are also suggested to have less resilience when confronting stress. Single parenthood raises further economic challenges compounding the level of stress, possibly causing more difficulties in parent-child relationships. The prevalence of poverty in single-parent family has been estimated to be as high as 50% compared to around 5% in two-parent intact families (Avison, 2002). Children who grow up in fragmented or single-parent families fail to fulfill their socialization tasks (Uluğtekin, 1991; Adegboyega, 2019). The violent conflict created by the incompetence in the family causes

the divorce by weakening the relationship between the parents, and as a result of these divorces, a number of anti-social behaviors such as high anxiety, aggressiveness and shyness are observed in children (Ulug and Candan, 2008).

A child belonging to a broken family has constant internal conflict. At the end of these conflicts, they accused the family of children and showed an attitude towards them (Wolf, 1998). Without the ability to solve the problem, the child will face deeper problems in the future because he cannot solve his anti-social behavior (Morganett, 2005). Research revealed that divorce has negative consequences on children such as depression, stress, loneliness, irritability, and lack of attention (Herwig, Wirtz, and Bengel 2004; Jackson, 2000; Sergi, et al., 2013; Daryanani, et al., 2016).

It is well-established that many psychosocial factors more broadly predictive of depression - including life stress, cognitive vulnerabilities, and interpersonal conflicts - are more likely to be encountered by adolescents than children (Hankin, 2006; Sergi, et al., 2013), and thus, may help explain the sharp increase in depressive rates. Moreover, although cognitive vulnerabilities such as rumination and negative inferential styles are present during childhood, they often consolidate during adolescence and develop into more robust, stable predictors of depression (Hankin, 2008a; Sergi, et al., 2013).

According to APA dictionary of psychology, cognitive vulnerability is a set of beliefs or attitudes thought to make a person vulnerable to emotional disorders such as depression and anxiety. This term focuses upon a sense of dissonance, meaning discord or conflict, within a person's mental processes while learning new information but more directly this term focuses upon the learner's efforts towards using information in new and different ways of understanding.

Maladaptive cognitive styles, including dysfunctional attitudes about our self-worth, the tendency to make negative inferences about the causes and consequences of negative events, and the tendency to ruminate about our sad mood, have been hypothesized to provide vulnerability to depression when

individuals experience stressful life events (Alloy, Abramson, Stange & Salk, 2016).

According to Riskind and Black (2005), cognitive vulnerabilities are faulty beliefs, cognitive biases, or structures that are hypothesized to set the stage for later psychological problems when they arise. They are in place long before the earliest signs or symptoms of disorder first appear. These vulnerabilities are typically purported to create specific liabilities to particular psychological disorder after individuals encounter stressful events, and to maintain the problems after their onset. Only by addressing these vulnerabilities can long-term therapeutic improvements be maintained, and the risk of recurrences or relapse be reduced.

Riskind and Alloy (2006) states cognitive vulnerability models offer popular ways of understanding the origins and causal factors that contribute to psychological problems. Cognitive vulnerabilities are typically purported to create liabilities to psychological disorders after individuals encounter stressful events, in a vulnerability-stress interaction, and to maintain the problems after their onset.

The principle also applies to both “normal” and “abnormal” responses of individuals. That is, such models are also based upon the precept of a continuity of normal and abnormal cognitive processes. As Beck (1991) stated: “The [cognitive] model of psychopathology proposes that the excessive dysfunctional behavior and distressing emotions or inappropriate affect found in various psychiatric disorders are exaggerations of normal adaptive processes” (p. 370). At the same time, people can exhibit relatively habitual or stable patterns in the ways in which they appraise emotion-provoking stimuli (Abramson, Seligman, & Teasdale, 1978; Riskind et al., 2000; Weiner, 1985; Hong & Cheung, 2014). For example, some individuals habitually attribute failures to personal defects. As a result of these differences, people can differ in their future risk for developing particular kinds of emotional disorders or psychological problems.

Most theorists adopt a vulnerability–stress paradigm in which it is recognized that psychological disorders are caused by a combination of predisposing (constitutional or learned) and precipitating (environmental) factors. That is, precipitating events (e.g., stressful life events, early childhood traumas, a marital disagreement) can trigger the development of psychological problems or emotional disorders for certain individuals (Alloy, Abramson, Raniere, & Dyller, 1999; Hong & Cheung, 2014; Daryanani, et al., 2016), but the degree and even direction of response can differ enormously from one person to another. Thus, precipitating environmental events are particularly likely to produce psychological problems among individuals who have a preexisting cognitive vulnerability to the disorders. Indeed, most individuals who are exposed to precipitating stressful events do not develop disorders. And, when disorders or problems emerge, their specific nature differs for different individuals and is not determined just by the precipitating stress alone. For example, stressful events are elevated in depression (Brown & Harris, 1978; Paykel, 1982), bipolar disorder and mania (Johnson & Roberts, 1995), anxiety disorders (Last, Barlow, & O’Brien, 1984; Roy–Byrne, Geraci, & Uhde, 1986), and even schizophrenia (Zuckerman, 1999). Thus, cognitive vulnerability–stress models are offered to help account for not only *who* is vulnerable to developing emotional disorder (e.g., individuals with a particular cognitive style), and *when* (e.g., after a stress), but to *which* disorders (e.g., depression, eating disorder, etc.) they are vulnerable (Riskind & Alloy, 2006).

The study aims to determine the cognitive vulnerabilities and depression of the children with single parents and to relate them. Specifically, it sought to answer the following questions:

- (1) what are the levels of cognitive vulnerabilities of the respondents in terms of attitudes toward self, life orientation and hopelessness?
- (2) what are the levels of depression of the respondents as measured by the Beck Depression Inventory?

(3) is there a significant relationship between the profile of the respondents and their levels of depression?

(4) is there a significant relationship between the levels of depression of the respondents and cognitive vulnerabilities in terms of attitudes toward self-life orientation and hopelessness?

Theoretical Framework

The study was anchored from **Aaron Beck's Cognitive Theory of Depression**. According to Dr. Aaron Beck, negative thoughts, generated by dysfunctional beliefs are typically the primary cause of depressive symptoms. A direct relationship occurs between the amount and severity of someone's negative thoughts and the severity of their depressive symptoms. In other words, the more negative thoughts you experience, the more depressed you will become.

Beck also asserts that there are three main dysfunctional belief themes (or "schemas") that dominate depressed people's thinking: 1) I am defective or inadequate, 2) All of my experiences result in defeats or failures, and 3) The future is hopeless. Together, these three themes are described as the Negative Cognitive Triad. When these beliefs are present in someone's cognition, depression is very likely to occur (if it has not already occurred).

An example of the negative cognitive triad themes will help illustrate how the process of becoming depressed works. Imagine that a person has just been laid off from his/her work. If he/she is not in the grip of the negative cognitive triad, he/she might think that this event, while unfortunate, has more to do with the economic position of his/her employer than his/her own work performance. It might not occur to him/her at all to doubt himself/herself, or to think that this event means that he/she is washed up and might as well throw himself/herself down a well. If his/her thinking process was dominated by the negative cognitive triad, however, he/she would very likely conclude that his/her layoff was due to a personal failure; that he/she will always lose any job he/she might manage to get; and that his/her situation is hopeless. On the basis of these judgments, he/she will

begin to feel depressed. In contrast, if he/she was not influenced by negative triad beliefs, he/she would not question his/her self-worth too much, and might respond to the lay off by dusting off his/her resume and initiating a job search.

Beyond the negative content of dysfunctional thoughts, these beliefs can also warp and shape what someone pays attention to. Beck asserted that depressed people pay selective attention to aspects of their environments that confirm what they already know and do so even when evidence to the contrary is right in front of their noses. This failure to pay attention properly is known as faulty information processing.

Particular failures of information processing are very characteristic of the depressed mind. For example, depressed people will tend to demonstrate selective attention to information, which matches their negative expectations, and selective inattention to information that contradicts those expectations. Faced with a mostly positive performance review, depressed people will manage to find and focus in on the one negative comment that keeps the review from being perfect. They tend to magnify the importance and meaning placed on negative events, and minimize the importance and meaning of positive events. All of these maneuvers, which happen quite unconsciously, function to help maintain a depressed person's core negative schemas in the face of contradictory evidence, and allow them to remain feeling hopeless about the future even when the evidence suggests that things will get better (*Retrieved from <https://www.mentalhelp.net/depression/cognitive-theories/>*).

Methodology

The study used descriptive correlational design. It is descriptive since it described the behavior of the respondents. It is correlational since the study determined the relationship between the independent variable and dependent variable.

The respondents of the study are 150 children with single parents living in San Pablo City, Laguna in the Philippines. It used the purposive sampling technique. The criteria set in choosing the samples are: (1) the respondents must belonged to a family with

single parent; (2) aged between 15-30 years old; and (3) should have a score of above 30 in the Psychological distress test. Majority of the respondents are young adults (54%), female (70.67%), unemployed (67.34%) and raised by a single mother (66.67%).

The study used the five tests namely Kessler Psychological Distress Scale, Tet on Attitudes toward self, Life orientation test, Beck Hopelessness Scale and Beck Depression Inventory. The respondents answered the Kessler Psychological Distress Scale first. The children with single parents who have scored 30 and above in the test were oriented and requested to become study participants. Upon the given consent, participants were given the other four (4) tests for them to answer and were retrieved afterwards.

The study made used of the following statistical tools: frequency and percentage, mean and standard deviation and multiple regression.

Findings and Discussion

Figure 1

Level of Attitude towards Self

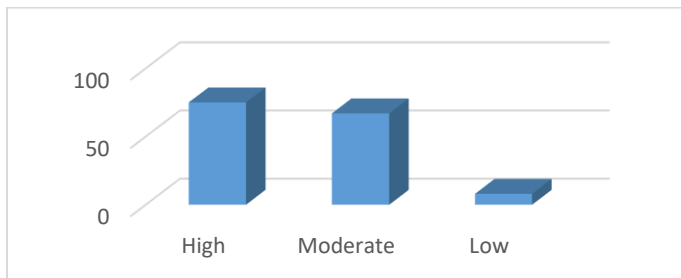


Figure 1 shows that 50% of the respondents have high level attitude towards self while only 5.33% have low level. This means that many of them are holding overly high standards, the tendency to be self-critical at any failure to perform well, and the tendency to generalize from a single failure to the broader sense of self-worth.

