INTERNATIONAL REVIEW

OF SOCIAL SCIENCES RESEARCH

INTERNATIONAL REVIEW OF SOCIAL SCIENCES RESEARCH

ISSN 2782-9227 (PRINT) 2782-9235 (ONLINE)

Volume 2 Issue 3 │ September 2022

ISSN 2782-9227 (Print)

2782-9235 (Online)

This journal is published quarterly every March, June, September and December.

For more information, visit the website **https://iiari.org/journals/irssr**.

Aims and Scope

International Review of Social Sciences Research (IRSSR) is an open access refereed journal focused on the various domains of social sciences. The diverse fields of knowledge under the umbrella of social sciences offer interesting areas suited for different methods of research. This allows researchers to apply multiple designs to describe, analyze and evaluate historical, current and futuristic situations or events. Moreover, there are multitude of areas such as social issues, current events, environment, humanities, history, and education, among others. This journal celebrates the broad spectrum of social sciences by providing a platform for the dissemination of the research outputs. It encourages intellectual discussions of topics that contribute to the various fields of knowledge.

The journal employs rigorous double-blind review to ensure quality publications. Authors receive formative feedback through feedforward communication approach. It is the prime objective of the reviewers to help authors improve the quality of the papers. As the journal promotes internationalization and collaboration, the multi-dimensional perspectives of the author and reviewers add high value to the research article. Moreover, the journal has solid support system for copyediting and formatting. The journal ensures that the research articles are within the standards of international publication.

The journal covers, but not limited to, the following:

- Law and Politics
- Philosophy and Religion
- Psychology
- Sociology
- Human development
- Geography and Anthropology
- Communication and Modern Languages
- Ancient and Modern Literature
- Arts and Art Appreciation
- Humanities and Human Behavior
- History and Historiography
- Environment development and sustainability
- Social issues and trends

EDITORIAL POLICIES

Statement of Open Access

The IIARI upholds and supports open access research publication that allows global sharing of scholarly information without restrictions. Through this platform, free access to shared information promotes knowledge and education. As such, this journal publishes open-access research articles that anyone can reproduce, redistribute and transform, commercial or non-commercially, with proper attribution. The articles' first publication in the journal should always be acknowledged.

Copyright

The open-access articles herein are published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Authors retain the copyright but grant the journal the right to the first publication. Authors can use any contents of the article provided there is proper acknowledgement. Reprint and reproduction of the article does not require prior permission. Read full license details here: https://creativecommons.org/licenses/by/4.0/.

Repository Policy

The authors are allowed to deposit their articles in institutional repositories, publish in institutional websites and upload in social networking sites with proper attribution and link to the article's DOI. This journal uses OJS/PKP submission that allows archive of pre-print. The post-print in PDF version is also deposited in Internet Archive for long-term preservation of the articles.

Authors' Warranties

Upon signing the copyright transfer form, authors ensure that:

- The article is an author's original work.
- It is not considered for publication nor any part previously published elsewhere.
- The author confirms, to the best of his knowledge, the authenticity and integrity of the data gathered.
- There is no fabrication, plagiarism, material misrepresentation, academic dishonesty, discriminatory and bigoted language contained in the article.
- The author obtains prior permission for the use of any previously published text or material owned by another person.

Peer Review

The journal recruits external experts in the field to assist the editor in the evaluation and selection of the papers. They are selected based on their qualification and specialization. All submitted papers duly accepted by the editor for suitability to journal scope or structural requirements are sent to the reviewers. The journal editorial staff reserve the right to choose the appropriate reviewer based on their knowledge of the topic. The journal adheres to the double blind peer-review process. Neither the author nor the reviewers know each other's identity. Invitations are sent to potential reviewers. Thereafter, the paper is sent only to those who agreed to accept the review invite. The editor makes the decision after the receipt of at least two reviews.

For other editorial policies and publication details, you can visit the following:

Editorial Policies: https://iiari.org/journals/irssr/policies/

Author Guidelines: https://iiari.org/journals/irssr/guidelines/

Table of Contents

Page

Community Resilience to Address Urban Vulnerabilities: A Case Study of Flood-prone Communities

[1]**Karen Joyce G. Cayamanda** & [2]**Mitchiko A. Lopez**

Abstract

Urban vulnerability is a priority concern and communities must build resiliency to respond to disasters and mitigate its negative impacts. This is a case study on the 2011 Matina flash flood affecting thousands of families in the following barangays: Matina Crossing, Matina Pangi and Matina Aplaya. The study areas are heavily populated, with business, and institutional establishments. Using the qualitative method, this paper highlights the vulnerabilities of the community and examined the role of risk communication and social capital that enable communities, groups and institutions respond quickly to the hazards of flooding. Review of literatures reveals that Davao City is a flood prone area, major tributaries drain towards the Davao Gulf. Affected families in these areas comprised 61.57% of the total affected families of the 2011 flash floods. The average number of households per family is 4.3, while the total number of casualties reached 29 – majority are women and children. Results of the study revealed that despite the lack of communication management protocols, there is a strong sense of social capital exhibited by communities, institutions and various groups involved in the emergency response. Inter-governmental, and cross boundary efforts for climate change adaptation initiatives to reduce vulnerabilities among communities must be factored in given the nature of ecosystems and river systems draining towards Davao Gulf. Further it is recommended that ecosystem-based and community-based adaptation be explored to build more resilient communities who able to with stand and reduce vulnerabilities during natural hazards such as flooding.

Suggested Citation:
Cayamanda, K.G. & Lopez, M.A. (2022). Community Resilience to Address Urban Vulnerabilities: A Case Study of Flood-prone Communities. *International Review of Social Sciences Research*, Volume 2 Issue 3, pp. 1 - 19. DOI: **https://doi.org/10.53378/352898**

About the authors:

[1]Corresponding Author. Associate Professor, Humanities Department-College of Humanities and Social Sciences, University of the Philippines-Mindanao
[2]University Researcher, Office of Research, University of the Philippines-Mindanao

1. Introduction

The interplay of disaster and urban development is recognized in literatures that determines vulnerability during natural calamities such as flooding in urban areas. However, disasters also open new avenues for addressing weaknesses in both social and physical dimension of development, especially in densely populated urban areas. Disasters that we experienced and anticipated to happen are subject to serious global and domestic policy issues and concerns. It magnifies the vulnerability of communities (Stephenson, 1994; Auzzir et al., 2014; Carasco et al., 2016; Comfort et al., 1999; Mochizuki et al., 2014).

Rapid urbanization is happening at a global scale. Development towards metropolitan growth is an observed trend globally. The 20th century is witnessing rapid urbanization, transforming many semi-rural areas into master planned communities bustling with commercial, residential and leisure activities. Meanwhile, it has also facilitated spill over development in the fringes of these master planned communities. Communities arising from spill over would include informal settlers and associated issues with them (i.e. basic amenities, sanitation, education, peace and order, etc.). This plethora of issues, along with infrastructure development and traffic congestion, pose serious challenges to urban planners and policy-makers. As such, cities and urban areas are considered critical components of global sustainability as well as drivers of global transformation (Ramachandra et al., 2012; McPhearson et al., 2014).

Davao City is experiencing unprecedented development in recent years, and more so with the current administration's "Build, Build, Build Policy" for infrastructure and development, urban sprawl is evident while sustained growth in central business district allows population to increase in magnified proportions. This puts consequent pressure on infrastructure, natural resources and ultimately contributing to the worsening global challenges on climate change, enhanced greenhouse gases emissions, lack of appropriate infrastructure i.e. flood control, traffic congestion, and lack of basic amenities (electricity, water, and sanitation) in many localities. The International Bank of Reconstruction and Development in 2012 considered flooding as the most occurring natural event in the urban areas, thus, "poses a challenge to development and the lives of people, particularly among the residents of rapidly expanding towns and cities in developing countries", this reinforces the frequency of typhoons and storms that pass through the Philippines makes it more vulnerable to flooding (Magalang, 2010).

Having an area of 244 thousand hectares, Davao City is among the largest city in the world in terms of area. It may be located in typhoon-free zone, but it is susceptible to dangerous floods

in areas adjacent to the city's rivers (World Bank, 2015). Largest waterways drain into the Davao Gulf, particularly Davao and Talomo Rivers considered as most important river basins in the city and pass through heavily populated areas in the city. Hence, thousands of residents are most likely to be affected in case of flooding (Magalang, 2010).

Davao river is one of the seven catchments which has the largest catchments area of about 1,647 square kilometers. Along with the Davao River Basin is its sub-basin, the Matina River Basin. Barangay Matina Crossing 74-A is situated in the Southwest portion of Davao City with a total land area of 568 hectares. It has a flat topography stretching towards the Davao Gulf. Sixty percent (60%) of its land area is residential, thirty-nine (39%) is composed of commercial and light industries and about one percent is used for agricultural purposes. It covers sixty-three (63) *puroks* under its jurisdiction, which makes it one of the biggest *barangays* in the 1st Congressional District of Davao City (Estacio, 2013; Sanchez, 2014).

Hence, during heavy down pour, especially in the upland areas, river overflows. One case in point is the flashflood of June 28, 2011 that struck Matina, Davao City in Southern Philippines which has taken tolls on property and lost lives.

This case study described the impact of disaster on development and vice-versa, focusing on the case of the 2011 flashflood incidence of Matina, Davao City, which aimed to:

1. Describe the general background/situation of the study area (pre-disaster stage).
2. Narrate how the local institutions, groups, individuals' response measures during and after the flash floods (disaster stage).
3. Discuss the consequences (e.g., casualty, damage to properties, etc.) of the 2011 flashflood (post disaster stage).
4. Identify some of the factors that contributed to the disaster.
5. Discuss some of the post crisis programs undertaken by the different sectors.
6. Analyze and present the insights drawn from the disaster experience.

2. Literature Review

2.1. Resilience and Vulnerability

Literature reveals that there is a link between resilience and reducing vulnerability (Badri, 2006; Balang, 2010; Gall, 2013; Bene et al., 2012; David, 2010; Garcia, 2010). The higher the resilience, the higher is the reduction of vulnerability. Through its capacity to evoke systemic adaptation before and after disasters, resilience has become a seductive theory in disaster

management. Building community-based systems of disaster management and resilience has been an objective of various urban planners, government agencies and other institutions (Oh et al., 2014; Carrasco et al., 2016; Tselios & Tompkins, 2017).

Lizarralde et al. (2015) noted that several studies have linked the concept of resiliency with systems theory; however, they have been mostly based on theoretical models with limited empirical support. For instance, the study of the Cuban model of resilience sheds light on the variables that create systemic resilience in the built environment and its relations with the social and natural environments. Cuba is vulnerable to many types of hazard, yet the country's disaster management benefits from institutional, health and education systems that develop social capital, knowledge and other assets that support construction industry and housing development, systematic urban and regional planning, effective alerts, and evacuation plans. Similarly, building disaster-resilient communities (Badri, 2006; Balang, 2010) have been initiated in some areas in the Philippines that aimed to reduce community vulnerabilities to disasters by incorporating DRR into their community development programs (David, 2010). The pilot projects documented include: early warning system (Garcia, 2010), vulnerability reduction & social protection and participatory disaster-responsive governance (Dela Cruz et al., 2010). Moreover, building disaster-resilient communities to reduce vulnerability proves to be effective using the community-participatory approach (Cadag & Gaillard, 2012). Some of the documented initial projects in the Philippines have shown that the more involved are the community and stakeholders, the higher is the assurance of effectiveness.

There is a growing consensus among researchers and planners to incorporate local communities in disaster risk management and climate change adaptation planning, yet its actualization largely remains a dream (Pearce, 2003 cited in Samaddar et al., 2015). Since it was observed that the Philippines, over the last decade, has been ranked 10th in the 2007 Global Risk Index (Harneling, 2008 as cited in dela Cruz et al., 2010), it has been considered as one of the most vulnerable countries in the world due to the occurrence of recent severe disasters.

2.2. Role of Communication on Disaster Interventions

There are a number of local studies that have been documented in relation to the use of communication as a tool for disaster preparedness. Estacio (2013) made a study documenting the methods used by the local barangay unit in the post crisis phase of the flashflood. Her study

employed the Coombs' 3-Phase model, the Diffusions of Innovation Theory and Trish Center Scholars' Crisis Management Cycle. Results of the study revealed the organizational learning of the baranggay from the disaster were transformed into strategies that can be utilized in preparedness and recovery stages of their disaster management process. On the other hand, Sanchez (2014) investigated the IEC strategies and programs for the residents' risk management and precautionary practices towards flood incidents using the Precaution Adoption Process and Berlo's Communication models. Results of her study show that communication plays a vital role for the residents' risk awareness and preparedness on disasters. Montajes (2015) investigated the disaster preparedness and awareness level of the community in Banay Banay Davao Oriental (Sanchez & Sumaylo, 2015). Her results show that at the barangay level, there is still a need to "localize" the approach on disaster campaigns, preparation, and communication approaches. These studies highlight the need for a community-based disaster communication systems and protocols.

Meanwhile, Bradley et al. (2014) presented a systematic review of intervention studies using disaster risk communication. Five studies were presented that promote preparedness for natural disasters such as flashfloods, earthquakes, five natural hazards and general preparedness. Results show that interventions using communication tools have increased awareness on natural hazards, upgraded knowledge on preparation, evacuation and recovery from disaster. One study involves communication preparedness for man-made disaster like nuclear or radiation incident in New Jersey that resulted to effective awareness campaign on the identification of the warning signs of the incident. Three studies were mentioned on the effect of risk communication interventions to improve disaster recovery: one study conducted after the 911 New York terrorist attack and two studies after the Hurricane Katrina in New Orleans. The studies revealed that media campaigns are effective tools to solicit financial support to fast track recovery period of the victims of the disaster. Three studies focused on communicating early warning on natural disasters, specifically, the Tsunami in Mauritius, Cyclone in India and Evacuation during wildfire in California, USA. Results reveal that responses to communication signals for early warning purposes have been affected by different factors like personal circumstances, beliefs and attitudes, societal response, characteristics of the disaster, level of persuasion of the authorities to evacuate, the setting where the disaster occurred and the nature of the communication messages used. The 12 studies enumerated revealed improvements on disaster-related knowledge and behavior. However, due to

the differences and variations in context of the studies, it was impossible to conclude that one method of risk communication is superior to others.

Similarly, Zhang et al. (2007) worked on post-disaster field survey to establish the bottleneck of disaster risk communication during the early warning and evacuation in Japan. Results of the case studies reveal that there is a problem at the level of transactions between the agencies/institutions concerned and the local community levels. Incidentally, Terry and Fellows (2008) studied hurricane Katrina and explored the "inadequacies" of the risk communication based on Lundgren and McMakin (2004) and Rowan's (1991) rhetorical perspective. Results show that while care communication was adequate for its purpose, inadequate clarity, insufficient credibility and failure to adapt to critical audiences resulted in failure of consensus communication and crisis communication. These studies suggest that there may be a need to propose a policy modification as well as explore a new model of communication transfer from the institutions to the local communities, emphasizing the significant role of communication management on risk and disaster-related messages.

2.3. Social capital and Resiliency

Social capital may be defined in different ways according to the context where it is applied. In the case of disaster situations, the term may refer to resources i.e. trust, norms and networks of associations inherent in social relations which facilitate collective action for a common purpose (Daniel & Meyer, 2015; Vandaie, 2007). In addition, the Australian Red Cross (2014) emphasized that building relationship and ties is crucial for social capital to play its positive role to disaster resilience.