Figure 2

Level of Life Orientation

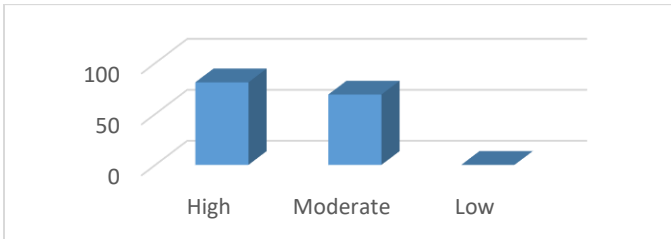


Figure 2 presents the respondents' high level of life orientation corresponding to the majority (54%) of the respondents. Interestingly, no respondents has low level of life orientation. This implies that majority of them expect more good things to happen to them than bad. These type of people show positive outlook in life.

Figure 3

Level of Hopelessness

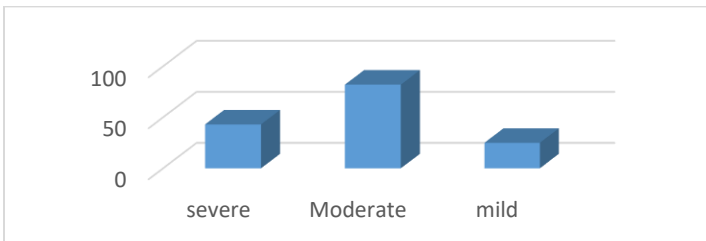


Figure 3 presents the level of hopelessness of the respondents. It shows that majority of them have moderate level of hopelessness with 54.67%, some have severe level with 28.67% and few have low level with 16.66% only. This implies that most of the respondents are sometimes pessimistic and are hopeless of the future.

Figure 4

Level of Depression

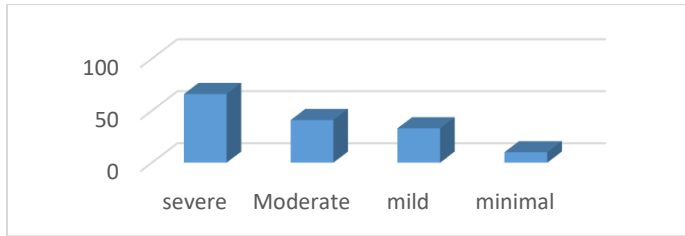


Figure 4 illustrates the level of depression of the respondents. It shows that many of them have severe level with 44% and few have mild and minimal level with 22% and 6.67%, respectively. It can be implied that respondents are often sad, have guilty feelings, thinks they are worthless and their past failure, have self-dislike, have suicidal thoughts and loss of interest.

Table 1

Correlation between Respondents' Profile and Depression

Profile	r- value	Interpretation
Age	0.142	Significant
Sex of respondents	0.0372	Not Significant
Occupation	0.170	Significant
Sex of parent	0.112	Not Significant
Family monthly income	-0.099	Not Significant

Legend: Critical value = 0.140268

Table 1 presents the correlation between the profile of the respondents and their depressive behavior. It shows that sex of respondents, sex of parents and family monthly income have no relations to the depressive behavior of the respondents. Meanwhile, age and occupation have significant relations with the depressive attitude of the respondents.

As to age, since $r=0.141516$ is greater than $CV=0.140268$, thus H_0 is rejected hence there is a significant relationship between age of the respondents and their depressive behavior. Since the correlation is positive, as the age of the respondents increases the level of their depression increases. In this study, the young adults who have single parents are more likely to be more depressed than the adolescents. Similar to the study of Twenge as cited by Boyle (2019), reported symptoms consistent with major depression increased by 52% among the teens and 63% among the young adults. Similarly, Becker (2020) found out that young adults ages 19 to 29 sometimes develop depression due to major life transitions, lack of support in new environments, lack of coping skills, relationship issues, poverty, trauma and work issues.

As to occupation, since $r=0.16969107$ is greater than $CV=0.140268$, the H_0 is rejected hence there is a significant relationship between the occupation of the respondents and their depressive behavior. This implies that the non-employed respondents are more likely to be more depressed than the employed respondents. People lose faith in themselves and become pessimistic the longer they are out of a job. According to Park, et al. (2016), the employed group showed lower late-life depressive symptom prevalence than the non-employed group among older Korean men. In addition, some second skill level occupations (clerks, plant and machine operators) were significantly associated with a lower risk of depressive symptoms after adjusting for general factors in older Korean men.

Table 2 presents the test of correlation between cognitive vulnerabilities and depression of the respondents. Among the factors which includes attitude toward self with p-value of 0.127, life orientation with p-value of 0.359, hopelessness with a p-value of 0.000, only hopelessness has a significant relationship with depression. This means that the depressive behavior of the respondents may be influenced by their hopelessness.

Table 2*Correlation between Cognitive vulnerabilities and Depression*

Factor		t-Stat	p-value	Interpretation
Attitude toward self	toward	-1.536	0.127	Not significant
Life orientation		0.920	0.359	Not significant
Hopelessness		5.693	0.000	Significant

Legend: $p < 0.05$, significant; $p > 0.05$, not significant

The hopelessness theory (Abramson et al., 1989) explains that expectation for highly desired outcomes will not occur or that highly aversive outcomes will occur and that there is nothing one can do to change this situation is a proximal sufficient cause of the symptoms of depression specifically hopelessness depression.

Conclusion

The study shows that children of single parents have high level of attitude toward self, high level of life orientation and moderate level of hopelessness. However, many of them have severe level of depression. It was further disclosed that age and occupation are significantly related to depression while hopelessness is significantly related to depression. The results proved that children of single parents suffer from emotional trauma due to the conditions. Thus, strong support system is necessary for them to adjust emotionally.

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Elderly Parent Caring for an Adult with Down syndrome

Thessalonica M. Sinohin

Introduction

Down Syndrome (DS), also called Trisomy 21, is generally caused by the presence of an extra chromosome 21 resulting in trisomy. Trisomy 21 is the most common kind of Down syndrome. A typical person has 46 chromosomes; a person with DS has 47. This genetic disorder is characterized by developmental delays and physical features typical of the disorder. These include weak information processing, social interaction, demonstrating language, receptive and motor skills (Gandy et al., 2020).

The presence of mental and physical disabilities within the family members can be complicated and difficult to handle. Parents of children with mental disability take on the role of primary caregiver in their child's care (Juandó-Prats et al., 2021). Dealing and taking care of children with chronic illness, mental retardation and handicapped may bring painful experiences to the parents, as well as to the other members of the family. According to the family systems perspective, attributes of each family member influence the relationship, roles and function of the family because all parts of the system are interconnected (White, Klein & Martin, 2015). If one member of the system isn't functioning well, the whole system will struggle.

Studies showed that raising a child with developmental disability, such as Down syndrome, have less negative effects and more positive effects to their parents as care givers. This is due to the acceptance and understanding of parents to their children's condition (Widyawati et al., 2021). However, an old aged person raising an adult with Down syndrome with occasional epileptic seizures is a whole different experience.

Thus, the purpose of this case study is to examine the unique relationship, challenges and demands of an elder parent caring for an adult with life-long mental illness. This study aimed to identify the difficulties experienced by an elder parent of an adult with down syndrome, understand the family's interaction pattern during the crisis, and examine the family's adaptability and coping strategies.

Literature Review

Theoretical Framework

Family systems theory has been applied to understand family under study. According to Keller and Noone (2019), family systems theory is used to better understand family relationship processes among family members. The theory stated that families are interconnected member of a system and individuals within the family are involvedly related to each other and that the events in one area of the system affects all other sections of the system. The connectedness of the family is a key concept of the family systems theory which asserts that all outcomes are the results of numerous causes. The family dynamics which includes all types of communication within the family, family rules, family structure and roles play significant roles within the system (Murray, 2006). Also, this theory focuses on the concept of holism. It states that to understand an individual or a family, a person must look at the family as a whole (Bowen, 1978; Keller & Noone, 2019).

From the perspective of family systems theory, the relational life of families provides the basic environmental setting in which children are raised. The traits that each family member bring to family relationship, as well as their opinions, have an impact on the family system. The presence of a child with mental disability, such as Down syndrome, is likely to have a wide-range impact on the family system.

The presence of disability is a family issue that can cause stress to the family. The severity of the disability determines the

amount of stress of the family (Pang, 2010). However, a family under trial can cope and adapt to the present challenges through the unique interaction, unity and interconnectedness of its members (Keller & Noone, 2019). The family systems theory will provide a better perspective of the adaptability, coping strategy, struggles and strengths of the family under study.

Family Dynamics and Stress

A number of studies were conducted to see the dynamics going on in families of children with mental disabilities. It shows that children with intellectual disabilities have greater needs and have significantly negative impact and consequences to the family members (Lima-Rodríguez et al., 2017; Luijkx et al., 2017; Mulya et al., 2019). According to Hassall et al. (2005), parents and caregivers of children with disabilities experience greater stress than those without disabilities. The stress level (emotional, physical, mental and social) of parents and caregivers was commonly examined to understand the demand and the level of difficulty they experience. The level of difficulty is commonly associated to the severity of the disability and behavior problems (Boehm and Carter, 2019).

Few studies showed that mothers and fathers respond differently to the difficulties and struggles related with raising a child with Down syndrome. Although, the overall stress levels of both mothers and fathers of children with Down syndrome did not differ, the patten of stress were significantly different. It was reported that mothers got higher level of stress in terms of the parental roles while the fathers had higher stress level due to their feelings of attachment to the child (Krauss, 1993).

Siblings of mentally disabled children also experience stress in the family set-up. Adjustment in household activities are typical struggles. Also, siblings of children with mental disabilities turned out to have difficulties with their interpersonal relationships, managing leisure time, and school performance (Goudie et al. 2013).

Although there are several factors that can contribute to the level of stress of caregivers and family members, the child's behaviour problem often plays a major role in the stress (Luitwieler et al., 2021). Nevertheless, family being a system has its unique function of adaptability (Keller & Noone, 2019) which creates resiliency during time of stress. A positive coping strategy will likely decrease familial stress which have a positive effect on the child with mental illness (Sangawi et al., 2018).

Children with Down syndrome

A child with mental disability has different demands from an adult with the same disability. As the individual grows, the demands increase, both on the parents and the individual. The condition of the child as he or she grows leads to parental adaptation which has been studied extensively in relation to parental well-being. From adolescence to adulthood of a person with DS, parents experienced wide-range of challenges and stress as a result of their emotional response to the demands of their role (Cuskelly et al. 2009). In addition, parents of children with mental illness have common apprehensions regarding the future of their children. A study showed that adults with Down syndrome, aged 50 to 59, experienced more life events than other adults with mental illnesses. These life events includes changes in daily routines, adjustment on living condition, death of a parent and medical problems (Desriyani et al., 2019). Inevitably, these life events will be faced not only by the parents but by the whole family.

Methodology

A qualitative, descriptive approach was adopted to explore the experiences and occurrences in the life of an elderly caring for an adult with mental disability. The study used a single-case design which focuses on a particular story or phenomena. Single-case design is a strong procedure helpful to understand underlying relations (Nock et al., 2007), specifically among family experiences. Different sources of data were used in the study

such as direct observation, in-depth interview and questionnaire. The data obtained were systematically collected, analyzed and presented in narrative form.

The participant is a family of two – a 79-year old father and his 44 year old youngest daughter with Down syndrome and epilepsy. The father works as a home-based hog raiser and is a retired plant nursery worker in Saudi Arabia. He worked abroad for 11 years and came back to the Philippines, for good, last 1997. His wife died due to complications of kidney failure. His other three daughters are living with their own families and his only son died in 1996. They lived in a small bungalow house in close proximity with their relatives in the town of Masaya, Bay, Laguna, Philippines. The father started living alone with her mentally disabled daughter after her wife died in year 2000.

The case study utilized three methods in gathering data – direct observation, non-structured interview and Parental Stress Scale Questionnaire (Berry & Jones, 1995). Direct observation was done during the interview and during the visits to the participant's residence. Observable data were taken using notes of what was seen, heard and sensed in the area. The observations focused on human actions and the physical environment of the participant. On the other hand, the interview was recorded and conducted at face-to-face. Open-ended questions were asked to reveal the reality of the participant's condition which provided significant insights for the case. Lastly, the Parental Stress Scale Questionnaire was used to measure the level of stress experienced by the parent at present. It is an 18 item self-report scale that shows the positive and negative aspects of parenthood (Berry & Jones, 1995). It used a 5-point scale to represent strongly disagree, disagree, undecided, agree and strongly agree to describe the kind of relationship the child have with the parent.

The data from observational notes were examined thoroughly, while the data of voice recording obtained from the interview were transcribed verbatim. The combination of observational

notes and transcribed recordings were linked together to get the whole picture of the story. Moreover, the data from Parental Stress Scale Questionnaire was computed based on the scoring procedure. The items 1, 2, 5, 6, 7, 8, 17, and 18, which showed the positive aspect of parenting, was reversely scored. The scores from all the items were then summed. The total score of the Parental Stress Scale signify the level of stress of the parent. The score of 18 indicates the lowest level of parental stress and the score of 90 indicates the highest level of parental stress (Berry & Jones, 1995).

Findings and Discussion

The Family Story and Interaction

The family was consisted of a father, mother, four daughters and a son. The first and second child were girls, followed by a boy, then another two girls. The father worked as a plant nursery worker in Saudi Arabia for 11 years. He consistently comes home every 2 years and in 1997 he came home for good. His wife was a public school teacher at Masaya Elementary School. Their first four children displayed the typical characteristics of a normal child. However, when their last child came, it was quite different. The family never knew that their youngest child has special needs until they observed something unusual.

(“Ang napansin naming sa kanya na kakaiba ay napakatahimik nung nung baby pa sya kesa nung baby pa yung iba naming anak. Di sya umiiyak masyado at wala din syang kiliti. Papalit-palit din kami ng gatas noon sa kanya pero parang wala syang magustuhan. Dahil napansin naming na kakaiba nga sya, nagpunta kami sa doctor nung mga tatlong taong gulang sya. Tinignan sya ng doctor at pinatest yung bata. Sinabi sa amin ng doctor na may Down Syndrome sya... Kwarenta na sya ngayon pero ang edad ng isip nya para lang walong taong gulang na bata.”)

Raising their children was not a great challenge to the couple. Even with the condition of their youngest child, their growing

years were normal. Her siblings loved her and were protective of her, especially her only brother. They easily accepted her condition and one factor of that was because their daughter was not a difficult child. They did not experience tantrums or difficult behavior with her. According to Widyawati et al. (2021), acceptance of family members to the child's mental disability is vital to family resilience. Positive perception of parents leads to happiness and understanding in rearing their children which serves as a coping resource to them (Suzuki et al., 2015). As a result, the family cultivated good relationship with each other as well as with their youngest daughter.

(“Eh sa isang pamilya naman hindi nawawala ang mga problema, pero hindi sya naging prolema sa amin. Hindi sya pinagmumulan ng away sa kanilang magkakapatid. Sa loob ng bahay namin, madalas tahimik lang sya. Gustong-gusto nga din sya ng mga tao duon sa amin. Palabati sya sa mga tao at mahilig sya makipaglaro sa mga bata kaya gusto din ng mga bata sa kanya.”)

The family provided everything their child's special needs. They had her checked to the doctor on a regular basis when she was growing. She had her own nanny and was enrolled in a special school in San Pablo City. In these times the father wasn't involving much in her early years because of his work abroad. He only saw her every two years for a month. But when he decided to stay, he needed to learn how to relate to her daughter well. He also ventured to small businesses to have a continuous source of income for the increasing needs of her daughter. After their three other daughters got married and their only son died in an accident, he and his wife was the only one left to take care of their special daughter.

(“Ang asawa ko talaga ang madalas kasama ng anak ko at sya din ang nag-aalaga sa kanya. Sya ang nagpapaligo, nagpapakain at nagpapatulog sa kanya. Tumutulong naman ako minsan pag wala akong trabaho. Kaya lang nung umabot sya ng mga 30 years old nag-umpisa syang mag-seizure... Pinatignan namin sya at ang sabi sa amin epileptic daw ang anak namin.”)

During this time, the family experienced extreme difficulty. Their daughter was having seizures, his wife got critical because of kidney problem and his small business was not running good. His wife needed to undergo dialysis thrice a week and grew very weak. The father had not much time to make a living because his time was consumed in care giving of his wife and daughter. The hardship of taking care of his mentally disabled daughter and his sick wife was the beginning of crisis in their family. Crisis is defined as “the subjective reaction to a stressful life experience that compromises the individual’s stability and ability to cope or function,” (Roberts & Ottens, 2005).

Challenges Faced by the Father as Caregiver

In year 2000, the wife died and the father was left alone to take care of their daughter. Adjustment period was painful and frustrating at times. According to the father, many times he did not know what and how to give care for his daughter. From the task of giving her daughter a bath and helping her to sleep was a struggle since his wife was the primary caregiver back then.

(“Kapag inaatake ang anak ko, hindi ko alam ang gagawin. Nagpapanic kasi ako at napapasigaw na lang. Ang asawa ko ang madalas nag-aalaga sa kanya, madalas akong wala dahil sa mga baboy naming. Natagalan talaga ako bago ko matutunan maging kalmado. Noon naawa ako sa sarili ko at anak ko kapag inaatake sya. Parang wala akong magawa eh. Pero natutunan ko rin naman kung paano ang gagawin kapag inaatake sya.. Para sa akin para ko ba syang partner sa buhay ko at syempre eh mahal ko ang anak ko.”)

Parental adaptation was extensively studied in relation to parental well-being and stress. The emotional response of the parent to the demands of the parenting role predicts the level of adjustment the parent had with the child’s condition (Widyawati et al, 2021). In our case, the father realized that he needed to learn caregiving skills to support the needs of her daughter, such as giving first aid for seizure patients. His attitude toward her daughter’s condition was motivated by love. He humbly learned how to comfortably give bath to her daughter and assist her

during her monthly period. Other daily concerns, such as preparing coffee, washing the dishes, and sweeping the floor, were able to do by his daughter. Their partnership had given him confidence that her daughter can survive even at times he is not at home. This kind of perspective gives him hope for his child in the future.

Table 1

Positive aspects experienced as a parent

1	I am happy in my role as a parent	Strongly Agree
2	There is little or nothing I wouldn't do for my child(ren) if it was necessary.	Strongly Agree
5	I feel close to my child(ren).	Agree
6	I enjoy spending time with my child(ren).	Agree
7	My child(ren) is an important source of affection for me.	Strongly Agree
8	Having child(ren) gives me a more certain and optimistic view for the future.	Strongly Agree
17	I am satisfied as a parent.	Strongly Agree
18	I find my child(ren) enjoyable.	Strongly Agree

Table 1 shows the positive aspect experienced being a parent which he scored the highest. It supported his claims that he looked at his daughter as a partner and not a burden. He appreciates her, enjoys her company and he feels close to her. He is also hopeful for the future of his daughter. At present, it shows that the father is satisfied in his role as a parent.

Table 2 shows the negative aspect experienced by the father. It shows that the father did not look at her daughter as a source of stress and he did not regret having her in his life. He also expressed that the continuous demands in taking care of her

daughter made him feel that his efforts were sometimes not enough. And being the only care giver to his child, he felt overwhelmed with the responsibility accompanied by having a child with Down syndrome.

Table 2

Negative aspect experienced as a parent

3	Caring for my child/ren sometimes takes more time and energy that I have to give.	Agree
4	I sometimes worry whether I am doing enough for my child/ren	Agree
9	The major source of stress in my life is my child(ren).	Strongly Disagree
10	Having child(ren) leaves little time and flexibility in my life.	Agree
11	Having child(ren) has been a financial burden.	Disagree
12	It is difficult to balance different responsibilities because of my child(ren).	Disagree
13	The behaviour of my child(ren) is often embarrassing or stressful to me.	Disagree
14	. If I had it to do over again, I might decide not to have child(ren).	Strongly Disagree
15	I feel overwhelmed by the responsibility of being a parent.	Strongly Agree
16	Having child(ren) has meant having too few choices and too little control over my life.	Agree

According to the result of the Parental Stress Scale, the father got the total score of 39 points. The maximum score of 90 points signifies the highest level of parental stress, while the minimum score of 18 points signifies the lowest level of parental stress. The result showed that the father has low level of parental stress at present.

Lastly, as a solo parent, another challenge he's facing, is his own health. The related issues of growing older, such as declining health status and widowhood, make him vulnerable to stresses of caring to his daughter. Older parents have little energy both in making a living and tending to the needs of their mentally disabled child. As a result, the uncertainty of the child's future is often the dilemma of older parents.

(“Kapag umuwi ang mga anak ko tuwing pasko at bagong taon, ibinibilin ko sya sa kanila. Ako’y mahina na at marami na bang nararamdaman sa katawan kaya alam kong hindi ko sya maalagaan ng matagal. Lagi bang masakit ang mga kasukasuhan ko at minsan nga eh hindi ako makabanong sa katre. Marami nga akong nararamdaman eh hindi ko naman makuhang magpatingin dahil mas priority ko ang kakainin naming dalawa. Ipinapanalangin ko na lang na pakalooban pa ako ng lakas ng Diyos dahil kailangan pa ako ng anak ko.”)