As resilience has been identified as the ability to recover from natural disasters, it has been noted that majority of countries worldwide focus their attention on disaster preparedness. Noteworthy to mention that a lot has been devoted to building shelters, evacuation areas, providing capacity through drills (Badri, 2006; Bene, 2012; Cadag & Gaillard, 2012). However, recent literature reveals that recovery patterns of majority of documented disasters have focused on resettlement highlighting the role of institutions, other agencies and public and private partnerships (Carrasco et al., 2016; Auzzir et al., 2014; Tselios & Tompkins, 2017; Comfort & Kapucu, 2005). Moreover, studies have been devoted to policy analysis (Kim et al., 2017; Koivisto & Nohrstedt, 2017) related to community's response and behavior to disasters, how youth can be involved in preparedness, rescue and recovery (Helsloot & Ruitenberg, 2004; Fernandez & Shaw, 2013;

Carcellar et al., 2011).

Social capital, therefore, has been considered as one of the strategies to reduce vulnerability and increase community resilience. There is an increasing trend on the shift of the attention of disaster interventions from the scientific, technical and physical structures into building social ties and cohesion. The role of social capital has been slowly being given due attention and focus. Nahapiet and Ghoshal (1988) viewed that social capital can be measured through three dimensions: (1) structural referring to network ties, configurations and appropriate organizations; (2) relational as trust, norms and identification, and (3) cognitive covering shared goals and culture.

3. Methodology

This case study, utilizing the qualitative method, assessed by the approaches of document analysis, Key Informant Interviews (KII) and focus group discussions, investigated the case of a flashflood using the Wisner et al.'s (2004) Crunch model. The model is able to identify the factors leading to progression of vulnerabilities, capture causal factors, concerns and the institutional as well as the social dynamics of the natural disaster.

The works of Khan et al. (2008), Estacio, (2013), O'Brien et al. (2006), Olson & Gawronski (2010) and Reid (2015) indicate that this model is useful to assist in disaster management during major emergencies and can help organizations build resilience (Lizaralde, et al., 2015; Saño, 2010; Villanueva & Aid, 2010; Samadar et al., 2015).

The following procedures were undertaken:

1) A review of related literature consisting of reports, existing plans, previous cases and other materials were scanned, examined and utilized, i.e. reports, journal articles, LGU plans (CLUP, geo-hazards, NDRRMC Plan)

2) The post disaster report of the 2011 Matina, Davao flashflood was the major data utilized to describe the situation and the relevant information about the disaster.

3) Key Informants were interviewed and focus group discussions were done among the *purok* leaders to validate the secondary data and provide testimonials on the disaster event to help describe the post disaster activities as well as the dynamics of the community interaction and communication protocols.

4) The analysis of data and information generated from secondary sources were interpreted using

literature on disaster, vulnerability, and development from related literature.

5) Implications and recommendations were done on the case studied in the context of the correlation between disaster and development, specifically, the mitigation strategies to reduce vulnerability in an urban setting.

4. Results and Discussion

4.1. Pre-disaster Situation

The locale of the study includes the communities living in Matina Crossing, Matina Pangi and Matina Aplaya. The area consisted of both minor and major commercial zones characterized by presence of small, medium and large commercial establishments. Further, institutions like banks, schools, groceries and public markets are found in the area. The Office of the City Planning and Development considered the area as urban with a high density residential zone and socialized housing zone (Table 1).

Table 1

Population Distribution of Matina, Davao City

Barangay	Household Population	Number of Household	Average Household Size	Population Density	Built Up Density
Matina Aplaya	29,619	8,022	4.2	96.67	1.23
Matina Crossing	34,003	3,083	4.2	64.55	0.70
Matina Pangi	13,625	13,545	4.3	21.24	1.13

Classified as Urban area as identified by the OCPD as per guidelines of National Statistics Office

However, it is also considered a flood risk area with flood mitigating zones were two major rivers run along the several barangays in Matina, namely: Pangi River (which cuts across Purok Sambag, San Isidro, Guadalupe, Mahayahay, Arroyo compound, Balusong, Lopez Village, Alzate compound, Concepcion compound and Doña Francisco) and Davao River which sets the boundary of the two *puroks* in Matina Gravahan. As recorded by the Barangay Office, the *puroks* enumerated above were inundated by the overbanking of the two rivers situated near them for the past years.

4.2. The Disaster Occurrence: The 2011 Flashflood

The Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAG-ASA) identified an Inter-tropical Convergence Zone was present in the southern part of Mindanao and this ITCZ was caused by the convergence of two trade winds-nor east trade winds and southeast trade winds in a particular area. The convergence of these winds resulted to thunderstorm clouds. The formation of thunderstorm clouds in the uplands of Tugbok District where the Pangi River originates along with Calinan and Talomo, generated heavy rain which lasted for about three hours. The heavy pouring of rain resulted to the overflowing of the Pangi River, which brought a destructive flashflood to riverside communities.

In the previous years, barangay Matina experienced a couple of flooding in these areas, however, the June 2011 flashflood was an unexpected disaster that resulted to loss of lives and damage to properties.

At the onset of the flashflood, the response team of the barangay and other agencies were not able to penetrate immediately the affected areas due to the forceful and risky current and height of the floodwaters. It was only when the water started to subside those responders were able to reach the affected areas.

4.3. Post-disaster Situation

4.3.1. Impact of the disaster

The city government reported 29 casualties due to drowning, having more number of females than males and majority were children ages 8 months to 9 years old. This data shows the most vulnerable groups were the ones greatly affected by the disaster. Hence, the interaction of the hazard (flood) with the vulnerable group (children and women) in an unsafe condition resulted to disaster. Table 2 below shows the summary of the impact of the disaster among the areas of the study:

Table 2

Affected barangays and families

Barangay	Affected Areas	Affected Families	% to Total Affected Families*
Matina Crossing	13	5,660	40.45%
Matina Pangi	8	1,500	10.91%
Matina Aplaya	13	1,304	9.49%

Total # of affected families in Davao City = 13,746 from 46 areas including two other barangays, Talomo Proper and Maa (Source : NDRMC Siterep #8, 3July2011)

4.3.2. *The Role of Social Capital and Communication in Recovery and Response*

Records of testimonials from the victims, reports from the government agencies and documentation of the disaster incident revealed the immediacy of response and action of the different agencies and concerned organizations to assist the affected areas within the first six hours of the disaster. Massive evacuation efforts were done to put victims on safer grounds, first-aid teams immediately addressed medical concerns upon arrival at the evacuation areas. The barangay captain, Mr. Joel Santes immediately initiated community kitchen to feed victims. Furthermore, it was observed that relief goods from both government and non-government agencies, church-based sectors and concerned individuals and groups arrived within the first 24-hours from the onset of the disaster.

Reports also reveal that various organizations and NGOs, in addition to the government agencies were identified as responders of the disaster: Barangay Matina Emergency Unit; Barangay Bago Aplaya VEST; Barangay Baliok EAST (Emergency Assistance Service Team); Barangay San Antonio SAVED; Phil Coast Guard, Philippine Navy, Philippine Army, Bureau of Fire Protection; 911 Urban Search & Rescue; Barangay Gov. Vicente Duterte DFRS, Knighthawk Foundation, Inc.; The City's Royal Blood Rescue Team, Kabalikat Civicom. However, despite the influx of agencies and organizations that were involved in the recovery and response, it did not achieve a zero-casualty situation.

Nyondo emphasized that if the process of communication is difficult in our ordinary and daily lives, it is far more so in times of disaster (Skinner & Rampersad, 2014). The challenge remains to not only respond with accurate, understandable, and complete information as quickly as possible during a disaster, but also to communicate in a proactive way that involves members of communities to reduce the potential risk of a disaster.

The case of the Davao flashflood revealed that an information melts down happened making the communities vulnerable to the disaster despite the immediate response of the different agencies involved.

Communication as a dynamic process with a twofold purpose can foster learning, positive change, and empowerment. It is a continuous process of coding, decoding and interpretation and

a way of sharing objectives, attitudes, knowledge, information, and opinions. It takes place in a social context and people take the roles of both source and recipient.

In addition, Abarquez and Murshed stated that when considering communication for disaster risk reduction, one should take into consideration that context plays a key role. The sociocultural context of the society, gender perspectives and scale of community (rural, small or mega) will determine how communication will be implemented (Skinner & Rampersad, 2014). Communication planning occurs in an organizational context and is embedded in institutional cultures with specific agendas. Moreover, communication takes place in a context of risk assessment, risk intervention and risk evaluation, making it a strategy that is executed within disaster risk management. Also, social vulnerability is key to determining the methods of communication and therefore people, complex social systems and non-structural solutions should be analyzed. This is in keeping with the general considerations in the 'Priorities for action' within the Hyogo Framework 2005–2015 (UNISDR), where each State has the primary responsibility for its own sustainable development and for taking effective measures to reduce disaster risk. These include ensuring cultural diversity, age, vulnerable groups and a gender perspective are integrated into all disaster risk management policies, plans and decision-making processes through which the State aims to protect its people, territory, infrastructure and other national assets from the impact of disasters.

4.3.3. *Contributory Factors to the Flashflood Incident*

The city government report reveal that although Davao City experienced flooding when it rains, it was observed that the heavy rainfall during the flashflood incident has accumulated more water at 60mm during the unholy hours of 10pm to 1am. Incidentally, the upstream areas of Mintal and Calinan have expanded its agricultural activities as well as changes in production activities to meet the demands of an expanding population, thus, affected the ecology of the soil. Moreover, the affected areas have been identified as an urbanized area, some of the riverbanks have been utilized as residential area due to the growing population, hence, decreasing the size of the waterways and flowing water diverts into the road networks. Similarly, as part of the city's expansion and development, siltation and sandbars have been observed to occupy some areas of the rivers, thus, creating the backflow of the Matina-Pangi river during high tide (Duterte et al., 2016).

Despite the observed efforts and the preparedness level among the concerned agencies and sectors, initial post disaster studies on the flashflood incident revealed that there is a low awareness and level of risk perception among the communities. Further, there was a lack of communication protocols that led to the negative impact of the disaster incident. Hence, the gap of six hours before the initial response arrived may have a great impact if the community is aware on how they can perceive the risk level they are facing.

Another revealing factor contributing to the impact of the disaster was the lack of communication management and protocols among the agencies and organizations to properly address the synchronization and integration of the recovery and response activities as observed by the affected residents. There was also the observance of poor coordination across the inter-agency response system. This was also highlighted in the post crisis report prepared by the Davao City Disaster Risk Reduction and Management Office (CDRRMO) as one of the major areas that needs further improvement (CDRRMO, 2011).

4.4. Post Disaster Management

Building community resilience utilizing effective information dissemination and dynamic community-based preparedness would lead to better disaster mitigation strategies. Communication protocols, coordination as well as control should be observed at these critical situations (Comfort & Zagorecki, 2004; Comfort, 2007). In addition, there is a need to build relationships, social ties and inter-organizational coordination to sustain the strong social capital among the concerned communities with the varied organizations (Comfort & Kapucu, 2005; Australian Red Cross Report, 2012; Oh et al., 2014).

The communities learned the hard way from the disaster experience and immediately worked on the revival of their Disaster Reduction Management Team (DRRM). Programs for risk intervention were also revived and a more aggressive communication intervention for awareness and strengthen the capacity of vulnerable people of their barangay. These programs were made better in cognizance of the RA 10121. From a responsive approach, the community transformed into both responsive and proactive approach towards dealing with disasters, especially floods. Moreover, risk intervention programs were included in the post disaster strategies (Sanchez, 2014).

Similarly, the following measures were also undertaken as part of the Prevention, Preparedness and Mitigation strategies: detailed geo-hazard mapping in the Talomo and Matina-

Pangi River watershed area as an intervening target for a Detailed Geohazard Mapping and Assessment Program (MGB Central, Regional Office & DENR); Updated floodway mitigating zone (Urban Zoning Map, 2013 -2022); established the Risk Reduction and Management Council; clear-cut program plans targeting/mitigating disasters including allocation of budget, improvement of the solid waste management, rehabilitation and improvement of drainage systems in Davao City.

5. Conclusion and Recommendations

Davao City is naturally a flood prone area as manifested by its physical characteristic. The implication is made more serious and magnified with the volume of population and human settlements found along the banks or nearby the river tributaries for example housing, business and institutional areas affected by the Matina flashflood.

The quick response and post management of the 2011 flash flood in Matina area exhibited a higher level of social capital among residents, various groups, and institutions in Davao. The incident revealed the interplay of institutional partnerships of the local government, private organizations and other groups and agencies. Simultaneously, these various groups have initiated rescue operations at the onset of the flashflood, showing that the response was quickly mobilized. One of its advantages is that the city has highly sophisticated search and rescue personnel with facilities and equipment through its Central 911. The trust and confidence shown towards government institution in the city is relatively strong based on the interviews. Their strength plus community mobilization made disaster response not only quick but effective as well. There may have been casualties recorded, mostly, vulnerable groups, i.e., women, children, and senior citizens, but this is not as high compared to other areas with similar situation. The Crunch Model is an effective tool in assessing vulnerabilities as it captures not only the factors and underlying issues that progresses/increases vulnerability among various groups and may further explore institutional and social capital dynamics.

Incidentally, the residents also revealed that there seem to be the lack of communication protocols that would synchronize the efforts done by the different organizations. Even the city government report emphasized that there should be an integrated approach to disaster rescue and recovery efforts to ensure that all factors have been considered. Moreso, the impact of the disaster could have been minimized if appropriate communication and coordination protocols were in-

placed at that time. Thus, it was noted that there is a need to establish appropriate communication protocols and transactional management for a more effective disaster rescue and response system involving varied agencies, organizations, and stakeholders.

Flooding in Davao City should not only be approached within the confines of Davao City's geographical boundaries, since it involves multi-dynamics, and cross boundary issues. In this light, it is recommended for stakeholders to harmonize efforts and initiatives and find areas to work together given their varying interests – be it political, economic, and environmental. The interplay of roles of the varied organizations, including the NGOs and international volunteer organizations should be focused on implementation rather than conceptual levels. Moreover, it is also best to explore the ecosystem based and community-based adaptation measures. The latter will have significant contribution to building more resilient communities since it reflects the communities' priorities, knowledge, capacities, and coping strategies that are contextualized to their own experiences. Furthermore, it builds on human rights-based approaches to development that target the most vulnerable people and fully includes them in all levels of adaptation planning and implementation. In recent years, CBA has shown that it can also operate at scale but with communities remaining central to planning and action, for example through mainstreaming into government processes.

Moreover, the areas to work on should be at the forefront of discussion and decision-making among key players, i.e., LGU, development-oriented group, etc. The ecosystem-based adaptation (EBA) may have a strong community/participatory focus while effective community-based adaptation (CBA) can have a strong consideration of ecosystems and ecosystem services. This is where the real challenge lies --- in preparing communities for climate changes adaptation as well as building disaster resiliency. Consequently, long term perspective must be central to any development initiatives, specifically, in planning and development interventions to mitigate (if not avoid) flooding in Davao City, particularly in the flood vulnerable areas.

The flashflood disaster in Davao City shows that a strong sense of social capital was exhibited by communities, institutions and various groups involved in the emergency response. However, it can be further enhanced if communication protocols are in place. It is recommended that inter-governmental and cross boundary efforts be utilized for climate change adaptation initiatives, highlighting the integration of social capital and communication protocols to reduce vulnerabilities among communities given the nature of ecosystems and river systems draining

towards Davao Gulf. Finally, it is recommended that ecosystem-based and community-based adaptation be explored to build more resilient communities to reduce vulnerabilities during natural hazards such as flooding.