Adaptability and Coping Strategies

The relationship among family members plays a fundamental role, not only to the emotional and social development of the child, but as well as the emotional well-being of the family members. In our case, the family's acceptance to the condition of the daughter served as a strength of the family. Aydin and Yamac (2014) defined acceptance as “the warmth, affection, care, comfort, concern, nurturance, support, or simply the love that the child can experience from their parents and other caregivers.” Family system theory states that family resilience are often strengthen with the presence of mental illness in the family (Keller & Noone, 2019). It was felt by the daughter who in return showed the same kind of love to her family.

Another positive source of strength for him and for his whole family was their relentless faith to God. The father often stated in the interview that their strength comes from God alone. When tough time comes, together as a family, they acknowledge the fact that God is in control of everything. They live their lives one day at a time, knowing that the promises of God are true in their

lives. Their faith reflects the strength they have as a family, as well as an individual.

(“Nung panahong naghihirap talaga kaming pamilya dahil sa sunod-sunod na pangyayari, dasal lang talaga ang ginagawa namin. Lagi naman naming kasama ang Panginoon at hindi Niya kami bibiguin. Siya din naman ang nagpapalakas sa aming lahat at hindi Siya nagkukulang hanggang ngayon na dalawa na lang kami. Minsan, kapag pinanghinaan ako ng loob nagdadasal na lang ako. Alam kong ang mga pagsubok sa amin ay nakakapagpalapit sa amin sa Kanya.”)

Several studies have shown that having a sense of self-reflection as well as a good support system and confidence to deal with challenges have been associated with resilience (Rutter, 2013). Social groups and relationships, such as the church, are recognized to play a major role in promoting long-term resilience in people with mental disorder. The father stated that when his wife died, he never felt alone. His bible study group, the church and the support he got from his community made him realize that he was not alone in his journey. The people around him, aside from his relatives, showed their love not only to him, but to his daughter as well. The relationship in a support group is identified as a central influence of reliance and that resilience requires ongoing growth and development within the environment of the current challenges (Suzuki et al., 2015). Families' positive adjustment to challenging life conditions are influenced by the support they received from their social groups.

Conclusion

The case of the family gave a lot of valuable insights about the challenges and struggles they had as a family under trial. The family was able to find strength through their faith in God, within themselves and among the circle of support they had, to adapt and handle the stresses that accompanied the daughter's disability. The story also gave us a picture of the hardships experienced by the father as the only caregiver of her mentally disabled daughter. Despite the hardships experienced by the

father, it was shown through the result of his Parental Stress Test that he is experiencing low level of stress. His coping mechanism and resilience came from his faith and perception in life, as well as the support he received from the people around him, made him positive and expectant of what the future may bring to him and his daughter.

Proper planning for future care must be taught to parents, as well as to other family members, of children with mental illness. It is suggested to have supporting services from the government that cater the needs of such families such as free legal consultation, family budgeting workshops and health insurance.

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Part 3

The Strategies to Cope with Crisis

How do we handle the crisis? Clearly, things are easier said than done. This part offers theoretical, practical and personal solutions to surviving a crisis. The papers in this part highlight the theories that explain social problems in an attempt to provide solutions, personal character development as an approach to successful undertaking and psychological theory as a strategy in personal crisis. The discussion reflects on light and simple approaches to address a crisis anchored on several theories and related studies.

It provides deeper understanding of the associated theories to address any issue and simple strategies to weight solutions to a problem. The studies herein develop a simple framework in analysing and providing solutions to a crisis.

Theoretical Perspective on Covid-19 Related Social Problems

Farhana Yasmin

Introduction

Disease moved from country to country, continent to continent without passport and geographical restrictions because health and disease have no political or geographical boundaries (Awan, 2013). Similarly, Covid-19 is first seen in China and later spread across the whole world (WHO, 2020) without any obligations and restrictions. No one thinks that the whole system of civilization will be changed due to the pandemic. For instance, social interaction is a common nature of human being and is part of the community. However, lockdowns, long isolation and social distancing were introduced instead of social interaction. The move to protect the people from Covid-19 led to government actions on lockdowns which has caused emotional and psychological problems such as depression, fear, anxiety, frustration, tension (Kant, 2020) and other social problems.

The COVID-19 as a global issue not only hampers the health system of any country but rather gave birth to multitude of social issues that urgently needs to be addressed. However, people have misconceptions of harmful behaviors and social problems. In theoretical perspective, the COVID-19 related harmful behaviors that have subjective and objective elements are the social problems. There are different approaches used to evaluate the society which are the focus of this study. As such, this study aims to identify the various social problems associated with the COVID-19 pandemic and evaluate the related theoretical perspective of the social problem.

Literature Review

It is commonly observed that social problems increased during and after any kind of crisis. Similarly, the effects of COVID-19 pandemic are more significant on both social and economic dimensions which directly linked to the life style of human being. For instance, food, food security and the living conditions were severely affected due to rising instances of poverty during the pandemic. In reality, a social problem in Bangladesh was enough controlled but during the pandemic it was totally uncontrolled (Oliveria, 2020). Similarly, the lockdowns paved way for addiction to online platforms leading to increased online criminal activities and cyber bullying aggressions (Alsawalqa R. O., 2021). In addition, suicide rates in Bangladesh also increased in 2021. Between March 2020 and February 2021, there were 14,436 suicides as compared to 8,462 COVID-19-related deaths. The leading cause of increase is the depression due to economic and social reasons (Sakib, 2021).

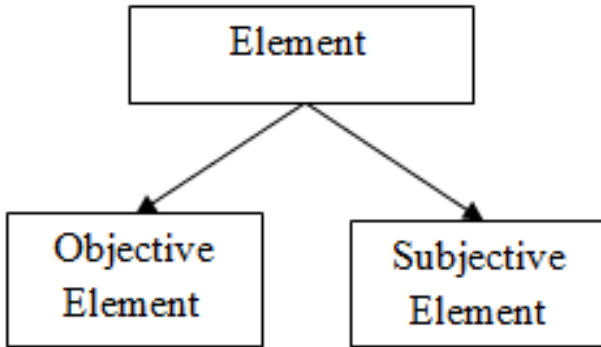
The never ending social battle with the pandemic led to societal division. The uncontrolled spread of the virus led to social stigma and discrimination (Kumar, 2020). The more affected communities are the marginalized causing health-risks, harassment, discrimination, life-insecurity, psychological disorder, loss of social capital and emotional capital, shattering family bond and social solidarity (Mahmud, 2020). Relatively, the increased unemployment rate due to shutdowns of companies (Blusteina, 2020) added much to the injury of the underprivileged. Left without options, children of marginalized families fall victims to child labour, trafficking, child marriage, sexual exploitation and death (GHOSH, et al., 2020).

Overview of Social Problem

Social problem is defined by a combination of subjective and objective standard that vary across societies, among individuals and groups within a society and across historical period. There are two elements of social problems as shown in Figure 1.

Figure 1

Elements of social problems



The objective element of a social problem refers to the existence of a social condition. People are concerned on the social condition through their own life experience, median and education (Mooney, 2007). For example, since bombing is not common in Bangladesh, it is not seen as a social problem. Since corruption is extremely rampant in Bangladesh, it is a social problem.

Meanwhile, the subjective elements of social problem refer to the belief that a particular social condition is harmful and that should be changed (Mooney, 2007). For example, people in the past were not concerned on the eve-teasing or unwanted sexual remarks. People had taken aback on the male actions which were found sexually offensive in Bangladesh culture. After people felt the impact, it has been accepted as a social problem.

Methodology

The study used the qualitative research design using telephone interview strategy.

The participants of the study are researchers, teachers and columnists who were purposively chosen. The profile of the participants is shown in Table 1.

Table 1
Profile of the Participants

	Age	Education	Occupation
1	25	Honor's degree	Researcher
2	42	Master's degree	Researcher
3	28	Master's degree	Teacher
4	30	Master's degree	Teacher
5	32	Master's degree	Researcher
6	26	Graduate level	Columnist
7	30	Master's degree	Columnist
8	32	Master's degree	Columnist
9	38	Master's degree	Columnist
10	30	Master's degree	Columnist

The participants were asked open-ended questionnaire including the type of COVID-19 related social problems reported and published in Bangladesh. These results were tabulated and analyzed using thematic analysis.

Result and Discussion

Figure 2
Common Social Problems in Bangladesh



Figure 2 presents the tag cloud of the common social problems in Bangladesh as identified by the participants. The commonly perceived social problems reported and published are child marriage, poverty and unemployment.

Figure 3
Common Causes of Social Problems in Bangladesh

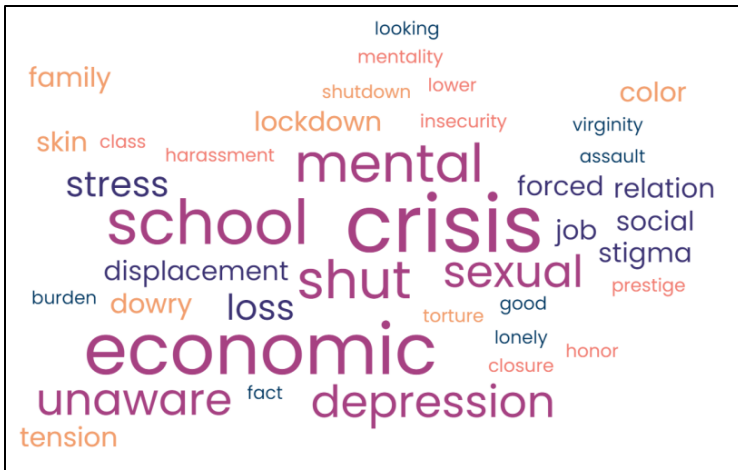


Figure 3 reflects the tag cloud of commonly identified causes of social problems in Bangladesh. The two commonly identified causes of the social problems are the crisis and economic factors. The participants are clearly associating the social problems with the current health crisis that led to the economic downfall due to shutdowns of businesses worldwide. The causes mentioned are linked to the common social problems as perceived by the participants.

Addressing COVID-19 Related Social Problems

The problems identified by the participants have subjective and objectives elements thus qualify as social problems. Relatively, these problems are associated with other similar or related

problems affecting the daily life of all individuals. The results of the interview clearly indicate the underlying relations between the COVID-19 pandemic and the other social problems arising from the pressures of the government actions to protect its people. The existence of these common social problems roots from the occurrence of the pandemic. The existence of these social problems emanate from various reasons which can be explained through theoretical perspectives.

Figure 4

Common Causes of Social Problems in Bangladesh

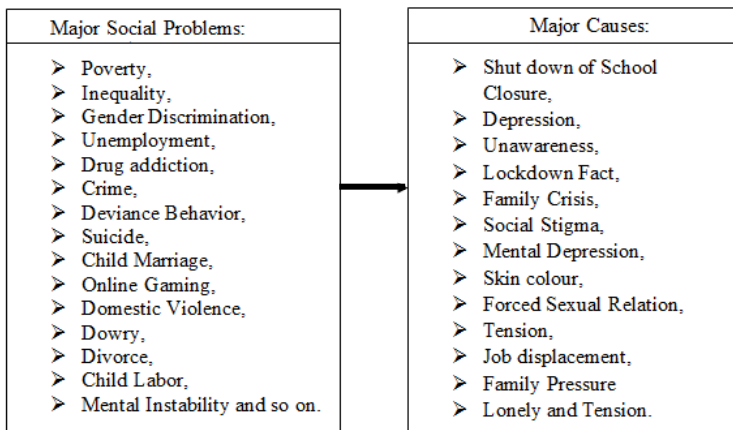


Figure 4 shows a simple relational illustration between the major social problems and the identified causes. Based from the responses of the participants, the social problems and the identified major causes are analyzed accordingly based on the theoretical perspectives. The mere acceptance of the participants that these social problems exists and/or exacerbated by COVID-19 is a clear indication that there are still major associated causes. These associations are then analyzed and identified through the well-known theories relative to the social problems.

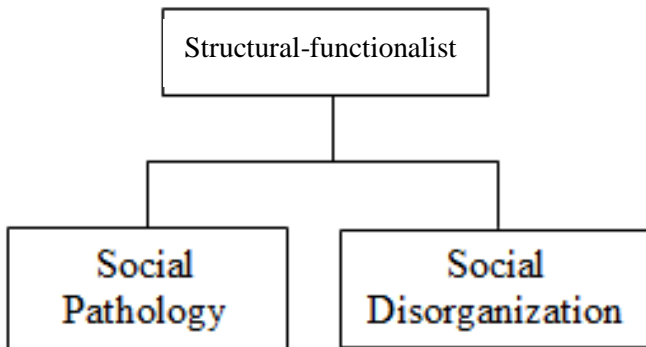
Theoretical Perspective on Social Problems

Theoretical perspective refers to different approaches which are used to view social world. The three major kinds of theoretical perspectives are (1) structural-functionalism, (2) conflict perspective (3) and symbolic interactionism (Schaefer, 1997). The foregoing descriptions are based from the book of Mooney et al. (2007) entitled “Understanding Social Problems.”

The Structural-Functionalism

In the perspective of structural-functionalism, there are many parts and structures of the society which are interrelated and interconnected. These worked together keeping balance of the society. According to structural-functionalist, there are two theories that explains social problems during the COVID-19 period as shown in Figure 4.

Figure 4
Two Theories of Structural-functionalist



Social Pathology

Social pathology means measuring the illness of the society. According to social pathology model, social problems result

from ‘sickness’ in the society. As such, human organs (head, hand, eye etc.) cannot perform proper function because of their illness. Similarly, social institutions (education, culture, family etc.) cannot perform properly if there are ‘illnesses’ within its structure. The root cause of the social problems are the problems within its systems and structures. These greatly affect the society in general constituting a clear description of ‘social’ problem.

Illustration: During the pandemic, more and more youngsters get addicted to online addiction due to the shift to remote and online classes. Similarly, the lockdowns contributed much to the online addictions since there are no other activities available. This scenario illustrates the social constructs of educational system as triggered by the pandemic. Due to the fact that the educational systems are not in place, several other social problems occur. The inability of the students to adapt to the current situations created a social problem that must be addressed.

Social Disorganization

According to social disorganization, rapid social change disrupts the existing norms, values and beliefs of the society because members of society cannot catch up with this rapid social change. The inability of the society to adapt to the sudden change give rise to the various social problems.

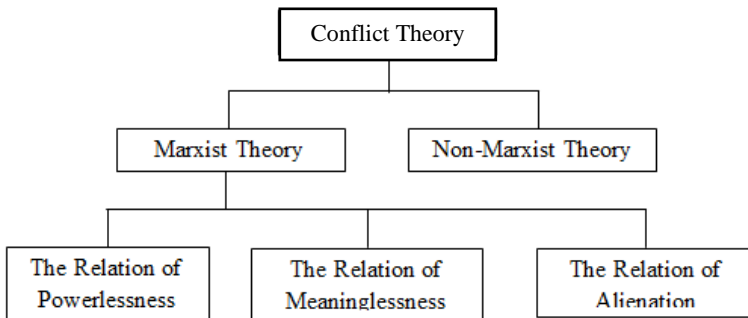
Illustration: The sudden spread of the Covid-19 that turned into worldwide health pandemic caught all countries unguarded. The absence of concrete plans and immediate response to the pandemic worsen the situation. The last known pandemic occurred in the mid-1300s thus no countries thought of a more severe health epidemic would eventually occur. The situation was given temporary solutions through lockdowns, social distancing and isolations just to contain the virus. All these actions are new to the people especially to the marginalized who need to work to sustain a living. Thus, people resort to various actions to survive leading to various social problems including

poverty, unemployment, suicide, and crime among others. It is relatively clear that the current pandemic ushered social problems due to the inability of the people to respond to the crisis.

The Conflict Perspective

Conflict perspective views society as composed of different groups competing for power and resources. In this concept, enjoying power and wealth is the main target of the group. These societal groups aim to dominate those who do not have power and resources. There are two types of conflict theory of social problem: (1) Marxist Theory and (2) Non-Marxist Theory as shown in Figure 5.

Figure 5
Types of Conflict Theory of Social Problem



a) Marxist Theory

The Marxist theorists believe that class conflict and economic inequality are the main reasons of social problems. This theory focused on the problem of alienation.

The Relation of Alienation

Alienation is linked to social problems like crime, violence and anti-social activities. During the pandemic, the situation of isolation, discrimination and lockdowns caused a feeling of

alienation. For instance, the students were not used to study online while at home. This creates a feeling of alienation due to the fact that they have less social interaction. These students believe that they are powerless and that they are not learning in the new educational setup.

The Relation of Powerlessness

The power of an individual is associated to the ability to provide actions and solutions to a certain situation. For instance, the job displacement that happened during the COVID-19 from the shutdowns of the companies coupled with mandatory lockdowns held the terminated employees powerless for having no ability to provide solutions to the matter. The situation left everyone powerless due to the scare of infection.

The Relation of Meaninglessness

Finding meaning during the time of pandemic is similar to finding the real purpose of the existence. For instance, due to several national lockdowns in Bangladesh several companies need to shut down permanently. The purpose of continuing is found meaningless due to several factors such as costs, marketing, sales and resources. Similarly, the employees dispatched do not find meaning in continuous employment during the lockdown periods. As such, there are two options for them: find the reason to end or the reason to continue.

b) Non-Marxist Theory

The non-Marxist theorists believe that conflict among interest group is the main reason of social problems. It focuses on the opposing view of different groups.

Illustration: Child marriage is a social problem in Bangladesh. However, the period of COVID-19 pressed the households to provide for their needs. To reduce the burden, some families forced daughters to marry at an early age. This actions provides families with the resources (as in the case of dowry) and pass on the obligations to the husband. The conflicting ideologies on the

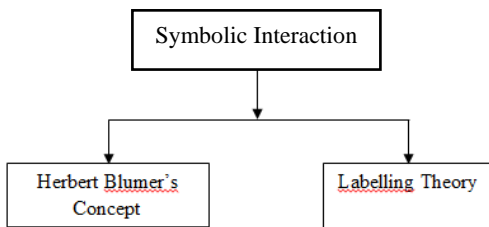
early marriage is seen as the root of the social problem. As the society perceived that child marriage is not acceptable, families need to meet ends. With the justification to provide for their family needs, the early marriage is seen as the only right option during the crucial crisis period.

The Symbolic Interactionism

Symbolic interaction approach to theoretical framework sees society as the product of individuals interacting with one another. Social problems are described by the two theories as shown in Figure 6.

Figure 6

The Two Theories of Symbolic Interaction

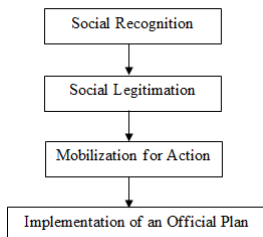


Herbert Blumer's Concept

Herbert Blumer (1971) suggested that social problems developed into 4 stages as shown in Figure 7.

Figure 7

The Four Stages of Social Problems



1. **Social Recognition.** A social condition is not considered as social problem without social recognition. The occurrence of the problem may be an isolated case thus no social recognition. However, a prevalent problem is seen as a social problem as being dictated by the judgement of the society.

Example: Drunk driving is not social problem in Bangladesh because of limited social recognition and less cases recorded. On the other hand, child marriage, suicide, divorce, dowry are recognized social problems that occur even during the pandemic due to high rates recorded.

2. **Social Legitimation.** The conditions recognized by the larger community including media, school, church and government as harmful to the society are perceived as social problems. The validation given by the larger portion of the society provides data and information that a particular situation is perceived harmful to the community at large.

Example: The data provide that during the lockdown period the cases of suicide due to poverty alarmingly increased. Through the data provided by the government, non-government organizations and the media, poverty and suicide are perceived as a core social problems that need to be addressed during the pandemic.

3. **Mobilization for Action.** If a condition is considered a social problem, an action must be taken against it. Otherwise, it will not be considered as a social problem.

Example: Child labor has grown to an alarming proportion during the pandemic period. In Bangladesh, there are many laws governing the issue on child labor. If there were no law provided, the case would not be considered a social problem.

4. **Implementation of an official plan.** To protect the community from the various cases of social problems, the

laws should be applied. There must be concerted efforts to implement the laws in order to protect the citizens from the various aspects of social problems. Therefore, concrete plans must be in place to address the issues. The laws are not meaningful without implementation. Similarly, the implementations would not be successful unless a clear plan of actions are visible.

Example: The laws on child labor must be implemented. However, it should not only stop at the implementation. There should be concrete measures and plans to save children from child labor. There are several other factors that should be addressed to sustain the implementation of the law.

Labelling Theory

People in the society put a label to a certain problem or issue. The main argument of the labelling theory is that when the society label a condition in the society as a problem then it becomes a social problem. On the other hand, when the society label a condition better for the society then it is not a social problem. Whenever a change in the definition of a condition occur, the situation it reversed.

Example: During the pandemic, the use of mask and social distancing are perceived better for the society to lessen the virus transmission. Thus, any deviance to the condition is seen as negative.

Conclusion

The Covid-19 pandemic has changed people's lives in all aspects. It has also brought tremendous changes in the society, government, business and even the human perception of social and international issues. This study provides a theoretical framework as to how people can approach certain social issues that affect them.