References

Australian Red Cross (2013). Relationship matter: the application of social capital to disaster resilience. *National Disaster Resilience Roundtable Report* 20 September 2012, Melbourne, Australia.

Auzzir, ZA., Haigh, RP and Amaratunga, D. (2014). "Public-Private Partnerships in disaster management in developing countries : a conceptual framework". *Procedia Economics and Finance* 18 (2014) 807-814.

Badri, S. A., et. al. (2006). Post disaster resettlement, development and change: a case study of the 1990 Manjil earthquake in Iran. *Disasters* 30(4): pp451-468.

Balang, Jr., A. (2010). Mainstreaming DRR in Barangays Apas, Bulacao and Kalunasan in Cebu City. Building Disaster-Resilient Communities: Stories and Lessons from the Philippines. Quezon City, Philippines:CSWCD-UP.

Bene, et. al. (2012). Resilience: New Utopia or New Tyranny? Reflection about the Potentials and Limits of the Concept of Resilience in Relation to Vulnerability Reduction Programmes. www.ids.ac.uk

Bradley DT, McFarland M, Clarke M. The Effectiveness of Disaster Risk Communication: A Systematic Review of Intervention Studies. *PLOS Currents Disasters*. 2014 Aug 22 . Edition 1. doi: 10.1371/currents.dis.349062e0db1048bb9fc3a3fa67d8a4f8.

Carrasco, S, Ochiai, C. and Okazaki, K. (2016). "Disaster-induced resettlement: Multi-stakeholder interactions and decision-making following tropical storm Washi in Cagayan de Oro, Philippines. *Procedia – Social and Behavioral Sciences* 218 (2016) 35-49.

Christoplos, I., Liljelund, A. & Mitchell, J. (2001). Re-framing Risk: The Changing Context of Disaster Mitigation and Preparedness . *Disasters* 25(3), 185-198.

City Disaster Risk and Reduction Management Office Reports. N.D. Davao City Planning Office.

Cole, TW. & Fellows, KL (2008) Risk Communication Failure: A Case Study of New Orleans and Hurricane Katrina, *Southern Communication Journal*, 73:3, 211-228. doi: 10.1080/10417940802219702

Comfort, L. et. al. (1999). "Reframing disaster policy: the global evolution of vulnerable communities". *Environmental Hazards: Human and Policy Dimensions*. DOI: 10.3763/ehaz.1999.0105

Comfort, LK, Ko, K. & Zagorecki. A. (2004). "Coordination in Rapidly Evolving Disaster Response Systems: The Role of Information". *American Behavioral Scientist*, Vol 48 No. 3, 295-313. doi:10.1177/0002764204268987

Comfort, LK and Kapucu, N. (2006). "Inter-organizational coordination in extreme events: The World Trade Center attacks, September 11, 2001. *Nat Hazards* 39:309-327.

Cadag, JR and Gaillard JC. (2012). "Integrating knowledge and actions in disaster risk reduction: the contribution of participatory mapping". *AREA* Vol 44(1), 100-109. ISSN 0004-0894.

Daniel, AP and Meyer, MA (2015). "Social Capital and Community Resilience". *American Behavioral Scientist*. Vol. 59 (2), 254-269.

David, CP. et. al. (2010). "Community and DRR Technology Interface: The Reduction of Flood Risk in the Bicol River Basin II (BRB2)". Building Disaster-Resilient Communities: Stories and Lessons from the Philippines. Quezon City, Philippines:CSWCD-UP.

Davao City Office of Planning and Development (DCOPD) Manual. N.D.

Davao City DRRMO Report on Flashflood, 3 July 2011.

Dela Cruz, LP, Ferrer, EM and Pagaduan, MC (eds.) (2010). Building Disaster-Resilient Communities : Stories and Lessons from the Philippines. Quezon City, Philippines:CSWCD-UP.

Duterte, January, Mildred Untalan & Johari Casan. March 8, 2016. Personal Interviews.

Estacio, RAM (2013). "A Case Study Documenting the Various Methods Used by Local Barangay Unit of Matina Crossing in the Post-crisis Phase of the Davao City flashflood". Unpublished undergraduate thesis, UPMindanao

Gall, M. (2013). From Social Vulnerability to Resilience : Measuring Progress toward DRR. *InterSecTions* 2013. UNU-EHS. No.13.

Garcia, AT. (2010). "*Installing Early Warning System along the Agos River in the Municipalities of Infanta and General Nakar*". Building Disaster-Resilient Communities: Stories and Lessons from the Philippines. Quezon City, Philippines:CSWCD-UP.

Helsloot, I. and A. Ruitenberg (2004). "Citizen Response to Disasters: a survey of literature and some practical implications". *Journal of Contingencies and Crisis Management*. Vol 12 (3):98-111.

Khan, H, Vasilescu, L. and Khan, A. (2008). "Disaster Management Cycle: A Theoretical approach." <u>*Management and Marketing Journal*</u>, 2008, vol. 6, issue 1, 43-50. http://www.mnmk.ro/documents/2008/2008-6.pdf

Kim, C, *et al*. (2017). "The effect of social capital on community co-production: Towards community-oriented development in post disaster discovery". *Procedia Engineering* 180 (2017) 901-911. http://dx.doi.org/10.4102/jamba.v6i1.132

Koivisto, JE. and Nohrstedt, D. (2017). A policymaking perspective on disaster risk reduction in Mozambique. *Environmental Hazard*s Vol. 16(3), pp 2010-227. http://dx.doi.or/10.1080/17477891.2016.1218820

Lizaralde, et. al. (2015). "A systems approach to resilience in built environment: the case of Cuba". *Disasters*. 2015 Jan;39 Suppl 1:S76-95. doi: 10.1111/disa.12109. PMID: 25494958.

Magalang, MR. (2010). "Mainstreaming DRR and CCA in Mandatory Planning and Budgeting Processes of Baranggays: A Case Study on Building Disaster-resilient Communities in Marinduque". Building Disaster-Resilient Communities: Stories and Lessons from the Philippines. Quezon City, Philippines:CSWCD-UP.

McPhearson, et.al. (2014). "Resilience of and through urban ecosystem services. http://dx.doi.org/10.1016/j.ecoser.2014.07.012.

Mochizuki, J., et al. (2014). Revisiting the 'disaster and development' debate – Toward a broader understanding of macroeconomic risk and resilience. *Climate Risk Management* Vol 3:39-54.

Nahapiet, J. and Ghoshal, S. (1988). "Social Capital, Intellectual Capital and the Organizational Advantage." *The Academy of Management review*, Vol 23 (2), pp 242-266.

NDRRMC Site Rep, 03 July 2011 Accessed from http://www.ndrrmc.gov.ph/

NDRRMP MANUAL 2011-2028. Accessed from http://www.ndrrmc.gov.ph/attachments/article/41/NDRRM_Plan_2011-2028.pdf

O'Brien, et. al. (2006). "Climate change and disaster management". *Disasters* 30(1): pp. 64-80. Blackwell Publishing, Oxford UK.

Oh, N.. Okada, A. & Comfort, LK (2014). "Building Collaborative Emergency Management Systems in Northeast Asia : A Comparative Analysis of the Roles of International Agencies". *Journal of Comparative Policy Analysis*: Vol 16, No. 1, 94-111.

Olson, R.S. & Gawronski, V.T. (2010). "From Disaster Event to Political Crisis : A '5C+A' Framework for Analysis. *International Studies Perspectives* 11, 205-221

Reid, H. (2015). Ecosystem and Community-Based Adaptation: Learning from Community-Based Natural Resource Management, *Climate and Development*, DOI: 10.1080/17565529.2015.1034233

Sammadar, S., *et al*. (2015). "Evaluating Effective Public Participation in Disaster Management and Climate Change Adaptation: Insights from Northern Ghana through a User-based approach." *Risks, Hazards & Crisis in Public Policy*, Vol 6(1).

Sanchez, K.M. and Sumaylo, DJF. (2015, December 17-21). *IEC Strategies on Risk Management and other Precautionary Practices of Residents in Barangay Matina Crossing 74-A*. Paper presented at the International Conference on Communication/Culture and the Sustainable Development Goals (CCSDG): Challenges for a New Generation, Chiang Mai, Thailand. Conference Proceedings retrieved from http://rcsd.soc.cmu.ac.th/web/CCSDG/home.php

Saño, E. A. (2010). *Advocacy and Support Work for the DRRM Law in the Philippines. Building Disaster-Resilient Communities: Stories and Lessons from the Philippines*. Quezon City, Philippines:CSWCD-UP.

Skinner, C. & Rampersad, R. (2014). "A revision of communication strategies for effective disaster risk reduction: A case study of the South Durban basin, KwaZulu-Natal, South Africa", *Jàmbá: Journal of Disaster Risk Studies* 6(1), Art. #132, 10 pages. http://dx.doi.org/10.4102/jamba.v6i1.132

Stephenson, R.S. (1994). Disasters and Development. 2nd ed. UNDP Disaster Management Training Module.

Tselios, V. & Tompkins, E. (2017). "Local government, political decentralization and resilience to natural hazard associated disasters. *Environmental Hazards*. Vol 16 (3), 228- 252.

UN-ISDR (ND). Disaster Reduction and Sustainable Development: Understanding the links between vulnerability and risk to disasters related to development and environment. www.unisdr.org

UNDP (1991). The Way Forward: Make risk reduction central to development. www.undp.org

Vandaie, R. (2007). "Developing a Framework to describe the interaction of social and intellectual capital in organization". *Journal of Knowledge Management Practice*. Vol 8(1), 2007.

Villanueva, Daphne & Christian Aid (2010). *Building Disaster-Resilient Communities: Stories and Lessons from the Philippines*. Quezon City, Philippines:CSWCD-UP.

Vu Minh, H. and Smyth, I. (2012). Disaster Crunch Model : Guidelines for a gendered Approach. https://policy-practice.oxfam.org/resources/the-disaster-crunch-model-guidelines-for-a-gendered-approach-247511/

World Bank Report 2015 on Disaster Risk Management in the Philippines. https://www.worldbank.org/en/about/annual-report-2015

The Impact of Health Expenditure on Maternal and Child Mortality in African countries

[1]Saifullahi Adam Bayero, [2]Babangida Danladi Safiyanu, [3]Idris Mohammed Gurin

Abstract

The world has experienced a decline in maternal and child mortality in the last few decades, increase in global health expenditure over the years was the major factor responsible for that. But in Africa and other developing countries, the rate of maternal and child mortality has been soaring. The objective of this paper is to investigate the impact of health expenditure on maternal and child mortality in African countries at different income level. On this note, the paper was based on the panel data covering the period of 2000 to 2017 for 39 African countries. After a cross sectional dependence test and panel unit root test, fixed effect results showed that, government health expenditure has no significant impact on reducing child mortality in African countries at all income level. Whereas, it has an impact on reducing the maternal mortality in low-income and lower middle income countries. It was also found that Private health expenditure has significant impact on reducing child and maternal mortality at all income level. Based on this, the paper recommends that governments at different level especially from low-income and lower middle income countries should provide quality health care services and regular immunization for women and children in order to reduce maternal and child mortality in Africa region.

About the authors:
[1]Post Graduate Diploma in Education, Visiting Research Assistant, Global Entrepreneurship Research and Innovation Centre (GERIC)

[2]BSc. Economics, Graduate Assistant, Department of Economics and Development Studies, Federal University, Gashua

[3]MSc. Logistic and Supply-Chain Management, [3]Department of Business Administration, Federal University, Gashua

1. Introduction

Over the years, economic theories have identified human capital as basis for economic growth and development at macro and micro levels (Novignon & Lawanson, 2017). Health capital contributes to the national productivity and increases the length of good time available for market and non-market activities (Grossman, 1972; Muurinen, 1982). For this reason, improving health capital remains a top priority for a number of countries around the world. Physical capital was considered the most important input for the production of output before the postulation of human capital theory, which was first proposed in the 1960s. From that time, health and education of the labor force were seen as critical elements in the output. Similarly, human healthy time is essential for both market and non-market activities. In the same vein, health care finance is essential in preserving human capital as well as promoting healthy time to achieve a looming growth and development in the economy. Impact of health-care spending can be measured in terms of health outcomes like maternal and child mortality; however, it was also found that population health is influenced by a variety of factors such as social, political, and economic conditions (Kilanko, 2019).

The literature showed that improvements were recorded in some countries around the world in health outcomes (HO) during the last few decades. This was because of the rising healthcare expenditure (HE). In actual terms, global HE per capita has increased, from US$587 to US$1299 in 2000 and 2015 respectively (WHO, 2012). According to the report by World Health Organization (WHO), since 1990 the global under-five mortality rate (U5MR) has declined by 49%, while the maternal mortality ratio has decreased by 45%, and life expectancy at birth (LFE) has grown from 64 to 71 years (WHO, 2013). However, Poullier et al. (2019) pointed out that health spending has received less attention in government budgets in most African and other developing nations with 10% contribution to global health expenditures. This is despite the effort of Abuja Declaration of 2001, which aims to improve public health spending in African countries by allocating 15% of their annual budget to the health sector. Literature showed that few countries in the region are close to meeting the 15 percent target (Tandon & Cashin, 2016). Only six countries have achieved this goal in 2011 after ten years of the declaration, which include Rwanda (23 percent), Liberia (18.9 percent), Malawi (18.5 percent), Madagascar (15.5 percent), Togo (15.4 percent) and Zambia (16.0 percent) (World Bank, 2016).

Although the meaning of health spending varies across countries, Poullier et al. (2012) developed a model that classify the overall health spending, which includes total health spending calculated by adding public and private spending on all health-related goods and services. Social security contributions, various forms of taxation to various parts of government, and external sources, such as grants and loans, are typically used to fund governmental expenditures. Private outlays, on the other hand, include private insurance premiums and prepaid plans, mandated enterprise health expenditure, health expenditure through non-profit health services, and direct payments or out of pocket (OOP) expenditure on health goods, such as co-payments and direct payments by uninsured individuals.

In some African countries, public health spending is mostly funded through grants and loans (WHO, 2010), which may be attributed to ineffective taxation and social security systems. This explains the region's high levels of private health spending as well as the region's high degree of poverty and increasing catastrophic (out-of-pocket) health spending (World Bank, 2016). This could also explain the region's poor health infrastructure and personnel, as little resources are allocated to health-related infrastructure provision and maintenance (WHO, 2010). Furthermore, majority of nations in the region have inadequate public health insurance systems, with most health-care systems reliant on ability-to-pay (Ataguba & Goudge, 2012).

A country's health system is said to be effective if its citizens' health status and results are better than those of a similar country with equivalent health-care resources. Infant, under-five, and maternal death rates are major health outcomes on which this study focuses. The infant mortality rate is the number of newborns (under one-year-old) who die per 1000 live births in a particular year. The rate of neonatal and post-neonatal mortality is included in infant mortality. The neonatal mortality rate refers to deaths in the first four weeks of life, which are usually caused by difficulties during pregnancy, such as congenital abnormalities and low birth weight, as well as issues during delivery, such as birth injuries and asphyxia, and problems after delivery, such as measles and other infections. The rate of post-neonatal death is linked to maternal and some variables such as poverty, insufficient health care, infectious illnesses, and traumas (UNICEF, 2011). Under five mortality rate is the probability that a child will die between birth and exactly five years of age per 1000 live births. Diarrhea, malaria, pneumonia, and other illnesses are among the leading causes of death. The majority of these disorders are caused by poverty, civil war, and malnutrition, all of which are prevalent in the African continent. The likelihood that a woman may die during

childbirth is known as the maternal mortality rate. This is calculated as the number of female deaths per 100,000 live births from any cause related to pregnancy and childbirth. Pregnancy-related mortality account for more than half a million deaths each year, with the majority of these deaths occurring in developing countries (WHO, 2012). This is mostly due to lack of access to emergency care, inadequate health care, and family planning procedures.

The infant under-five, and maternal mortality rates are serious concerns, particularly in developing countries, and have drawn the attention of various stakeholders and researchers. The burden of mortality and morbidity among the poor is commonly regarded as one of the world's most pressing public health issues, and it has become a significant worldwide concern. This was expressed in the Millennium Development Goals, and is now mirrored in the 2030 Agenda for Sustainable Development Goals. As a result, UNICEF and the World Bank have made child mortality reduction a priority in their future programs (UNCEF, 2019). According to UNICEF, (2019) over 29,000 children under the age of five die every day, or 21 every minute, primarily due to preventable causes. The majority of these deaths occur in poor nations such as Nigeria, Ghana, and Mali.

The main objective of this paper is to investigate the impact of health expenditure on maternal and child mortality in selected African countries at different income level by disaggregating health care spending into public and private. This paper contributes to the existing literature by examining the link between health expenditure and health outcome in African countries at different income level unlike previous studies such as Anyanwu and Erhijakporet (2015) who concentrated their research only in sub-Saharan African countries, Novignon, Olakojo and Nonvignon (2012) in East Africa, Zounkifirou et al. (2021) in India, and other researchers in specific countries. This study considered 39 African countries based on World Bank classification. The classification of the countries based on income level was given by World Bank upon which the analysis was carried out.

2. Literature Review

Literature showed that the relationship between health expenditures and health status has variety of outcomes. The health production function model (Wang, 2008) and the human capital model (Wang, 2008) are two theoretical frameworks that are frequently used in making analysis in this area. Health spending is one of the most important aspects in the creation of health care.

According Musgrove et al. (1996), on the health expenditure and health outcome nexus, health expenditure has no impact on health outcomes. Similarly, Filmer and Pritchett (2000) found healthcare spending does not appear to be a key determinant of health status. Based on these studies, public health expenditures have no impact on newborn mortality when using infant mortality as a measure of health outcome. Thus, this study argues that an increase in health status as a result of a decrease in infant mortality is explained by certain characteristics such as income, women's level of education, and the degree of ethnolinguistic fragmentation, not by the amount of public health spending. Similarly, Kim and Moody, (1992) and Burnside (1998) have reached the same result. For instance, Kim and Moody (1992) concluded that health expenditure as a whole does not significantly contribute to changes in infant mortality rates, using a sample of 117 countries from the industrialized developing and underdeveloped worlds. In comparison to socioeconomic resources, health spending makes a minor contribution. In low-resource nations around the world, this negligible link between health expenditure and infant mortality has also been investigated (Burnside, 1998).

Some studies have also shown a significant positive link between public health spending and health outcomes around the world such as Jaba et al. (2014), Rezapour et al. (2019) and Thomas (2020). Jaba et al. (2014) used data collected for 175 world countries classified by geographic location and income level from 1995 to 2010 to examine the association between life expectancy at birth and health expenditures. The result showed that health expenditures and life expectancy have a significant positive association. However, country effects are considerable, indicating that there are major variations across countries around the world. Between 2010 and 2017, Thomas (2020) identified a positive association between overall health expenditure and health outcomes in 217 nations around the world. He further identified that public health spending has a large positive impact on infant and under-5 death rates; nevertheless, any changes in life expectancy is negligible. In addition, private health spending has a considerable positive influence on life expectancy; any change in infant and under-5 mortality rates is negligible. This is in contrast with the study of Maruthappu et al. (2015) that indicates a significant negative relationship between government health expenditure and health outcomes. Using 176 countries covering the years 1981 to 2010, the study also showed a significant negative relationship between government health care spending and health outcomes measures (neonatal, post-natal, and under five) mortality rate.

A study by Rana and Goli (2017) covered the period of 1995 to 2013 to evaluate how public and private health spending affect child mortality in 146 developing countries. Random effects model results found that total health care spending has a considerable negative impact on child mortality. The study has linked public spending to lower child mortality while private spending remained unlinked but serves as a supplement to public spending on child care. According to the study, spending on health care by the government reduces the risk of child death in both absolute and relative terms. Another study used data from 1990 to 2010 to examine the impact of maternal and child health outcomes on economic growth in 180 higher and lower middle income countries. The study found that in 105 nations, under-five mortality and economic growth have a bi-directional association, while maternal mortality and economic growth have a bi-directional relationship in 68 countries (Amiri & Gerdtham, 2013). Furthermore, using data of 133 low and middle-income countries covering the period of 1995, 2000, 2005, and 2006, Farag et al. (2013) investigated the relationship between health expenditure, health outcomes (infant mortality and child mortality), and the impact of governance. The fixed effect results showed that health spending has a significant effect on reducing infant and under-5 child mortality. The study also discovered that government health spending has a significant effect on reducing infant and child mortality, and the size of the coefficient is dependent on the country's level of good governance, indicating that good governance increases the effectiveness of health services. Evidence from the COVID-19 pandemic, Luong (2020) investigated the influence of health expenditure on health outcomes. The most recent report of the European Center for Disease Prevention and Control (2022) on cases and deaths for 200 nations showed that GDP share of total health expenditure has a considerable negative impact on case fatality rate.

According to Anyanwu and Erhijakporet (2015), health expenditures have statistical significance and beneficial influence on infant mortality. Similarly, under-five mortality for a sample of 47 African nations between 1999 and 2004 using fixed effect and two stage least squares have the same influence. The study also found ethnolinguistic fractionalization and HIV prevalence have positive and significant impact on health outcomes, while larger physician numbers and female literacy had a significant negative impact. However, a study conducted in 45 Sub-Saharan African nations by Novignon and Lawanson (2017) found a negative and substantial association between health expenditure and child health outcomes, with elasticities of -0.11 for infant mortality, -0.15 for under-five mortality, and -0.08 for under-five mortality (neonatal

mortality). The cost of public health care was determined to be significantly higher than the cost of private health care. The fixed and random factors, as well as the time frame 1995-2011, were used to estimate positive and substantial lagged effects between health spending and child health.

3. Methodology

The theoretical framework for this research is a model developed by Michal Grossman (1972) to examine the impact of health expenditure on maternal and child mortality in African countries. The key premise of the Grossman model is that health may be considered as a long-term investment that yields a healthy time output. Individuals are thought to inherit a starting stock of health that depreciates with age and can be improved through investment. In this approach, the "shadow price" of health is influenced by a variety of factors other than the cost of medical care (Grossman, 1972). It is shown that the shadow price rises with age if the rate of depreciation on the stock of health rises over the life cycle and falls with education if more educated people are more efficient producers of health. Of particular importance is the conclusion that, under certain conditions, an increase in the shadow price may simultaneously reduce the quantity of health demanded and increase the quantity of medical care demanded.

The model structure has been derived from the Grossman demand for health model (Grossman, 1972). The Grossman model specifies the gross investment in stock of health with the following equation:

$$I_t = I_t(M_t, TH_t, E_t)\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots.1$$

where:

Mt – stands for medical care

THt – stands for time input in the gross investment function

Et – stands for human capital stock

Any change in these variables affects the net investment in health stock. Medical care, however, being the most important market good component of the gross investment function, is related with prices and expenses. As a result, when all other factors are held constant, higher medical care usage is associated with higher health care expenditure (HE), and vice versa.

Guided by Grossman (1972), (Wagstaff, 1986), and other empirical literature on the subject matter, we present our health outcomes model as given below.

$$Yi_t = f(HEi_t, Xi_t), t = 1,2,3...T\ldots\ldots\ldots\ldots\ldots\ldots\ldots..2$$

where Yi_t is a vector of the two dependent variables, i.e., health outcome measure at time t. The health outcome measures are child mortality rate (CMR) and maternal mortality (MMR). HEi_t is the public and private health expenditure and X_t is a vector of other factors influencing health status or outcomes at time, i implies individual countries.

3.1. Econometric Techniques

a. Cross sectional dependence Test

Cross-sectional dependence is one of the key problems with panel data analysis. As a result, a test of cross-sectional dependence is critical in deciding which econometric technique to use in the research. Cross-section dependence occurs when the error terms of nearby units (country, corporation, or state) are correlated, which can happen as a result of spillover effects (Wooldridge, 2011) or unobserved shared causes (Pesaran, 2006). Many earlier research have looked into the issue of cross-section dependence in panel data and warned against overlooking it (Chudik et al., 2011). The problem can make the unit root test challenging (Bai & Ng, 2010) resulting in erroneous estimations and bias standard errors. The dependence could be caused by a number of factors, including geographic correlation, distance, and common unobserved elements.

This study used four well-known cross-sectional dependency tests: BP LM (Breusch & Pagan, 1980), scaled LM (Pesaran, 2004) CD and biased-corrected scaled LM (Baltagi et al., 2012).

Breusch and Pagan (1980) propose the following model to investigate cross-sectional dependence among panel data:

$$CDBp = \sum_{i=1}^{N-1} \sum_{j=i+1}^{N} \widehat{pij} \, 2$$

Pesaran (2004) provides the following LM statistics to overcome the constraints of the above:

$$CDlm = \sqrt{1/N(N-1)} \sum_{i=1}^{N-1} \sum_{j=i+1}^{N} (\widehat{pij}2 - 1)$$

If the cross-sectional size is bigger than the time dimension, Pesaran (2004) suggests using the following test statistic instead.

$$CD = \sqrt{2T/N(N-1)} \sum_{i=1}^{N-1} \sum_{j=i+1}^{N} \widehat{pij}2$$

From the simple asymptotic bias correction, the scaled LM test as recommended by Baltagi et al. (2012) is:

$$CDbc = \sqrt{1/N(N-1)} \sum_{i=1}^{N-1} \sum_{j=i+1}^{N} (\widehat{pij}2 - 1) - N/2(T-1)$$

Where pij denotes a correlation between the errors. H0: no cross-sectional reliance is the null hypothesis, while H1: cross-sectional dependence is the alternative hypothesis.

3.2. Panel unit root test

The variables' stationarity was investigated. Because of the consideration of cross-sectional panel data, the study employed the cross-sectional augmented Dickey-Fuller (CADF) test as described by Pesaran (2007) under the following equation.

$$\Delta xit = ai + p1xit - 1 + \delta 1\bar{x}t - 1 + \sum_{j=0}^{n} \eta ij \Delta xit - 1 + \sum_{j=0}^{k} \Psi ij \Delta xit - 1 + et$$

Where, $\bar{x}_{t-1}$ and $\Delta \bar{x}_{it-1}$ indicate the cross-sectional averages of lagged levels and first difference individual series respectively.

3.3. Panel data Regression

The impact of health expenditure on maternal and child mortality in African countries was analyzed at each income level using fixed effect model. The country fixed effects model used in this study is the following:

$$HOit = \alpha 0 + \alpha 1 HE + \alpha \text{X}it + \gamma i + \varepsilon it.$$

Where HOit implies the dependent variables (maternal and child mortality), HE is the private and public health expenditure, Xit is the other explanatory variables used in the study. i represents the country identifier, i=1, ..., 39; t represents the time identifier, t=1, ...,17; **$\alpha 0$** is the intercept of the fixed effects model; **$\varepsilon 1$** is the error term of mean equal to 0.

3.4. Data and Variables used

The data for this study are annual for 39 countries for the period of 2000 to 2017. The source of the data set is the World Development Indicators (www.ourworldindata.com). It was analyzed using STATA 13 and EVIEWS 11.

The empirical rationale for selecting variables is mainly on the basis of the data availability, past and existing literature. The data on maternal and child mortality were accessed as the health outcomes following Chirwa (2019), Yaqub et al. (2012), Novignon et al. (2012), Frank (2020) and others; public and private health expenditure were considered following Issa and Ouattara (2012), Rezapour et al. (2019), Luong (2020) and others; adolescence fertility following (Goli, 2017) and others; Dhrifi (2018), Weibo and Yimer (2019) and other researchers; urbanization, and incidence of malaria following Kilanko (2019).

The study used maternal and child mortality as dependent variables while immunization, urbanization, incidence of malaria, adolescence fertility, government and private health expenditure were used as independent variables. Immunization rate is used as a proxy to measure the effect of the use of preventive health care services on health outcomes such as child and maternal mortality and increase in immunization is expected to reduce maternal and child mortality. Urban population as a measure of urbanization shows the percentages of population leaving in urban areas, the coefficient is expected to be negative because increase in urbanization lead to increase in health facilities, which will improve health outcomes. Incidence of malaria increases child and maternal mortality, which is expected to be positively related to health outcomes. Marriages of women during the adolescent period also affect the physical growth of their children. Domestic general government health expenditure as a percentage of Gross Domestic

Product is used and private health expenditure as a percentage of current health expenditure are expected to reduce maternal and child mortality.

4. Results and Discussion

4.1. Summary statistics

Table 1 shows the summary statistics for all the variables, indicating that maternal mortality has an average value of 559.67 in Africa while child mortality shows a mean value of 95.22 per 1,000 population during the period of analysis. The average values of private and public health expenditure were 50.58324 and 1.5738, respectively.

Table 1

Summary statistics

Variables	Obs	Mean	Stan. Dev	Min	Max
Maternal Mortality	702	559.6795	332.7226	37.000	2480.00
Child Mortality	702	95.22991	42.51207	16.800	227.700
Govt.Health Exp	702	1.5738	0.952142	0.145509	5.27504
Priv.Health Exp	702	50.58324	18.01641	8.465190	88.1087
Adolescence fertility	702	114.3147	46.33564	9.68000	46.33564
Immunization	702	72.69516	17.38852	16.0000	99.0000
Incidence of Malaria	702	246.5244	167.3349	0.0000	589.32
Urbanization	702	37.65372	15.09190	8.917568	90.70725

4.2. Cross sectional Dependence Test

The results of four cross-sectional dependence tests are listed in table 1. All variables, with the exception of malaria incidence (for which values are unavailable), confirmed the significance in all four tests. As a result, the null hypothesis of cross sectional independence is rejected at 1% for all variables, indicating that cross sectional dependence exists between the series. It is crucial to analyze the stationarity of the variables included when cross sectional dependence exists.

Table 2

Cross sectional dependence test

Variables	Breusch Pagan LM	Pesaran scaled LM	Bias-corrected scaled LM	Pesaran CD
Maternal Mort.	11205.97***(0.000)	271.84***(0.000)	270.69***(0.000)	105.12***(0.000)
Child Mort.	12765.83***(0.000)	312.3595***(0.000)	311.21***(0.000)	112.92***(0.000)
Govt.Health.Exp	3443.43***(0.000)	70.19***(0.000)	69.061***(0.000)	1.696*(0.094)
Priv.Health Exp	3469.71***(0.000)	70.88***(0.000)	69.73***(0.000)	9.397***(0.000)
Adolec.Fertility	10486.6***(0.000)	253.15***(0.000)	252.007***(0.000)	79.92***(0.000)
Immunization	4015.97***(0.000)	85.07***(0.000)	83.92***(0.000)	41.82***(0.000)
Incidence of Mal.	NA	NA	NA	NA
Urbanization	8860.7***(0.000)	210.91***(0.000)	209.77***(0.000)	14.627***(0.000)

Note: ***, **, and * denote significant level at 1%, 5%, and 10% respectively. Source: Authors computation

4.3. Panel unit root Test

Due to the presence of cross-sectional dependence, a cross sectional ADF unit root was used utilizing the methods of Pesaran (2007). The results in Table 3 revealed that maternal mortality, child mortality, immunization, and malaria incidence are all stationary at level when using the constant while government health spending, private health spending, adolescent fertility, and immunization are all stationary at first difference.