The pandemic has interrelation to the other aspects of the society. As such, there are various social problems highlighted at an accelerated rate during this period. In Bangladesh, for instance, the issues on poverty, inequality, unemployment, drug addiction, crime, deviant behavior, suicide, child marriage, online gaming and domestic violence among others are pervasively reported every single day in various media platforms. Although these are already there pre-COVID, the alarming increased rates during the pandemic period need further scrutiny.

In view of the various social problems, different scholars and prominent sociologists view social problems according to the three perspectives. For instance, structural theorists (Emile Durkheim, Max Weber, Herbert Spencer, Robert Merton and Sigmund Freud) developed two theories such as social pathology and social disorganization to explain the tenets of social problem. These theories suggest on proper socialization as a strategy to control social problem. Meanwhile, conflict theorists explained social problem in the context of Marxist (the relation of powerlessness and meaninglessness and the relation of alienation) and non-Marxist theories. Karl Marx, founding father of the conflict perspective, suggest on the value of 'respect' for people's opinion. Lastly, George Simmel, George Hebert Mead, C.H. Cooley are the interactionalists who explained that social problem developed into 4 categories such as social recognition, social legitimation, mobilization for action and the implementation for dealing with problem. If an issue is considered a social problem, concrete plan of actions are required. People should take actions to solve the problem by creating laws, providing plans and developing options to sustain the actions.

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Personality Characteristics and Entrepreneurial Success

Saifullahi Adam Bayero & Adams Adeiza

Introduction

Researches have proven the contribution of entrepreneurship in poverty eradication, job opportunities, and economic growth (Ali & Yousuf, 2019; Anjum, et al., 2020; Ceresia & Mendola, 2019; Koloba, et al., 2016; Melhem & Al-Shaikh, 2018). These have been possible through idea generation, opportunities assessment and resource mobilization (Almeida & Amaral, 2019). Despite this, a score of entrepreneurs are unsuccessful in their endeavors (Sipek & Yusuf, 2018). According to Sangosanya, Saraih and Bakar (2019), entrepreneurial success is very low in the majority of Asian countries. There is always a question of why is few entrepreneurs are successful and many are not? (Chell, 2

008). There are several factors responsible for entrepreneurial success (Oyeku, et al., 2020). The two factors according to Baran (2018) include personality characteristics of the entrepreneurs (abilities, intelligence, skills) and favorable environment (government, economy, and competition). Even though favorable conditions can increase the possibility of success, it's important to note that this is not guaranteed (Fitzsimons & O'Gorman, 2017).

Literature uncovers that psychology and entrepreneurship are gradually identifying personality traits otherwise called personality characteristics as a significant area of research. Nonetheless, more than a few gaps remain in researchers' understanding of the relationship between personality characteristics and entrepreneurial success. In other words to what extent personality traits hold entrepreneurial success (Hachana, et al., 2018). Researchers found that lack of entrepreneurs' personality traits is among the factors responsible for business failure (Lim & Teoh, 2021). This necessitates the need for research to have a better understanding of the relationship between entrepreneurial personalities and business

success since the probability of entrepreneurs' business failure is far higher than that of success (Kerr, et al., 2017).

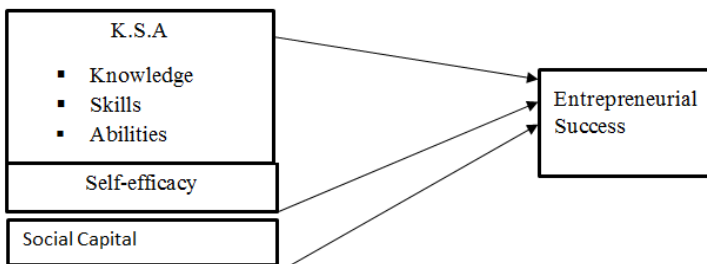
Suci, Yulianthini and Dewanti (2019) stressed that an entrepreneur's personality dominates decisions that directly affect business success and growth, noting that previous researchers only stress the characteristics of the venture as well as demographics of the owner without considering the personality of the entrepreneur in elucidating business success and growth. According to Gyimah, et al. (2020), although research were conducted on the causes of the success or failure of enterprises, most of them concentrated on the factors that led to failure while overlooking the success factors. Similarly, Sun, et al. (2020) heralded that relationship between personal characteristics and entrepreneurship had not been fully investigated.

Undeniably, previous studies paid little attention to the relationship between personality characteristics and entrepreneurial success (Hachana et al., 2018). It's of no doubt the entrepreneurs' personalities lead entrepreneurs to success (Lim & Teoh, 2021; Burns, 2019). Going by these arguments, this paper attempts to bridge the existing gap. Therefore, the main objective of this paper is to propose a link between Social Capital, K.S.A and Self-efficacy on Entrepreneurial Success based on extensive literature review.

Research Framework

Figure 1

The research framework



This study used the big five personality model to support the research framework in understanding the Entrepreneurial Success Factor. It is apparent that the success of an organization chiefly hinges on the psychological behavior of the entrepreneurs, in other words, the personality characteristics of the entrepreneur. This psychological behavior is called personality traits (Jawabri, 2020). As a consequence, personality traits are directly associated with the success or otherwise of the business, as it has significant implications on performance and it influences the entrepreneur's character (Jawabri, 2020; Käthe Schneider, 2017). Big Five is a systematic framework put in place for analyzing personality traits which comprise openness, extraversion, agreeableness, conscientiousness, and neuroticism (Nga, et al. 2018; Sahni, et al., 2018). Thus, a person who has a personality characteristic or otherwise called personality traits is more likely to involve in the behaviors that will lead to the success of his entrepreneurial undertaking. In the same vein, the Big Five Model posits that the relationship between K.S.A, Self-efficacy, and Entrepreneurial Success Factors will be mediated by Social Capital.

Methodology

A literature review was used as a basis for the formulation of the research framework. As a conceptual paper, this study was built on the critical review of literature as well as the foresight of the previous research result on personality characteristics and entrepreneurial success factor. Articles used were downloaded from Science Direct, Emerald, Taylor & Francis, and other peer-review papers that were published in the international journals and conferences during the study period.

Findings and Discussion

Knowledge, Skills, Abilities (K.S.A)

K.S.A are very useful in helping an organization to achieve its desired outcomes. It helps an entrepreneur in opportunity identification and exploitation (Al-shammari & Shammari, 2018). Agbim, (2013) opines that entrepreneurs should try to improve themselves by learning new skills (technical,

management, and personal); this not only prepares them for the challenges ahead but rather will ensure success.

According to Harlin, et al., (2007) knowledge refers to the body of information, reinforced by professionally satisfactory theory and research that people use to perform and execute successfully and efficaciously in a specified situation. Blanchard and Thacker (1999) see knowledge as the facts through which people learn and use to strategize what they learn. Bloom (1984) adds that knowledge is the capacity of an individual to recall the information stored in his memory including principles, methodology, and theories.

Meanwhile, skills are a person's ability to be precise or attentive in the use of precision tools and or otherwise, e.g., advanced operating equipment, and technological systems, among others (Yahya et al., 2009). However, it is difficult to differentiate knowledge from skill (Yahya et al., 2009).

According to Fleishman (1972), ability is the over-all capacity associated with performing tasks which can be hereditary (originates from experience) and intellectual or cognitive (Delamare, et al., 2005).

According to Oyeku, et al. (2014), a successful entrepreneur devises ways and means to learn relevant knowledge to his fields as enabler of more effective approaches from alternatives when organizing and analyzing markets for the new product, production processes, and creating financial strategies. Similarly, skills such as problem-solving, and risk-taking propensity among others, are very important in shaping entrepreneurial success. It is relatively clear that KSA is not only helpful in achieving entrepreneurial success but rather an ingredient for anyone who wants to be an entrepreneur (Boyles, 2012).

Self-efficacy

According to Tiwari, et al. (2017), self-efficacy becomes publicly known as a result of the postulation of social learning theory by Bandura (1977). It is a factor that determines the persistence of an entrepreneur to start a new business despite the challenges he faces (Issa, 2020). It is an indicator of a person's

intention to strive for anything that he believed in (Ekonomi, et al., 2020), as it influences his motivation (Widmer, et al., 2014). Individual performance can be traced to self-efficacy; it creates a perception about a person's competence and control. Thus, it predicts individual behaviors such as risk-seeking behavior, opportunity recognition, persistence and confidence, which are most important element that can boost and ginger up the morale of a person in the area of critical market demand evaluation as well as meeting the needs of the society (Khalid, et al., 2018). Research suggests that an individual ability to manage his business will go in the same direction with his self-efficacy (Mahmood & Herath, 2014). Therefore, Tewal and Sholihah, (2020) note that self-efficacy is a predictor of an individual interest in entrepreneurship that helps in achieving the desired results. While Höl and Güç, (2020) opined that self-efficacy is developed at childhood, later by gaining new understanding, knowledge, and experiences, it will continue to develop throughout one's life.

Social Capital

Fatoki (2011) argues that there is no generally accepted definition of social capital. The consensus definition was first given by Portes (1995), who explained self-efficacy as having the ability to procure resources and or benefits from social networks. Relative to this, social capital is seen as the process of creating mutual benefit through developed reciprocity, norms, and social trust. Similarly, it is regarded as a system of community bonds that enables a person to work mutually to achieve joint objectives (Ali & Yousuf, 2019). According to Hudson, et al., (2020), social capital can be defined as strong and complex relationships that exist between people within their communities and beyond. It involves trust, collective action, solidarity, cooperation, communication, and networks (Dzomonda & Masocha, 2019). Though the term has not been meticulously observed in the scientific literature (Marcaletti & Cavallotti, 2021), it is crystal clear that trust is an imperative component of social capital (McCracken, et al., 2017). Members of a network develop social capital through their connections and communal (Tseng, et al., 2014). Although social capital varies,

generally speaking, it includes all aspects of social relations such as regularity of social connections and support, trust as well as social cohesion. Abbott and Reilly (2019) herald that social capital is divided into two namely bonding social capital, which is the cohesion that exists at the family and friend's level and bridging social capital, the bond that exists at the community level.

Social capital played a role at the individual and household levels which also comprise community risk, smoothing and risk sharing practices (Bernier & Meinzen-dick, 2020). It facilitates the social exchange of resources and information valuable for the formation of startup (Ramos-Rodríguez, et al., 2010), aids in the mobilization of resources through social relationships (Jain, et al., 2019) and connects societies and gives room for economic growth (Morcos, 2020).

Entrepreneurial Success Factors

In entrepreneurship, success starts with the decision to embark on the entrepreneurial undertaking, and has nothing to do with the age of a person. There are successful entrepreneurs who started in their 50s however the grace in starting early allows a person to plan, prepare and strategize (Schmitt-rodernund, 2004). Achieving success in the entrepreneurial undertaking is the main concern of researchers in the field of entrepreneurship (Oyeku, et al., 2014). However, entrepreneurial success may be a result of the personal characteristics of a manager and people around him, which could include effective financial management, innovation, adaptation, ability to plan, organize and control effectively among others. According to Nerisa (2017) entrepreneurial success is achieved as a result of good leadership skills.

Relationship between K.S.A and Entrepreneurial Success Factors

There is a question on whether there are specific skills, knowledge, attitudes and personality traits that differentiate successful entrepreneurs. This question has gathered attention in entrepreneurship research (Hofmuth, 2014). Literature exposed

that knowledge, skills, and/or abilities are the management skills required by an entrepreneur for successful venture management (Sambasivan, et al., 2009). For an entrepreneur to be successful, it is pertinent that he knows how to use their contextual experience to harmonize scientific information, facts, and management practices (Wardatulaina, et al., 2017). K.S.A comprises some elements that include education, certification, and experience (Watkins, et al., 2016; Earnhardt, et al., 2014).

Entrepreneur faces diverse challenges that require strong motivation and dispositions to successfully scale through. As the challenges are inevitable, entrepreneurs are expected to turn them to opportunities. Thus, entrepreneurs and would-be entrepreneurs must develop skills and abilities in thriving with the most from challenging environment or situation (Hofmuth, 2014) and respond to the environmental changes. According to Blakiston (2011), entrepreneurs should adjust to their continuously changing environments to achieve success at the same time ensuring compliance with the rules and regulations in the environment as highlighted by social capital.

In a study by Alas, et al. (2015) on Cross-cultural Comparison of 27 Countries, it was highlighted that open-mindedness, opportunity awareness, intelligence, innovativeness, creative negotiation, team building, good judgment, administrative skills, and constant learning to be entrepreneurial success factors that are likely to foster entrepreneurial performance. Similarly, Palmer et al. (2004) found problem-solving skills, communication skills, computer skills, interpersonal skills, general business knowledge, accounting knowledge, information technology, personal attitudes, and capabilities, to be the most important K.S.A directly associated with success.

The relationship between K.S.A and the entrepreneurial success factor can be explained with the Lazear jack of all trades model by Backes-Gellner & Moog (2008). According to the model, entrepreneurs are more likely to achieve success when they possess a broad range of knowledge in the areas of production, management, accounting, and marketing. In other words, entrepreneurs who can market their business will be more

successful because of an entrepreneurial success factor. Relatively, entrepreneurs who are skillful in accounting are more likely to be successful. However, entrepreneurs depend on the network they have in their early stages of the entrepreneurial process to nurture the business to success. It is also imperative that a through robust network an entrepreneur can learn a set of K.S.A which will enable him in managing resource, information, and coping with entrepreneurial barriers. From this argument, this study posits that:

H1: KSA is significantly associated with entrepreneurial success factors.

Relationship between self-efficacy and entrepreneurial success factors

Self-efficacy is found to be a solid driver of goal-oriented behavior (Oyeku et al., 2014). The success of the entrepreneurial undertaking can be measured with a combination of the personal characteristics and attributes of the entrepreneur (Ummah & Gunapalan, 2012). Self-efficacy is a belief that one can successfully exhibit the behavior necessary to produce results (Yuasa et al., 2015). The term was originally developed from the field of psychology (Wuepper & Sauer, 2021). However, the value of trust that one has in something nourishes his trust that he has in the system, low or lack of trust in one's system deactivates the motivational assistances of self-efficacy (Ozyilmaz, et al., 2018). If there is low trust in the organization, it results to a higher business risk (Ozyilmaz et al., 2018). Self-efficacy as an entrepreneurial success factor is a person's ability to be in control under a specific condition. It is a predictor of a person's perception and confidence about his ability to complete the desired tasks and achieve the desired goals (Han, et al., 2015).

Many research investigations on the entrepreneurial capabilities of successful entrepreneurs found vital factors as self-confidence, self-efficacy (Hussin & Khan, 2016; Oyeku, et al., 2014; Ayodele, 2013), opportunity recognition, determination

and social skills (Markman, et al., 2002). Thus, self-efficacy is considered among the factors or attributes of successful entrepreneurship. Therefore, the long absence of these factors, attributes, or capabilities accounts to the failure of many entrepreneurial undertakings (Inyang & Enuoh, 2009). This raised the importance of entrepreneurial success factors and capabilities in the successful operation of a business. While business success is associated with capabilities (Oyeku, 2014), self-efficacy is positively related to entrepreneurial success (Chatterjee & Das, 2015; Oyeku, et al., 2020). From this argument, this study posits that:

H2: Self-efficacy is significantly related to entrepreneurial success factors.

Relationship between social capital and entrepreneurial success factors

Entrepreneurial social capital is made up of three elements: networks, which is linked to entrepreneurial social networks; resource, which is associated with management of the resource, and integration, which denotes shared resources with a shared goal (Suyanto, 2014). A good social relationship results to some benefits such as networking and access to resources (Burbaugh & Kaufman, 2017). There is no doubt social capital is needed to achieve business success (Mujanah, et al., 2019). It is seen as the indispensable element that leads to entrepreneurial success which emphasizes on the ability to procure resources or benefits from social networks or other social structures that a person engages in (Cruickshank & Rolland, 2006). It can be attained via social relations between two or more people, values, norms, of the society, and relations within the society (Amiri, et al., 2017) that lead to working in group to accomplish the collective objectives. The network of relationships in social capital institute is a treasured resource that help an entrepreneur achieve success.

Social capital is an important component of achieving success in entrepreneurship. Currently, most businesses concentrate on developing trust, norms, values, and ideals through developing

unbreakable social networks which contribute to the long-term entrepreneurial success of the organizations (Amiri et al., 2017). There are numerous factors that contribute to the entrepreneurial success (Hussain, et al., 2019) which involve characteristics, factors, and personalities connected to entrepreneurial behavior (Alas, et al., 2015). Nieuwenhuizen and Kroon, (2002) identified sound human relations, positive attitude, and use of experts to be entrepreneurial success factors that should be developed. As concluded by Amiri et al., (2017), social capital has a positive and significant effect on entrepreneurship.

Burbaugh and Kaufman, (2017) identified entrepreneurial success factor as a significant predictor of social capital. Accordingly, Fatoki (2011) emphasized that achieving success in entrepreneurial undertaking depends on external networks wherein persuasiveness and personal emotional intelligence are critical to outsourcing resources (Omrane, 2014) particularly venture capitalists financing. The study of Makhbul and Hasun, (2011) found several entrepreneurial factors significantly related to the entrepreneur's success such as access to information, communication skills and strong will. All these factors stemmed from social capital. Interestingly, the effect of entrepreneurial success factors is mediated by social capital, which is grounded on a wide-ranging network. Furthermore, by Bienkowska et al. (2015), Mujanah, et al. (2019), Chen, et al. (2007) and Jalali, et al. (2013) have all found significant positive relationship between social capital and entrepreneurial success factors. Base from these arguments, this study posits that:

H3: Social capital is significantly related to entrepreneurial success factors.

Conclusion

This study argues that KSA is significantly associated with entrepreneurial success factors. Similarly, self-efficacy is significantly related to entrepreneurial success factors. Thus, a person who has a personality characteristic or otherwise called personality traits is more likely to involve in the behaviors that will lead to the success of his entrepreneurial undertaking.

This study offers an avenue for policymakers in designing innovative curriculum content that will help and support students in their entrepreneurial undertaking after college which is very important in eradicating unemployment. In a bid to support new and existing businesses to achieve success, the framework served as a practical approach on career counselling and entrepreneurial training that will help and support students in their entrepreneurial undertaking.

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Brief Cognitive Restructuring and Cognitive Defusion Techniques

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Introduction

All people have days feeling like a dark cloud is following them around which seems normal. If a glass-half-full kind of person, he might bounce back to seeing the sunshine pretty quickly. Unfortunately, far too many of them get stuck in what seems like a never-ending thunderstorm of negative thoughts and worries. Left unchecked, these thought patterns can lead them down a spiral straight to anxiety and depression (Hampton, 2017). Science has determined that unhealthy thinking patterns largely contribute to mental health conditions.

Negative thought patterns can play a big role in causing and worsening depression and anxiety. Furthermore, negative thoughts are cognitions about the self, others, or the world in general that are characterized by negative perceptions, expectations, and attributions and are associated with unpleasant emotions and adverse behavioral, physiological, and health outcomes (Hawkey, 2013).

Cognitive models of psychopathology (Beck, 1979) posit that dysfunctional cognitions directly contribute to negative emotions. Accordingly, a common technique in traditional cognitive behavioral therapy (CBT) is cognitive restructuring, in which the therapist and patient collaboratively identify irrational or maladaptive thoughts and challenge their veracity using strategies such as logical disputation, Socratic questioning, and behavioral experiments (Hofmann & Asmundson, 2008). The goal of this process is to encourage patients to think in more accurate and adaptive ways, which facilitate effective problem solving and living a more satisfying life (Deacon, et al., 2011).

CBT consists of various techniques; however the specific contribution of cognitive restructuring to the overall efficacy of

CBT has recently come under scrutiny. In review of treatment studies for anxiety and depression, Longmore and Worrell (2007) concluded that cognitive interventions do not consistently provide added value to behavioral interventions.

Cognitive restructuring has also been criticized on theoretical grounds by proponents of mindfulness and acceptance-based approaches such as acceptance and commitment therapy (ACT) (Hayes, et al., 1999). Cognitive therapists have vigorously disputed the notion that cognitive restructuring encourages the suppression and avoidance of negative thoughts and emphasize the contradiction between the negative depiction of cognitive restructuring by ACT proponents and the observation that cognitive therapy is “*the most clearly established effective psychotherapy that exists*” (Leahy, 2008, p. 149). Nevertheless, a cardinal feature of “third wave” approaches (Hayes, 2004) is their marked departure from traditional CBT approaches toward negative thoughts. Rather than directly challenging the *content* (e.g., accuracy) of negative thoughts, these methods emphasize changing the *function* of thoughts by encouraging patients to adopt a different awareness of and relationship to thoughts (Segal, et al., 2004).

ACT is a type of therapy that helps in changing the relationship with negative thoughts and feelings, so they can engage in meaningful actions that line up with their values (Hyde, 2018). Various “cognitive defusion” techniques teach patients to see the “*bad thought as a thought, no more, no less*” (Hayes et al., 1999, p. 20) and to refrain from trying to change thought content or responding to dysfunctional thoughts with experiential avoidance. This approach is designed to circumvent the struggle to more effectively regulate negative emotions by abandoning the agenda of emotion regulation itself (Eifert & Forsyth, 2005).