Table 3

Panel unit root test

Variables	Constant				Order of Integration
	Level	p-value	1st Difference	p-value	
Maternal Mort.	-1.2486	0.010	-	-	I(0)
Child Mort.	-14.3340	0.000	-	-	I(0)
Govt.Health.Exp	1.4691	0.9291	-9.97266	0.0000	I(I)
Priv.Health Exp	-0.13060	0.4480	-9.30318	0.0000	I(1)
Adolec.Fertility	9.23731	1.0000	-5.73738	0.0000	I(1)
Immunization	-2.88651	0.0019	-	-	I(0)
Incidence of Malaria	-7.7396	0.0000	-	-	I(0)
Urbanization	4.07745	1.0000	-9.5061	0.0000	I(1)

4.4. Regression result

Table 4

Impact of health expenditure on Child mortality

Variables	Low income	Lower middle income	Upper-middle and high income
Govt. Health Exp	-2.576	0.554	-2.668
	(1.90)	(1.57)	(1.99)
Priv. Health Exp	0.237*	-0.349***	-0.339**
	(0.12)	(0.10)	(0.15)
Adolec. Fertility	1.204***	1.374***	1.391***
	(0.11)	(0.09)	(0.24)
Immunization	-1.030***	-0.264***	-1.027***
	(0.12)	(0.07)	(0.19)
Incidence of malaria	0.048***	0.092***	0.061***
	(0.012)	(0.01)	(0.02)
Urbanization	0.3939	-1.384***	-2.652***
	(0.29)	(0.34)	(0.91)
Observations	342	252	108
R-Squared Within	0.6859	0.8549	0.7531
Between	0.4838	0.6202	0.2334
Overall	0.4392	0.6225	0.2372

*Note: ***, **, and * denote significant level at 1%, 5%, and 10% respectively.*

The fixed effect results presented in tables 4 and 5 show the impact of health expenditure on maternal and child mortality in African countries at different income levels. All the coefficients with standard error in parentheses and the values of R-squared were reported. From table 4, child mortality is not significantly influenced by government health expenditure at all income levels. In other words, government health spending has no impact on reducing child mortality in African countries at all income level. Private health expenditure has significant negative impact on reducing child mortality in lower middle income and upper income countries in Africa. Specifically, a one percent increase in private health expenditure will lead to decrease in child mortality by 0.35 per 1000 population and 0.34 per 1000 population in lower middle income and upper income countries, respectively. Private health expenditure has no impact on reducing child mortality in low income countries. This is a result of the nature of economic expansion and health spending among the countries in line with the findings of Chirwa (2019) that child mortality is not

significantly explained by public health expenditure. Thus, increase in private health expenditure lowers child mortality rate in Malawi. This is also a result of the prevalence of corruption that worsen the health outcomes.

Furthermore, adolescence fertility, immunization, and incidence of malaria have significant impact on reducing child mortality at all income levels. Increase in urbanization reduces child mortality at all income levels except in lower income countries. This implies that urbanization helps provide available infrastructure and ways of tackling diseases that help society remain healthy, leading to reduction in infant and child mortality to the barest minimum. The insignificant value of urbanization in low income countries has do with the absence of basic infrastructure and health facilities resulting to increase in child mortality. This result is similar to the finding of Anyanwu and Erhijakpor (2009), Novignon et al. (2012), and Kilanko (2019).

Table 5

Impact of health expenditure on maternal mortality

Variables	Low income	Lower middle income	Upper-middle and high income
Govt. Health Exp	-25.92*	-21.24***	9.690
	(13.76)	(7.88)	(8.53)
Priv. Health Exp	0.127	1.68***	-0.98
	(0.89)	(0.48)	(0.63)
Adolec. Fertility	7.59***	7.24***	4.01***
	(0.78)	(0.44)	(0.99)
Immunization	-4.86***	-2.28***	-4.35***
	(0.84)	(0.33)	(0.85)
Incidence of malaria	0.077	0.11*	0.35***
	(0.10)	(0.07)	(0.93)
Urbanization	5.27**	-12.72***	-5.86
	(2.08)	(1.71)	(3.91)
Observations	342	252	108
R-Squared Within	0.571	0.83	0.68
Between	0.07	0.40	0.018
Overall	0.11	0.43	0.0047

*Note: ***, **, and * denote significant level at 1%, 5%, and 10%, respectively.*

Table 5 shows that government health expenditure has significant impact in reducing maternal mortality in low income and lower middle income countries while in high income countries has no significant impact on maternal mortality. A one percent increase in government health expenditure will decrease material mortality by 25.95 and 21.24 per 100000 live birth in lower and lower middle income countries, respectively. Private health expenditure has significant

impact on reducing maternal mortality only in upper income countries but is statistically insignificant. This result is in line with the findings of Akinci et al. (2014) and Novignon (2017). Furthermore, adolescent fertility, immunization, and urbanization are statistically significant in reducing maternal mortality in both low incomes, lower middle income, and higher income countries. Emmanuel (2018) obtained the same result that urbanization reduces maternal mortality in Nigeria.

Private health expenditure has more impact on reducing child and maternal mortality in lower middle income and upper income countries in Africa. This is a result of high out-of-pocket private health expenditure that becomes prominent in the region and low government health spending. Given the percentage of public health expenditure spent every year by these African countries, the findings show that this expenditure has no impact in reducing child mortality at all income levels. This may be attributed to quality of institutions and governance in these countries.

5. Conclusion and Recommendation

A number of research examined the relationship between health expenditure and health outcomes but arrived at different conclusion. In this study, the impact of health expenditure on maternal and child mortality in African countries at different income level using a panel data from 2000 to 2017 was measured. After cross-sectional dependence and unit root test, the result shows that government health expenditure has no significant impact on reducing child mortality in African countries at all income level. However, the impact on maternal mortality is only in low income and lower middle income countries. Furthermore, private health expenditure has significant impact on reducing child and maternal mortality at all income levels.

This study therefore recommends that government at all income level in Africa, especially low income and lower middle income countries, should provide quality health care services and regular immunization for women and children in order to reduce maternal and child mortality in Africa region.

References

Baltagi, B. H., Feng, Q., & Kao, C. (2012). A Lagrange Multiplier test for cross-sectional dependence in a fixed effects panel data model. *Journal of Econometrics*, *170*(1), 164–177. https://doi.org/10.1016/j.jeconom.2012.04.004

Chirwa, G. C. (2019). *Government health expenditure and health outcomes in Malawi : does governance matter ? Government Health Expenditure And Health Outcomes In Malawi: Does*. *November 2018*.

Dhrifi, A. (2018). Health-care expenditures, economic growth and infant mortality: Evidence from developed and developing countries. *Cepal Review*, *125*, 71–97. https://doi.org/10.18356/02c1a26c-en

Frank, O. (2020). *Maternal Health Outcome and Economic Growth in Sub-Saharan Africa : A Dynamic Panel Analysis*. *14*(9), 696–704.

Goli, S. (2017). *The Effects of Public and Private Health Care Spending on Child Mortality in Developing Countries Full Paper The Effects of Public and Private Health Care Spending on Child Mortality in Developing Countries First Author : Presenting Author Md Juel Rana Ph*. *December*.

Grossman, M. (1972). On the Concept of Health capital and the Demand for Health. In *Journal of Political Economy* (Vol. 80, Issue 2, pp. 223–255).

Grossman, M. (2004). The demand for health, 30 years later: A very personal retrospective and prospective reflection. *Journal of Health Economics*, *23*(4), 629–636. https://doi.org/10.1016/j.jhealeco.2004.04.001

Issa, H., & Ouattara, O. (2012). *The Effect of Private and Public Health Expenditure on Infant Mortality Rates : Does the Level of Development Matter ? 28*, 21–37.

Kilanko, O. (2019). *The Effects of Health Care Expenditures on Health Outcomes in West Africa : Analysis of Selected 14 Countries from 2000 to 2018*. 1–55.

Luong, T. (2020). The role of health expenditures in health outcomes : Evidence from the Covid-19 pandemic. *ResearchGate Preprint*, *May*. https://doi.org/10.17632/4xmz24r2km.1

Maruthappu, M., Ng, K. Y. B., Williams, C., Atun, R., & Zeltner, T. (2015). Government health care spending and child mortality. *Pediatrics*, *135*(4), e887–e894. https://doi.org/10.1542/peds.2014-1600

Muurinen, J. M. (1982). Demand for health. A generalised Grossman model. *Journal of Health Economics*, *1*(1), 5–28. https://doi.org/10.1016/0167-6296(82)90019-4

Novignon, J., & Lawanson, A. O. (2017). Health expenditure and child health outcomes in Sub-Saharan Africa. *African Review of Economics and Finance-Aref*, *9*(1), 96–121.

Novignon, J., Olakojo, S. A., & Nonvignon, J. (2012). *The effects of public and private health care expenditure on health status in sub-Saharan Africa : new evidence from panel data analysis*. 1–8.

Rahman, Mohammad, M., & Alam, K. (2020). The nexus between health status and health expenditure, energy consumption and enviromental pollution: Evidence from SAARC-BIMSTEC regions. *Research Square*, 1–30.

Rezapour, A., Mousavi, A., Lotfi, F., & Movahed, M. S. (2019). *The Effects of Health Expenditure on Health Outcomes Based on the Classification of Public Health Expenditure : A Panel Data Approach*. *20*(12). https://doi.org/10.5812/semj.88526.Research

Wagstaff, A. (1986). The demand for health: Theory and aplications. *Journal of Epidemiology and Community Health*, *40*(1), 1–11. https://doi.org/10.1136/jech.40.1.1

Weibo, X., & Yimer, B. (2019). The Effect of Healthcare Expenditure on the Health Outcomes in Sub-Saharan African Countries. *Asian Journal of Economics, Business and Accounting*, *12*(4), 1–22. https://doi.org/10.9734/ajeba/2019/v12i430158

World Bank. (2016). *World development indicators dataset. Washington D.C:The World Bank*.

Yaqub, J., Ojapinwa, T., & Rukayat, Y. (2012). *PUBLIC HEALTH EXPENDITURE AND HEALTH OUTCOME IN NIGERIA : THE IMPACT OF GOVERNANCE*. *June*.

Zounkifirou, M., Francois, N., Ousseni, M., & Zakariaou, N. (2021). Health Expenditure , Democracy and Child Mortality in Developing Countries. *Journal of Health & Medical Economics*, *Vol.7 No.2*, 1–5. iMedPub Journals www.imedpub.com

Parental Involvement, Essential Life Skills, Struggles and Coping Strategies in Assisting Primary Pupils

Ma. Katrina S. Esplana

Abstract

This study determined parental involvement, life skills, struggles and their coping strategies in assisting primary pupils on their homeschooling during the pandemic. Descriptive-correlation research design was utilized in this study using mean and Pearson Product Moment Correlation to determine the relationship between parents' involvement, life skills, struggles, and coping strategies. There were 150 parents comprising half of the entire population of a public elementary school in the province. The results showed strong parental involvement in the homeschooling of the pupils with decision-making as the essential life skill necessary to assist their children. Moreover, learning outcomes came out to be the most struggled factor. To address the issues, parent's coping strategies include maintaining good communication with society, family and self. The findings also revealed positive significant relationship between parental involvement, life skills, and struggles of remote learning with their coping strategies. This study suggests that building a positive atmosphere in education requires uniting the work at home and school. Listening and showing care about their point of view, involving them in decision making, and alternative solutions to problems can help assess parents that concern children. With these results, it was highly recommended for the school administrators to provide a support system between the school community and parents. Parents should be informed about the progress of their children through one-to-one, conferences, online or face-to-face meetings and instill in them how they address family issues that affect children's behavior in school.

Suggested Citation:
Esplan, M.S. (2022). Parental Involvement, Essential Life Skills, Struggles and Coping Strategies in Assisting Primary Pupils. *International Review of Social Sciences Research*, Volume 2 Issue 3, pp. 37 - 54. DOI: **https://doi.org/10.53378/352905**

About the author:
Student, Laguna State Polytechnic University - San Pablo City Campus and Elementary Grade Teacher II, San Lorenzo Elementary School - Lucena City

1. Introduction

From the time of birth, a child's first teacher is the parent. As the child grows, parental roles typically involve the guiding, teaching, and raising of children to become good community members. Parents are more benefactors where formal instruction is concerned; guaranteeing that kids have the required arrangement and backing to be admitted, besides in situations where guardians have assumed the full liability of self-teaching with their children (Benjamin, 1993; Ceka & Murati, 2016; Emerson et al., 2012). Parental involvement is important in primary education. This is widely expressed by various experts, including Plowden, who created the perception that schools can promote good communication with parents about various activities in the school and promote excellent parenting support. According to Park et. al (2020), parents' involvement in educating their children contributes in achieving all aspects of child's developmental tasks. The Centre for Child Well-Being (2010) asserts that parental involvement in their children's education not only improves their attitudes, morale, and academic performance in various subjects but also endorses better social adaptation and behavior. These premises were heightened with the impact of the COVID-19 requiring parents to teach their children during the shift of educational platform.

Since the majority of schools shifted to Learn from Home (LfH) and online e-learning, the education system advocates the essential obligation of kids' schooling to the hands of their parents. This underlines the responsibility of parents as main educators (Hapsari et al., 2020). As UNICEF (2020) asserts that the pandemic affects kids' well-being, safety, growth, and future, parents should be empathetic if their children have given indications of being pressured. With this, Sumardiono (2020) questions whether parents can substitute the places of class instructors and subject educators who have been school assistants. The significant change in the living conditions of families because of the COVID-19 pandemic (Wang et al., 2020), might also change the way parents assist their children during their homeschooling.

In the Philippines, the Department of Education has developed and implemented guidelines, plans, and programs to continue education during the pandemic period (DepEd, 2020). As such, the pure online blended learning and modular teaching approach require parents' involvement in the learning process. In particular, majority of schools in Lucena City, Quezon Province utilized blended learning. In this model, guardians need to encourage and direct their

children through modular lessons and online classes during distance learning. Since guidance and counseling are essential components of any educational institution, the counselors' service is not only to those students of the institution but as well as to the stakeholders, particularly the parents. This study argues the parents' capabilities in assisting their children in the primary schools. The parents handling children at the primary level need to adjust and cope with their young in the formative years. They need more understanding in applying set of life skills that will have positive outcomes in the challenge of blended learning during the pandemic. Thus, this study aims to determine the parental involvement, their essential life skills, struggles of remote learning, and the coping strategies for having a child in the primary level.

2. Literature Review

2.1. Parental Involvement

In Philippine society, parenting is crucial as the family is involved and is part of someone's life; however, the society in which Filipino families are used to has changed over the years. As the child's training changes in many settings, the parents' concern is on how they can ensure that these settings can help their children's adaptation skills (Ochoa & Torre, 2017). According to Bartolome et al. (2018), parental involvement tells about how interested a parent is in teaching her kids. It leads to quantitative improvement in student performance across all frameworks (Dixon, 2018). In addition, Sohyun and Kim (2018) argued that parents who saw involvement as an obligation were interested in home school clubs and were unaware of their role in supporting non-academic improvement movements.