One of the many cognitive defusion techniques in ACT consists of having the patient rapidly speak a negative self-referential word (e.g. “fat”) until the word appears to lose its literal meaning. Known as the “milk exercise,” this technique was first

studied by experimental psychologists a century ago (Severance & Washburn, 1907) and was a frequent topic of investigation in the mid-1900s under the label “semantic satiation” (Amster, 1964; Esposito & Pelton, 1971 as cited by Deacon et al. 2011). Numerous studies demonstrated that continuous, fast verbal repetition of a word produced a temporary decrease or loss in the word’s meaning (Lambert & Jakobovits, 1960 as cited by Deacon et al. 2011).

This study aims to determine the effectiveness of brief cognitive restructuring and cognitive defusion to cope with negative thoughts. Specifically, it sought to answer the following questions:

1. Is there a significant difference between the mean scores of the pre-test and post-test of the restructuring group?
2. Is there a significant difference between the mean scores of the pre-test and post-test of the defusion group?
3. Is there a significant difference between the mean scores of the pre-test of the restructuring group and defusion group?
4. Is there a significant difference between the mean scores of the post-test of the restructuring group and defusion group?

Theoretical Framework

An alternative to the cognitive restructuring model in CBT comes from acceptance and commitment therapy (Hayes, et al., 1999). ACT comes from the contextual wing of behavior analysis (Hayes, 2015) and is related to relational frame theory (RFT) (Hayes, et al., 2001); a behavioral account of language and cognition. This gives ACT an approach to cognition as a behavior among other behaviors, albeit one that can only be observed by the individual doing the thinking. Behavior cannot be said to cause behavior, but it may have a controlling effect on behaviors in certain contexts (Hayes & Brownstein, 1986). Thus, ACT strives to create a context, wherein the person can become

aware of his or her private verbal behavior (or cognition) itself. The process that makes one thus aware is called cognitive defusion or simply defusion. Defusion involves teaching individuals to view their thoughts as thoughts rather than considering them as having literal meaning (Healy et al., 2010). Therefore, while restructuring aims to challenge negative thoughts and find evidence against them (J. S. Beck & Beck, 2011), defusion does not attempt to control or change unwanted thoughts in form or frequency. Instead, it trains individuals to change their relationship to their thoughts, to view them without the need to dispute or challenge them to change overt behavior. The most common exercise used in defusion studies is the “word repetition technique,” first developed by Titchener (1916). This involves repeating a word until its semantic meaning is no longer dominant. When “defused,” the client will notice a lower attachment to the literal meaning of an unwanted thought, thereby making it less believable (Masuda, et al., 2004).

Cognitive Restructuring vs Cognitive Defusion

In the study of Clark (2013), cognitive restructuring is the core therapeutic ingredient of cognitive therapy that was first introduced to the psychotherapy community by A. T. Beck and colleagues. A critical review of the empirical research on its treatment efficacy is presented, as well as the evidence for cognitive mediation from component and mediation process research. It is concluded that cognitive restructuring is an effective treatment strategy for psychological disorders, especially anxiety and depression. However, superiority to other “less cognitive” interventions has not been demonstrated, even though the effectiveness of cognitive restructuring does occur by inducing cognitive change. Various research issues are raised that would advance a greater understanding of the mechanisms of change associated with cognitive restructuring. With greater knowledge of the change processes that characterize cognitive restructuring, clinicians will be better equipped to employ this powerful therapeutic intervention.

The study of Masuda, et al., (2010) shown that rapid vocal repetition of a one-word version of negative self-referential thought reduces the stimulus functions (e.g., emotional discomfort and believability) associated with that thought. The study compared the effects of defusion strategy with thought distraction and distraction-based experimental control tasks on a negative self-referential thought. Non-clinical undergraduates were randomly assigned to one of three protocols. The cognitive defusion condition reduced the emotional discomfort and believability of negative self-referential thoughts significantly greater than comparison conditions. Favorable results were also found for the defusion technique with participants with elevated depressive symptoms.

The study of Deacon, et al. (2011) emphasized that within traditional cognitive therapy, cognitive restructuring is often used to challenge the veracity of dysfunctional thoughts. In contrast, acceptance and commitment therapy (ACT) uses “cognitive defusion” techniques to change the function of negative thoughts rather than modify their content. Previous research has shown that a cognitive defusion technique known as the “milk exercise” (rapidly repeating a self-referential, one-word thought such as “fat”) reduces the discomfort and believability associated with negative thoughts. The study sought to replicate and extend these findings by comparing the impact of cognitive defusion with that of cognitive restructuring in a sample of participants distressed by negative thoughts about their body shape. Results indicated that both cognitive techniques produced substantial improvements that generalized well beyond the specific thoughts targeted for treatment. Clear differences in treatment process and the course of improvement were evident.

Methodology

The study used quasi-experimental design to determine the effectiveness of using brief cognitive restructuring and cognitive

defusion techniques to cope with negative thoughts. It selected sixty (60) respondents from the first year BS Business Administration students of the Laguna State Polytechnic University, San Pablo City campus through random sampling technique. Thirty (30) respondents were assigned in group 1 who were treated using the cognitive restructuring and also thirty (30) respondents were assigned in group 2 who were treated using the cognitive defusion.

The study used the procedure set forth by Britt (2017). The respondents were grouped into two. The Group 1 used restructuring while Group 2 used defusion.

Group 1: Restructuring Group. The researcher sat with the subjects one by one and showed them the statements on one side of the page. Participants were told that these are things that some people sometimes say to themselves. A number was picked from 1 to 20 and rated the statements as to how uncomfortable statement would probably make someone feel if said to them. The participants had a little talk about how irrational the statements are. After the talk, the paper was turned over again and rated the sentences again from 1 to 20.

Group B: Defusion Group. The same step 1 from group A. However, after rating the statements on one side of the paper, the participants record themselves saying each statement one at a time into the voice changing app. Afterwards, the voice recording was changed to something funny which the participants listened to a couple times. The procedure is the same with all the other statements. The paper was turned over and rated again from 1 to 20.

At the end of the process, data were tabulated and treated with statistical techniques such as mean and t-test.

Results and Discussion

Table 1

Test of Difference between the Means of Restructuring Group

Variable	Mean	Difference	t-value	Critical value	Interpretation
Pre-test Vs Post-test	48.13 44.23	3.9	2.10	1.7	Significant

Table 1 shows the t-test result between the means of the pre-test and post-test of the restructuring group.

In the pre-test, the group gained a mean of 48.13 while the post-test has 44.23. The mean difference of 3.9 shows a change in the behavior of the respondents. With a t-value of 2.10 which is greater than the critical value of 1.7, the null hypothesis is rejected. This implies a significant difference between the means of the pre-test and post-test of the respondents who were treated with cognitive restructuring. The change in the behavior was due to the cognitive restructuring of the negative thoughts. Through the cognitive restructuring, the negatively distorted thoughts were modified and lessen. The result may be similar to the study of Ghamari Kivi, et al. (2015) which showed that the impact of cognitive restructuring method and study methods was significant in reducing the symptoms of test anxiety of students.

Table 2

Test of Difference between the Means of Defusion Group

Variable	Mean	Difference	t-value	Critical value	Interpretation
Pre-test Vs Post-test	49.67 31.37	18.3	10.66	1.7	Significant

Table 2 shows the t-test result between the means of the pre-test and post-test of the defusion group.

In the pre-test, the group gained a mean of 49.67 while the post-test showed 31.37. The mean difference of 18.3 shows a change in the behavior of the respondents. With a t-value of 10.66 which is greater than the critical value of 1.7, the null hypothesis was rejected. This implies a significant difference between the means of the pre-test and post-test of the respondents who were treated with cognitive defusion leading to the change in the behaviour. The results infer that the defusion technique reduced the functions of thoughts by altering the context. The voice recording of statements with negative thoughts then changing into some funny voice repeated for several times reduced the respondents' discomfort. Cognitive defusion diverts attention away from the *content* or meaning of words and sentences toward the *process* of forming words and stringing them into sentences by concentrating on their sound, pattern, rhythm, frequency, and individual letters or words. Defusion temporarily disrupts the usual meaning of thoughts or spoken/written words even though their form or content may stay the same (Blackledge JT, 2007). The results is similar to the study of Masuda, et al. (2009) that rapidly repeating a single-word version of a negative self-referential thought reduced the discomfort and the believability associated with that thought. The effects of rapid repetition on emotional discomfort bottomed out after 3 s to 10 s of rapid repetition, whereas the effects on believability did so after 20 s to 30 s of repetition. This study lends support to the cognitive defusion interpretation of the effect of word repetition, suggesting that emotional discomfort and believability may be distinctive functional aspects of cognitive events.

Table 3 shows the t-test result between the mean scores of the pre-test of the two groups. With a t-value of 0.46 which is less than the critical value of 1.7, the null hypothesis was accepted. Therefore, it is not significant. This implies that the respondents

on both groups have the same level of discomfort in the statements presented to them.

Table 3

Test of Difference between the Pre-test of the Two Groups

Variable	Mean	Difference	t-value	Critical value	Interpretation
Restructuring Vs Defusion	48.13 49.67	1.54	0.44	1.7	Not Significant

Table 4 shows the t-test result between the mean scores of the post-test of the two groups. With a t-value of 5.26 which is greater than the critical value of 1.7, the null hypothesis was rejected. Therefore, it is significant.

Table 4

Test of Difference between the Post-test of the Two Groups

Variable	Mean	Difference	t-value	Critical value	Interpretation
Restructuring Vs Defusion	44.23 31.37	12.86	5.26	1.7	Significant

Since the mean of the defusion group is lower than the mean of the restructuring group, the treatment using the cognitive defusion was more effective than the treatment using the cognitive restructuring in reducing the discomfort of the respondents on the negative thoughts. Defusion involves teaching individuals to view their thoughts as thoughts rather than considering them as having literal meaning (Healy et al., 2010). Therefore, while restructuring aims to challenge negative thoughts and find evidence against them (J. S. Beck & Beck, 2011), defusion does not attempt to control or change unwanted

thoughts in form or frequency. Instead, it trains individuals to change their relationship to their thoughts, to view them without the need to dispute or challenge them to change overt behavior. The result is similar to the study of Larsson, et al., (2016) that defusion lowered believability, increased comfort and willingness to have the target thought, and increased positive affect significantly more than cognitive restructuring. Negative thought frequency was reduced in the defusion group and maintained in the restructuring group.

Conclusion

Since the group that was treated with cognitive defusion technique had shown a greater reduction of discomfort, it can be concluded that this technique is more effective to use in coping with negative thoughts and may be used to reduce discomfort due to the negative thoughts.

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