According to Lilawati (2020), the parents assist and monitor their children's completion of assignments given by the teacher during distance learning. However, it was reported that only 0.9 percent of parents managed their children's play and learning activities at home (Sari & Maningtyas, 2020). Hamlin (2018) suggests that parents develop skills and promote mental well-being for locally established learning terms because parenting is different for elementary school grades (Jhang & Lee, 2018). According to De La Vega (2015), the involvement of parents is highly encouraged in their children's education to amplify the variety of humans concerned in making important decisions associated with a school's organization, operation, and academics. Studies suggest that parents must possess management skills, leadership and voice.

Management Teams. The main concept of management teams is linked to contingency management theory, an organizational theory that is based on the premise that there is no universally applicable system that can be used by all organizations in all circumstances (Emmanuel et al., 2014). It refers to an individual's or an organization's capacity to lead and coordinate a group of people to complete a certain job (Richter & Lechner, 2011). In the school setting, Cabangon (2020) found that parents become more willing to communicate with the teachers and school when they get involved in the school in terms of management teams. As such, primary education pupils boost their spirits and encourage them to do well in class if they see their parents participate in school's activities and programs whether online or face to face interaction. Meanwhile, Sakamoto (2020) found that parents have already provided an optimal level of learning support even before they participated in school management.

Shared Leadership. Shared leadership is fluid and mirrors a culture of cooperation (Bakir, 2013). Although shared and distributed leadership are two different approaches to leadership, they have a lot in common (Goksoy, 2016). Leadership sharing is broadly classified as teacher involvement in school-wide and instructional decision-making (Chen et al., 2016). In this context, the study of Garen et al. (2021) revealed that parents are more engaged in communicating with the teachers and the school, rather than collaborating with the school community and engaging in decision making with them. As shared leadership can facilitate a team's efforts to accomplish its tasks and support the striving for organizational goals (Klasmeiere & Rowold, 2020), Osorio et al. (2021) suggest that information intervention not only increased parental involvement within schools but also improved parenting behavior outside of schools to support children's learning concerning shared leadership between teachers and parents.

Voice of Parents. Parental voice include goals, hopes, wishes, and dreams for their children, and information that is not traditionally renowned in the educational world. It can also take form in concern, frustration, or anger over isolation, alienation, or disrespect in the educational process (McKenna & Millen, 2013). The use of parental voice is commonly promoted as a powerful tool for improving educational standards (Brown et al., 2020; Bauch & Goldring, 1998). Parental involvement, in terms of the voice of respondents, has a great impact on the school and students. Parents, students, and other members of the school community should have a significant role in influencing school decision-making (Brown et al., 2019).

2.2. Life Skills of Parents

Being a parent involves something beyond parenting. Parents additionally have their interests, wishes, issues, qualities, and needs to satisfy different roles throughout every day (Gravesteijn, 2015; Van der Pas, 2005). Likewise, adding to this well-being are adequately evolved parental abilities like predictable disciplinary practices and utilization of recognition, which can have a good impact on their children's behavior (Vermulst et al., 2012). The key to promoting parent participation is assuring them that group support would help them strengthen abilities they already have (Häggman- Laitila & Pietilä, 2015). Studies suggest that parents possess the following skills.

Communication and Interpersonal Skills. According to Mone (2014), communication is a process in which an individual expresses and communicates his or her feelings, views, and information using common symbols to others. Similarly, Programme on Mental Health (2017) asserts that people relate in positive ways with interpersonal skills. In interpersonal connections, communication skills are crucial. Communication is the base of relationships, and efficient communication occurs when the message sent is the same as the message received (Erozcan, 2013). As to parenting, Runcan et al. (2021) state that the better parent communicates with the child, the better the child-parent interaction will be. Furthermore, the attention of both parents and children reawakened interpersonal connection between them. Openness was built in a modest way to toughen these relationships (Triwardani & Chaerowati, 2019). Similarly, parent-child dynamics have a practical influence on family life (Estonia, 2021).

Decision-making and Problem Solving. Problem-solving is frequently based on the use of algorithms, whereas decision-making is based on intuition and experience (Fazli, 2020). According to Nulsen (2017), parents can become self-reliant when they learn to teach their children about problems rather than solving or ignoring them. With this, Zhang (2020) believes that if parents show their trust and understanding of their children during discussions and are willing to collaborate with them in making decisions, these students' academic performance is likely to benefit. Similarly, the study of Shokoohi-Yekta et al. (2011) showed that learning problem-solving skills offers a chance for better marital communication in addition to developments in parent-child interactions. Parents' participation results to a reduction in children's problematic behaviors and increase in problem-solving and parenting strategies (Shokoohi-Yekta et al., 2018).

Creative Thinking and Critical Thinking. People's dynamic abilities are enhanced by creative thinking. Individuals that practice creative thinking are able to respond to everyday

situations more adaptably and flexibly, as well as think differently than others (Erawan, 2010). On the other hand, Lakshmana (2016) defines critical thinking as a capacity to examine data and encounters objectively. Critical thinking can add to well-being by assisting with perceiving and evaluating the components that impact manners and conduct, like morals, peer pressure, and the media. In the context of education, elementary education today aims to help students assess large volumes of information, think critically and creatively, solve difficult problems, and communicate effectively, in addition to teaching reading and writing abilities (Taneri, 2010). Most parents believed that assisting their children with their homework, acquiring diverse toys and books, and allowing their children to play games freely were sufficient ways to promote their creativity. Parents who understand the effects of toys, equipment, games, and activities on children's creative thinking skills can easily build 'creativity-developer' home environments (Taneri, 2012).

Self-Awareness and Empathy. Self-awareness entails recognizing one's own identity, character, strengths and limitations, as well as desires and dislikes. It is frequently a requirement for efficient communication and interpersonal relationships, as well as the development of empathy for others (Ghosh, 2015). This capacity helps parents respond and associate with individuals and their children in ways that are consistent with who they need to be (Tartakovsky, 2014). Communication would be one-way without empathy and can help accept and tolerate individuals who are different (Program on Psychological Wellness, 2017). To avoid problems, parents must always show empathy to their children for them to always feel that they are being taken care of. In this context, Krol and Bratz, (2021) support factors that show a clear, coherent, and stable sense of self as important for empathic responding (Weisz & Zaki, 2017). Parents believe in the relevance of empathy and their part in their children's development of empathy.

Coping with Stress and Emotion. Parents who taught their children at home during the coronavirus pandemic had enormous difficulties in this respect due to special circumstances that limited the possibility of constructive coping (Parczewska, 2021). Parental stress is when parents experience parental demands that conflict with their expectations or when parents lack the financial means to meet their needs (National Academies of Sciences, 2016) which is distinct from other types of stress that parents may face (such as marital or work stress) (Holly et al., 2019). According to Nalla (2015), managing stress means identifying the causes of stress, recognizing how it affects personal lives, and learning to change environment and lifestyle to relax and act in a way that helps control stress levels. As good parenting requires high adaptability to stress and emotion (Cabangon, 2020), parents must focus on reducing symptoms of stress and burnout by bolstering

coping and problem-solving skills, emotion control mechanisms, as well as the ability to apply talents in a flexible manner (Anclair 2017; Eccleston et al., 2012).

Balancing Responsibilities. Researchers have identified four distinct problems: difficulty to balance the needs of parents 'employment and learners, difficulty to help a few children study at home, lack of personal balance, and feeling overwhelmed by parents (Garbe et al., 2020). Despite the circumstances, parents took time, even though they were only partially involved in learning and have spare time at home, to assist their children's learning activities (Lase et al., 2020). Parents thought that there was too much activity to do in the given time (Mateo, 2020). As reports show that the implementation of new normal in education is challenging (Olivo, 2021), Ribeiro et al. (2021) found that online education can be a significant investment in time for parents, especially low-educated parents who have difficulty balancing work and telecommuting with school activities. With the new educational platform, parents must keep a positive response to the challenges in monitoring their children while having time for themselves and other responsibilities that may affect how children participate in academic activities (Bhamani et al., 2020; Greenlee & Reid, 2020).

2.3. Parent's Coping Strategies

Parents agreed that school support is vital especially because they need to balance their work and duties at home for their children. They are convinced that teachers who make efforts in guiding their children virtually are a big help for learning to be possible. However, the rise of online learning is a big leap in the educational system. From traditional teaching to remote learning, it leads families to have a stronger relationships and act as instant learning facilitators. Other extended families were able to lend a hand to working parents to be able to cope with the changes. (Salin et al., 2020). There are various coping strategies that may help parents during the new normal in education. These include teacher's virtual support, support from specialists such as treatment and other social agencies, social contact with friends and relatives through digital platforms, shared responsibilities, family time, and spending quality time alone (Salin et al., 2020).

3. Methodology

This study used descriptive-correlational research design. This design relates one variable to another variable that contributes to the output of the study. The data come from self-reports collected from questionnaires or interviews, or through observations usually numerical in nature. This method is utilized to gather current conditions; this research design is acceptable for this study. This method was used basically to describe the parental involvement, their essential life skills, and struggles of remote learning, as well as their coping strategies to the primary pupils during Covid-19 pandemic in blended-home learning setup.

The 150 respondents of the study were parents of primary pupils which comprise 50% of the total population of each grade level in one public school in Quezon Province. The samples were selected randomly.

The study used a researcher-made questionnaire as the main tool for gathering data. It was composed of: respondent's profile, extent of parental involvement to the primary pupils, level of essential life skills of parents, level of struggles of parents and the coping strategies of parents. The statements were rated using a 5-Likert scale format of Very High to Very Low. The survey tool was evaluated for internal consistency using Cronbach alpha. The computed Cronbach alpha values were .589, .856, .838, .464, .524, .608, .640, .415, .544, and .596 which clearly indicate that result was acceptable. The pilot testing was conducted to parents of San Lorenzo Elementary School.

Upon the approval of Division Superintendent for the conduct of the study on April 4, 2022, the data gathering was administered from April 11 - 22, 2022. As a preliminary step, the researcher personally approached the principal and gave the letter of intent to conduct the study. The researcher then asked the parents of the primary pupils if they were willing to accept and help as respondents of the study. Questionnaire was given through grade leader advisers and were collected through them as well.

4. Findings and Discussion

Table 1

Summary of Mean and Standard Deviation of the Responses in terms of Parental Involvement

Indicators	Mean	SD	Interpretation
1. Management Teams	3.68	0.66	High
2. Shared Leadership	3.55	0.63	High
3. Voice	3.57	0.58	High
OVERALL	**3.60**	**0.62**	**High**

Legend: Very High (4.50-5.00); High (3.50-4.49); Moderate (2.50-3.49); Low (1.50-2.49); Very Low (1.00-1.49)

Table 1 illustrates that the mean scores of management teams is the highest among other parental involvement which is 3.68. This means that the respondents on the average are highly involved on the first indicator more than the last two indicators. Based on the obtained values, it is clear that the respondents should be more involved in terms of management teams. When they eventually feel that they play a critical part in the academic progress of their children, they will tend to support all school activities and be attentive, participative, and active parents who always think of the betterment of their children. Moreover, it is always important for them to feel that their voice is highly appreciated to continue involve themselves in school.

Table 2

Summary of Mean and Standard Deviation of Responses in terms of Essential Life Skills of Parents

Indicators	Mean	SD	Interpretation
1. Communication and Interpersonal Skills	3.91	0.60	High
2. Decision-Making and Problem Solving	3.96	0.71	High
3. Creative and Critical Thinking	3.84	0.62	High
4. Self-Awareness and Empathy	3.93	0.61	High
5. Coping with Stress and Emotion	3.91	0.59	High
OVERALL	**3.91**	**0.63**	**High**

Legend: Very High (4.50-5.00); High (3.50-4.49); Moderate (2.50-3.49); Low (1.50-2.49); Very Low (1.00-1.49)

Table 2 shows that the mean score of decision-making and problem solving (3.96) is the highest among the other life skills. This means that the respondents on the average, often observed most on the importance of this life skill between parents and primary education pupils. In terms of the values of the standard deviation, coping with stress and emotion has the most consistent responses since it has the least value of 0.63. However, the responses are more spread out or dispersed in terms of decision-making and problem solving since it has the greatest standard deviation value. Problem-solving is a way to find new and creative solutions to situations or a problem. Relative to this, problem-solving is often based on the application of algorithms, while decision-making is based on experience and instinct (Fazli, 2020). As parents, the way they deal with problems or discrepancies in their relationships affects their children. When parents find a solution together, they can help the whole family to have a happier, healthier, and stronger relationship. Children always tend to rely on their parents; thus, consistent efforts must be given; careful decisions must be made; and resistance to pressure must be considered to avoid future conflicts.

Table 3

Summary of Mean and Standard Deviation of Responses in terms of Struggles of Remote Learning

Indicators	Mean	SD	Interpretation
1. Balancing Responsibilities	3.40	0.71	Moderate
2. Non-Positive Learner Motivation	3.37	0.67	Moderate
3. Accessibility	3.42	0.79	Moderate
4. Learning Outcomes	3.65	0.71	High
OVERALL	**3.46**	**0.72**	**Moderate**

Legend: Very High (4.50-5.00); High (3.50-4.49); Moderate (2.50-3.49); Low (1.50-2.49); Very Low (1.00-1.49)

Table 3 shows that the mean score of learning outcomes (3.65) is the highest among the other struggles of remote learning. Moreover, learning outcomes has same standard deviation value of 0.71 with balancing responsibility having a mean of 3.40. Based on the obtained values, it is clear that respondents are more concerned with the effects on how their children learn with distance learning or none at all. Generally, parents are moderately concerned with the challenges of remote learning than the other indicators. Since students were also found to be inadequately prepared for various e-learning and academic competencies and are less motivated to use the

learning management systems (Parkes et al., 2014), parents find it difficult to achieve the required learning outcomes as they assist their primary school children at home.

Table 4

Summary of Mean and Standard Deviation of Responses in terms of Coping Strategies

Indicators	Mean	Standard Deviation	Interpretation
1. Macro-environmental Level	3.70	0.63	Often Observed
2. Relationship Level	3.96	0.65	Often Observed
3. Individual Level	3.86	0.52	Often Observed
OVERALL	**3.78**	**0.60**	**Often Observed**

Legend: Always Observed (4.50-5.00); Often Observed (3.50-4.49); Sometimes Observed (2.50-3.49); Rarely Observed (1.50-2.49); Not Observed (1.00-1.49)

Table 4 illustrates that the mean score of relationship level is the highest among the other coping strategies, which is 3.96. This means that the respondents 'often observed' this coping strategy within the family. In terms of the values of standard deviation, the same coping strategy has the most consistent responses. However, responses are more spread out or dispersed since it has the greatest value. This explains the dynamics of family. The age of the parents, number of children, education of the parents, employment, and economic status significantly affect the kind of coping mechanisms employed by the respondents. Similarly, Alontaga and Durban (2012) found that coping strategies of parents are with developmental delay.

Table 5

Test of Significant Relationship Between the Parental Involvement to Primary Education and Their Coping Strategies

Parental Involvement	COPING STRATEGIES			
	Macro-environmental	Relationship	Individual	Composite Mean
1. Management Teams	.259**	.498**	.553**	.525**
2. Shared Leadership	.345**	.452**	.498**	.520**
3. Voice	.348**	.407**	.365**	.450**
Composite Mean	**.349****	**.503****	**.527****	**.553****

**. Correlation is significant at the 0.01 level (2-tailed)*

Table 5 depicts that parental involvement has a positive significant relationship with coping strategies (r = .553, p < .01) of parents in the primary grade. It implies that when there is parental involvement in terms of management teams, shared leadership and voice, parents tend to cope stress be it in macro-environmental, relationship or individual level.

Parental involvement and coping strategies are significantly related in the sense that collaboration not only helps promote positive behavior, but it can also help reduce challenging behaviors which often times lead to stress and when not managed well will lead to a deeper related-issues. For example, when parents let their children see that they support all school activities and are concerned in their educational progress just like attending homeroom meetings in particular, children acknowledge it and become more responsible. Moreover, it is important for teachers to seize every opportunity to ensure that parents are on board as active team players in their children's education.

Table 6

Test of Significant Relationship Between the Essential Life Skills of Parents and Their Coping Strategies

Essential Life Skills	COPING STRATEGIES			
	Macro-environmental	Relationship	Individual	Composite Mean
1. Communication and Interpersonal Skills	.230**	.485**	.498**	.487**
2. Decision-Making and Problem Solving	.130	.390**	.325**	.340**
3. Creative and Critical Thinking	.280**	.419**	.347**	.421**
4. Self-Awareness and Empathy	.270**	.427**	.346**	.419**
5. Coping with Stress and Emotion	.227**	.358**	.348**	.375**
Composite Mean	**.259****	**.477****	**.427****	**.468****

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows that the there is a positive significant relationship with the essential life skills and coping strategies (r = .468, p < .01) of the parents in the primary grade. This means that the high level of life skills of the parents would help children in the primary grade cope with macro-environmental level, relationship level, and individual level concerns. Parents of children in the primary grade experience more stress and a greater challenge of distance learning during the

pandemic, such as online classes, assistance in the completion of module, main facilitator of learning in a home-school setup, for they don't have the training and knowledge to teach basic reading and the foundation skills that should be taught in the formative years in the school. This finding is supported by Agaton and Cueto (2020) that the abrupt move in education from classroom to home schooling presented learners and their parents with a variety of hurdles, including educational, financial, and technical issues. Despite their difficulties, parents continue to guide their children. Thus, it is critical to develop strategies for dealing with all of these pressures.

Table 7

Test of Significant Relationship Between the Struggles in Remote Learning of Parents and Their Coping Strategies

Struggles of Remote Learning	COPING STRATEGIES			
	Macro-environmental	Relationship	Individual	Composite Mean
1. Balancing Responsibilities	.132	.171[*]	.059	.147
2. Non-Positive Learner Motivation	.193[*]	.170[*]	.134	.200[*]
3. Accessibility	.122	.087	.065	.110
4. Learning Outcomes	.075	.051	.009	.055
Composite Mean	**.170[*]**	**.154**	**.086**	**.165[*]**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 7 reveals the correlation analysis between struggles of remote learning and coping strategies in terms of balancing responsibility, non-positive learner motivation, accessibility, and learning outcomes. After applying the Pearson r statistical tool, it was revealed that parents' struggle of remote learning and coping strategies obtained .165 composite mean showing significant positive relationship. Generally, the extent of parents' struggles of remote learning and coping strategies is significant but weak. This only means these struggles are not much of a hindrance for the parents to cope in different levels of life in general. As Mercader and Abadiano (2020) disclosed in their study that many parents have struggled to get their children to learn, many have attempted to welcome technology and deal with the struggles.

5. Conclusion

This study concludes that parents are highly involved in terms of management teams, shared leadership, and voice, with high level of essential life skills. The primary issues and struggles of parents in remote learning was the achievement of the learning outcomes for the primary school subjects. Meanwhile, the primary coping strategy often observed by the parents was the relationship with the family.

With the study findings, parents and teachers may conduct a re-orientation program and may tackle the challenges that they experience in delivering modular learning to strengthen parents' involvement and engagement in school activities as the school partner. The guidance counselor may opt to provide virtual webinars for parents regarding the mental health of their children. The educational institutions may also provide a positive, conducive and a healthy learning environment for students and working atmosphere for the parents and the entire school community even during face to face or distance learning modalities.

The results of this study may help the school develop and implement a program for the parents for the development of skills and ability of pupils at the primary level during school crises.

Acknowledgement

References

Barrot, J.S., Llenares I.I., & del Rosario, L.S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Educ Inf Technol* 26, 7321–7338 (2021). https://doi.org/10.1007/s10639-021-10589-x

Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental involvement in the Philippines: A review of literatures. *Southeast Asia Early Childhood Journal*, 6, 41-50. https://doi.org/10.37134/saecj.vol6.5.2017

Bhamani, S., Makhdoom, A.Z., Bharuchi, V., Ali, N., Kaleem, S. & Ahmed, D. (2020). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development* 7(1), 09- 26, 2020. http://dx.doi.org/10.22555/joeed.v7i1.3260

Brown, M., McNamara, G., O'Brien, S., Skerritt, C., O'Hara, J., Faddar, J., Cinqir, S., Vanhoof, J., Figueiredo, M. & Kurum, G. (2020). Parent and student voice in evaluation and planning in schools. *Improving Schools* 2020. Vol. 23 (1). https://doi.org/10.1177/1365480219895167

Chen, P., Lee, C., Lin, H., & Zhang, C. (2016). Factors that develop effective Professional learning communities in Taiwan. *Asia Pacific Journal of Education*, 36(2), 248-265. doi:10.1080/02188791.2016.1148853

Etor, C., Ekanem, E. & Mbon, U. (2013). Primary Education as a Foundation for Qualitative Higher Education in Nigeria. *Journal of Education and Learning*, Vol. 2, No. 2 (2013). doi:10.5539/jel.v2n2p155

Garbe, A., Ogurlu, U., Logan, N. & Cook, P. (2020). COVID-19and Remote Learning: Experiences of Parents with Children during the Pandemic. *American Journal of Qualitative Research* December 2020, Vol. 4 No. 3, pp. 45-65. https://doi.org/10.29333/ajqr/8471

Goksoy, S. (2016). Analysis of the relationship between shared leadership and distributed leadership. *Eurasian Journal of Educational Research*, 65, 295-312. http://dx.doi.org/10.14689/ejer.2016.65.17

Hamlin & Flessa (2018). Parental Involvement Initiatives: An Analysis. *Educational Policy*, 32(5), 697–727. https://doi.org/10.1177/0895904816673739

Hapsari, S. M., Sugito, & Fauziah P. Y. (2020). Parent's Involvement in Early Childhood Education during the Covid-19 Pandemic Period. *Jurnal Pendidikan Progresif*, 10(2), 298-311. doi: 10.23960/ jpp.v10.i2.202014.

Jhang, F. & Lee, Y. (2018). The role of parental involvement in academic achievement trajectories of elementary school children with Southeast Asian and Taiwanese mothers, *International Journal of Educational Research*, Volume 89, 2018, Pages 68-79, https://doi.org/10.1016/j.ijer.2017.09.003.

Kintu, M.J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*. https://doi.org/10.1186/s41239-017-0043-4

Klasmeier, K.N., & Rowold, J. (2020). A multilevel investigation of predictors and outcomes of shared leadership. *Journal of Organizational Behavior*. 2020;41:915–930 https://doi.org/10.1002/job.2477

Krol, S. A., & Bartz, J. A. (2021). The self and empathy: Lacking a clear and stable sense of self undermines empathy and helping behavior. *Emotion*. Advance online publication. https://doi.org/10.1037/emo0000943

Lase, D., Zaluchu, S.E., Daeli, D.O. & Ndraha, A. (2019). Parents' Perceptions of Distance Learning during Covid-19 Pandemic in Rural Indonesia. doi: 10.35542/osf.io/hfza7

Meşe, E. & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 11-22. http://doi.org/10.31681/ jetol.817680

Olivo, M.G. (2021). Parents' Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Plan. *International Journal of Multidisciplinary: Applied Business and Education Research* 2021 Vol.2, No. 4, 296-309. http://dx.doi.org/10.11594/ijmaber.02.04.03

Osorio, F. B., Gertler, P., Nakajima, N. & Patrinos, H. A. (2021). Promoting Parental Involvement in Schools: Evidence from Two Randomized Experiments. *Research on Improving Systems of Education* (RISE). https://doi.org/10.35489/BSG-RISE-WP_2021/060

Ribeiro, L. M., Cuncha, R. S., Silva, M. C. A., Carvalho, M. & Vital, M. L. (2021). Parental Involvement during Pandemic Times: Challenges and Opportunities. *Education Sciences* 2021 Vol. 11, Article 302. https://doi.org/10.3390/educsci11060302

Sakamoto, J. (2020). The Association Between Parent Participation in School Management and Student Achievement in Eight Countries and Economies. *International Education Studies*; Vol. 14, No. 1; 2021. doi:10.5539/ies.v14n1p115

Salin, M., Kaittila, A. Hakovirta, M. A, . Mari. (2020). Family Coping Strategies During Finland's COVID-19 Lockdown. *Sustainability*. 2020; 12(21):9133. https://doi.org/10.3390/su12219133

Sari, D. K.. Maningtyas, R. (2020). Parents' Involvement in Distance Learning During the Covid-19 Pandemic. Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020). *Advances in Social Science, Education and Humanities Research*. https://doi.org/10.2991/assehr.k.201112.018

Shokoohi-Yekta, M. & Malayeri, S. A. (2015). Effects of Advanced Parenting Training on Children's Behavioral Problems and Family Problem Solving. *Procedia – Social AND Behavioral Sciences* 205. doi: 10.1016/j.sbspro.2015.09.106

Soni, V. D. (2020), Management Information Systems: Mastering The Discreet Planning. *International Journal for Research in Applied Science & Engineering Technology*. Volume 8 Issue VI June 2020. http://doi.org/10.22214/ijraset.2020.6258

Tekin, A. K. (2019). Parent Involvement in the Education of Children with Chronic Diseases: Working and Sharing for Children. *Early Childhood Development: Concepts, Methodologies, Tools, and Applications*. DOI:10.4018/978-1-5225-7507-8.ch056

Turhan, M. & Erol, Y. C., (2018). The Relationship between Distributed Leadership and Family Involvement from Parents' Perspective (2011) *Digest Journal*. 18(3) pp 525–540

Triwardhani, I. J., & Chaerowati, D. L. (2019). Interpersonal Communication Among Parents and Children in Fishermen Village in Cirebon Indonesia. *Jurnal Komunikasi: Malaysian Journal of Communication Jilid* 35. ttps://doi.org/10.17576/JKMJC-2019-350217

Wang G., Zhang Y., & Jiang F., (2020). *Mitigate the Effect of Home Confinement of Children During the COVID-19 Outbreak. Correspondenc*e, Volume 395, Issue 10228, P945-947, March 21, 2020. doi: 10.1016/S0140-6736(20)30547-X

Yanghee Anna Kim, Sohyun An, Hyun Chu Leah Kim & Jihye Kim (2018) Meaning of parental involvement among Korean immigrant parents: A mixed-methods approach, *The Journal of Educational Research*, 111:2, 127-138, DOI: 10.1080/00220671.2016.1220355

Yurdugül, H.& Menzi Çetin, N. (2015). Investigation of the relationship between learning process and learning outcomes in e-learning environments. *Eurasian Journal of Educational Research*, 59, 57-74. http://dx.doi.org/10.14689/ejer.2015.59.4

Zaccoletti, S., Camacho, A., Correia, N., Aguiar, C., Mason, L., Alves, R.A. & Daniel, J.R., (2020). Parents' Perceptions of Student Academic Motivation During the COVID-19 Lockdown: A Cross-Country Comparison. *Frontiers on Psychology* Vol. 11, 592670. doi:10.3389/fpsyg.2020.592670

Zhang, Y., (2020). Quality Matters More than Quantity: Parent-Child Communication and Adolescents' Academic Performance. *Frontiers in Psychology* Vol. 11 Article 1203 June 2020. https://doi.org/10.3389/fpsyg.2020.01203

Parents' Competencies and Involvement in Facilitating Modular Instructions: Its Relation to Students' Personality Development

Gennie A. Carabot

Abstract

This study assessed the parents' competency, involvement in modular instructions, the implementation of distance learning modality, and its relationship to the healthy development of the students. The study utilized a descriptive- correlation design with 280 grade six students from a public elementary school in the Schools Division of Quezon for the School Year 2021-2022. The samples were mostly children of married, high school graduate parents and majority were twelve-year old female students. The results showed that the parents are 'much competent' in facilitating modular instructions in terms of knowledge, attitudes, and practices. Meanwhile, the parents are 'very often' involved in facilitating modular instructions in terms of school work support, financial support, and moral support. On the other hand, the intermediate students agree on the level of personality development in terms of motivation, self-esteem, and self-reliance, signifying positive effects of parental involvement on students' personality development. Furthermore, there is a very strong significant positive relationship between the parental competencies and involvement and the personality development interpreted of the students. The results imply on the importance of parental involvement in the personality development of the children specially during the absence of face to face classes.

About the author:

Elementary School Grade Teacher I, San Andres Central Elementary School

1. Introduction

Due to the effects of COVID-19, significant aspects of everyday life including social distancing and physical distance between people (Galea, 2020) has been changed. Similarly, the educational landscape in all the parts of the world eventually changed. In the Philippines, the Department of Education (DepEd) has implemented its Basic Education Learning Continuity Plan (BE-LCP) for Academic Year 2020-2021 to ensure that children's education continues. BE-LCP is a collection of education interventions that are intended to address the fundamental educational challenges posed by COVID-19 (DepEd Order No. 12, 2020). As a result, in order to protect the health, safety, and well-being of learners, teachers, and personnel, as well as to prevent the spread of COVID19, the department implemented alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended, and online, while face-to-face classes remain prohibited due to the public health situation. The curriculum has been simplified to focus only on the most important learning competencies (MELC) that are linked to the development of 21st-century skills such as critical thinking, collaboration, communication, and creativity (Ancheta & Ancheta 2020).

According to Unamba (2020), parents guide the learners in the teaching and learning process during the implementation of modular distance learning, but many factors have arisen. One of the challenges is that not all parents are capable of teaching their children, and others lack the time. They must work hard to make money and put food on the table. These things occur in a single-parent family where the father and mother are the only adults who guide their children. Not all parents are capable of educating their children since not all parents have the time or ability to do so. Furthermore, in these trying times, parental involvement has a greater impact on students' learning.

Parents must be considered a constant and necessary component of the curriculum. Sad Nihat and Gürbüztürk (2013) go on to say that parental involvement at home, in addition to school-based instruction, ensures academic success. Involving parents in education has been shown to improve student attendance and satisfaction with school, as well as academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation, and fewer discipline issues. Furthermore, parental involvement is one of the most effective strategies for achieving academic success. It has a number of positive effects on non-classroom students, such as increased motivation, self-esteem, and self-reliance, all of which can lead to academic success

regardless of financial circumstances. Contrary to popular belief, research indicates that inadequate or non-existent parental involvement contributes to low student achievement and commitment (Bower & Griffin, 2011).

Parents, siblings, and other close relatives can essentially help children develop academically by providing rich learning environments. Participating in school activities (for example, PTAs, back-to-school nights, open houses, parent-teacher conferences, and school volunteering) is an example of traditional parent involvement. "Parental involvement through activities such as nurturing their children, instilling cultural values, and conversing with their children" does not correspond to traditional forms of parental involvement as defined by schools (Bower & Griffin 2011).

Given these premises, this study assessed the level of competence of parents, level of involvement in facilitating modular instruction, student's academic performance and the healthy development of the students as well as their experiences with the implementation of distance learning in the new normal. The parents' competencies and involvement in facilitating modular instructions were tested for any relationship to the personality development of intermediate students. Specifically, this study determines the level of parent's competencies in facilitating modular instructions in terms of knowledge, attitudes and practices, level of parental involvement in terms of schoolwork support, financial support and moral support and the level of personality development of the intermediate students in terms of motivation, self-esteem and self-reliance.

The study also posited the following hypothesis:

HO: There is no student's significant relationship between healthy development with that of parental competencies and parental involvement.

2. Literature Review

2.1. Parents' Competency

Parents' general traits as represented in the analysis of parenting styles and the study of specific parenting practices have opened up two major research areas in family education specified in the parental competence construct.

Parents' competence has been defined as "*the practical abilities parents have to nurture, protect, and teach their children, as well as to secure their children's adequately healthy*

development" (Barudy & Dantagnan, 2010). This is regarded as a critical component of positive parenting (Martnez-González et al., 2016). Following this concept, a good research line of programs and interventions has been launched within the educational field, aiming to empower parents across child developmental phases by promoting knowledge, abilities, and attitudes that enhance the parental role (Martnez-González et al., 2016; Rodrigo et al., 2018; Lindhiem et al., 2020).

2.2. Parental Involvement

Every child is vulnerable and can be molded to succeed or fail in life. According to the Child and Youth Welfare Code of the Philippines, the child is one of the most important assets of the nation, and the promotion and enhancement of the child's life and welfare is also anchored on the moral supervision and support provided by his parents or guardians. Because parents have a large influence on their child's cognitive development in the early years, contact between home and school should be maintained, especially during the primary school years, for a child to succeed. Although family background appears to be a strong predictor of parental involvement, most parents are able to devote additional time and effort to assisting with their children's education, both at home and at school, if properly encouraged (Bartolome, 2017). When the principal, teachers, and parents work together to ensure the success of the students and the entire school community, parental support and participation are clearly defined (Yangco, 2010).

2.3. Theoretical Framework

The ecological systems theory introduced by Urie Bronfenbrenner (1970) was one of the theories anchored in this study. This theory addressed the rationalization of parental involvement and its impact on the subject (Guy-Evans, 2020). Ecological Systems Theory emphasizes that children's development is influenced not only by factors within the child but also by their social, political, biological, and economic circumstances (Ali, 2014).

Bronfenbrenner's work is relevant to the study, which is essential in understanding a systematic approach to a child's healthy development. This theory is necessary for teachers because it allows them to build fundamental relationships with their students and create a communication-rich classroom that involves the parents to develop parental involvement in the child's healthy development. Moreover, what parents do is pivotal for their children's development regardless of socioeconomic background; children do better when their parents engage in such activities as

reading to them and conversing with them, and having children's modules in the home. It is integral for developing learning modules and teaching using modules that expose students to deeply effectual teaching practices. Considering how environmental and social factors may activate biological potential, we strategically provide as many opportunities for significant growth in the individuals we serve as possible.

Based on Bronfenbrenner's theory, one could easily argue that a child's school experience is more than just interactions with the school or teacher. It also includes a larger system that includes parents, family, and the community. As a result, understanding the influences of a child's environment provides theoretical support for the concept of parental involvement in the education of young children. Furthermore, another theory discovered in this study was Jean Piaget's Cognitive Development Theory. An interactionist and a constructivist both emphasized the constructive role of experience with peers and family members. His theory was based on the basic assumption that young children are active learners with a constant drive to match their internal constructions (their own view of the real world) and external constructions (the external realities they encounter in their surroundings) (Piaget, 1981).

3. Methodology

3.1. Research Design

This study utilized the descriptive survey method, a research method invariably referred to as a "descriptive survey study" because it is concerned with current phenomena in terms of conditions, practices, beliefs, processes, relationships, or trends (James et al., 2016). Aggarwal (2008) defines descriptive research as gathering information about current conditions or situations for description and interpretation. This research method entails more than just gathering and tabulating data; it also includes proper analyses, interpretation, comparisons, and identifying trends and relationships. The descriptive survey method is concerned with the characteristics of the entire sample, not just the characteristics of individuals. The entire sample was the population of Grade 6 students of San Andres Central Elementary School. Descriptive design was used to assess the respondent's demographic, level of parent's competencies in facilitating modular instructions, parental involvement, and personality development.

3.2. Respondents of the Study

The respondents of the study were 280 grade six students of San Andres Central Elementary School, San Andres District, Schools Division of Quezon for the School Year 2021-2022. A total enumeration technique was employed in the study where 280 grade six students served as respondents. These students are mostly from married (36.1%) high school graduate (56.8%) parents, twelve years old (56.8%), and female (60%) with P5,000 to P10,000 monthly family income (69.3%).

3.3. Research Instrument

The study used a survey questionnaire as means of gathering and collecting information (James et al., 2016). According to Ary et al. (2018), survey is a process of gathering information about a specific group through the use of questionnaires and other data collection methods. The collected data is then organized into quantifiable data sets for analysis. This could include organizing quantitative data like numbers or statistics. It may also entail converting qualitative responses (descriptive, emotional responses) into quantitative variables. This organized data is then analyzed in its entirety. Interpreting the collected data can provide valuable insights. These insights provide additional information about how a specific target audience may behave or feel.

The questionnaire consists of four parts: profile of the respondents, parents' competencies in terms of knowledge, attitudes and practices, parental involvement in terms of school work support and financial and moral support, and the personality development of the students in terms of motivations, self-esteem and self-reliance.

The questionnaire was subjected to content validation by some teachers and by the panel of evaluators.

3.4. Data Gathering Procedure

The researcher sought permission to conduct the study in San Andres Central Elementary School where intermediate students are enrolled. Letters were addressed to the school district supervisor and to the school head of San Andres Central Elementary School a permit to float the survey questionnaire to the respondent intermediate students and letter were addressed to the school district supervisor and all school heads in the district.

The researcher personally administered the questionnaire to the respondents and retrieved the same instrument at a more appropriate time. Since the study was conducted during the pandemic, the researcher collaborates with the parents to have a scheduled in the community learning center, where the students can meet face to face to conduct the survey.

3.5. Statistical Treatment of Data

After the retrieval of the questionnaire, the responses were compiled and tallied in accordance with the study's specific problems. The data were organized into appropriate tables that included all of the variables' items, numerical values, statistical limits, descriptive equivalents, and symbols. The mean and standard deviation were calculated to determine the level of respondent response on the study's significant variables, which were: parent's competency, parental involvement in facilitating modular instruction and healthy development of the students. Spearman Correlation and Coefficient was used to determine the relationship between the study's variables.

4. Results and Discussion

Table 1

Summary of Level of Parent's Competencies in Facilitating Modular Instructions

Indicators	Mean	SD	VI
Knowledge	3.47	0.91	*HC*
Attitudes	3.82	0.86	*HC*
Practices	3.80	0.86	*HC*
Grand Mean	**3.69**	**0.87**	**HC**

Legend: 4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Table 1 shows the summary of parent's competencies in facilitating modular instructions. In terms of knowledge, got a total weighted mean of 3.47, which denotes a verbal equivalent of high competent. For attitudes, obtained 3.82 mean or high competent, and for practices with 3.80 mean or much competent. The grand mean was 3.69, interpreted as much competent. The high level of competence indicates that a parent is able to teach their children using a modular method;

yet, there are problems that they may meet during the process of teaching and learning.

In terms of knowledge, it is necessary for parents to be familiar with the content of each lesson so that they can adequately explain it. The competencies of the parents in terms of knowledge that was manifested during the process of teaching and learning, the parents are able to explain certain topics and give additional input if the students did not get on the process. One of the good outcomes of remote learning at home is that parents are more involved in their children's education. The connection between the parent and the child in the learning process is an important idea in the engagement of parents in their children's distant learning at this time. Relevant to the study results, Guan and Benavides (2021) cited that subject matter knowledge of the parent is a considerable aspect pertains to the efforts of both the parent and the student, wherein the parents ensure that the student is learning. The student is doing the parent's job easier by following instructions. He added that parents' confidence in facilitating the teaching-learning process affirmed that they could do it with their children. Meanwhile, others mentioned that sometimes they are not confident in delivering instruction to their children.

In terms of attitudes, most parents guide their children in activities written in the module. Attitudes of parents towards learning are important factors on the learners' levels of goal setting, problem solving abilities, their beliefs towards learning, their inner and external motivations in the process of learning and all the academic performances they perform. The result was congruent with the study Haller and Novita (2021) that parent during the pandemic are very enthusiastic about continuing education at home; even though they have encountered problems with the assistance of parents, they can continue education at home. Additionally, Daniel (2020) states positive attitudes make parents less concerned about their children's academic progress. Low-motivation modular distance learners can benefit from parent-student collaboration.

In terms of practices, schools and families must work together to teach children. This kind of connection came naturally and was much easier to maintain. Teacher-parent relationships were common, and there were numerous opportunities to discuss a child's development. Teachers and parents emphasized the need to uphold the same high standards at home and school so that children could make the connection between the two. Accordingly, Hapsari et al. (2020) demonstrate that teachers, students, and parents all need to adjust to homeschooling as a new educational mode. This study also concurred that parents are participating in their children's education at home and good practices during COVID-19.

Table 2

Summary on the Level of Parental Involvement of Parents in Facilitating Modular Instructions

Indicators	Mean	SD	VI
School Work Support	3.75	0.94	*VO*
Financial Support	3.66	0.96	*VO*
Moral Support	3.73	0.88	*VO*
Grand Mean	**3.71**	**0.92**	*VO*

Legend: *4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)*

Table 2 shows the summary on the level of parental involvement of parents in facilitating modular instructions. The school work support got a total weighted mean of 3.75, which denotes a verbal equivalent of "very often," financial support obtained 3.66 mean or very often and moral support with 3.73 mean or much competent. The grand mean was 3.71, interpreted as very often.

The results indicate that parents' guide their children in answering modules. This guidance can take the form of explaining, giving examples, and correcting their children's incorrect answers. The parents feel that if they take the time to clarify difficult phrases to their children that they would help their children learn the fundamental concepts of the lessons, which will in turn assist their children in responding appropriately to the questions that are presented in their modules. This supports the study of Manlangit et al. (2020) that parents or guardians are partners of teachers in education. They serve as home facilitators and para-teachers who facilitate and guide the students in answering the modular lessons they sent during the modular learning. Similarly, results confirm the Garcia (2018) that parental involvement takes place primarily within the home.

Since the school, teachers, and parents all play an important part in a child's overall development, the results demonstrate that the parental involvement of parents in facilitating modular instructions is necessary for the academic journey of the students. As such, the current study upholds the findings of Guan (2021) on the duty of the parents to supply anything their children require at school and at home.

Table 3

Summary of Level of Personality Development of the Intermediate Students

Indicators	Mean	SD	VI
Motivation	3.79	0.90	*A*
Self-Esteem	3.96	0.93	*A*
Self-Reliance	3.88	0.98	*A*
Grand Mean	**3.87**	**0.93**	*A*

Legend: 4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)

Table 3 shows the summary of level of personality development of the intermediate students. Motivation got a total weighted mean of 3.79, which denotes a verbal equivalent of "agree" while self-Esteem obtained 3.96 mean or agree and self-reliance with 3.88 mean or agree. The grand mean was 3.87 interpreted as agree, which signifies that the personality development of the intermediate students to gain confidence and self-esteem and positively impacts their communication skills and how they see the world. This is similar to Tokan and Imakulata (2019) that intrinsic motivation influenced learning behavior; when the student's intrinsic motivation increases, so do the student's learning behavior and Ahmad et al. (2013) that self-esteem is one of the main factors in the students' learning results.

In terms of motivation, result signifies that having a robust sense of self-motivation makes students more suited for thriving in the classroom, but it also makes them more well-rounded individuals. Students who are more enthusiastic about their education are more likely to remain engaged for more extended periods, put out efforts of a higher caliber, absorb more information, and achieve higher levels of success both in the classroom and on standardized examinations. This is the main results of Whitener (2020) that student journey to find and become the finest version of themselves will be fueled by motivation.

Table 4 shows the significant relationship between the effective facilitating modular instructions to parental competencies and parental involvement. The result suggests a significant positive relationship between the effective facilitating modular instruction regarding parental competencies and parental involvement and personality development.

Table 4

Significant Relationship Between Effective Facilitating Modular Instructions as to Parental Competencies and Parental Involvement

	Personality Development		
	Motivations	**Self-Esteem**	**Self-reliance**
Parents' Competencies			
Knowledge	.696**	.606**	.649**
Attitudes	.679**	.699**	.677**
Practices	.741**	.722**	.706**
Parental Involvement			
Schoolwork Support	.833**	.759**	.755**
Financial Support	.801**	.707**	.718**
Moral Support	.874**	.753**	.782**

*Legend: ** Correlation is significant at 0.01 level (two-tailed)*

The personality development in terms of motivation has significant positive correlation with all the variables of parental competencies and parental involvement. The parents' competencies in knowledge and motivations for personality development have a significant correlation (r=0.696) at a 0.01 level of significance. Similarly, it has strong positive correlations with attitudes (r=.679), practices (r=.741), schoolwork support (r=.833), financial support (r=n .801) and moral support (r=.874). Meanwhile, self-esteem also has strong positive correlations with all the variables tested including knowledge (r=.606), attitudes (r=.699), practices (r=.722) and parental involvement indicators such as schoolwork support (r=.759), financial support (r=.707) and moral support (r=.753). Moreover, the self-reliance as personality development indicator is positively associated with knowledge (r=.649), attitudes (r=.677), practices (r=.706), schoolwork support (r=.755), financial support (r=.718) and moral support (r=.782).

The results signify that parent have enough knowledge in facilitating modular instructions for the pupils not to experience challenges in responding to learning modules. These attest to Alano (2020) that parents' understanding of the subject matter in facilitating modular instructions is essential to deliver explicit instruction in the teaching and learning process. With the support of the parent, the student's self-esteem and self-reliance may be enhanced by encouraging their

children to have confidence in themselves and in their abilities. If the parents are knowledgeable to facilitate instructions, this will boost the self-esteem of the students that eventually lead to self-reliance.

The test of significant relationship provides empirical evidence on the various premises such as: attitudes can be improved or it can decrease students' motivations, self-esteem increases with high attitudes, the practices of the parents during the teaching and learning process like having a schedule and tasks-oriented approach motivate students to learn at home, parents urge their child to take ownership of their learning by providing them with opportunities for decision-making, students who get adequate financial assistance from their parents are likely to have a sense of contentment, students' self-esteem may be improved by assisting them in learning and leading them through specific tasks, and motivations can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how they perform on tests and many other aspects of education.

The results affirm the previous studies by Taylor et al. (2014) that if the parents and the students have a low sense of attitude toward teaching and learning, the results drop students' motivations to learn, Mccrimon (2020) that a key to improving self-esteem is recognizing that it is an attitude, Paso (2017) that negative attitudes discourage, limit, and even prevent learning, positive change, and growth, Forehand (2017) that approach is much needed to continue education at home because of a bundle of learning modules teachers' parents, and students should collaborate to accomplish and make learning happen, Esmaeil et al. (2014) that good self-esteem improves academic performance, but it also strengthens social skills and the ability to cultivate supportive and lasting relationships and Paso (2017) that pupils' self-reliance enables students become decision-makers on their way. Similarly, the current study also upholds the findings of Usher & Kober (2013) that if students aren't encouraged, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum, or school is. Moreover, unmotivated students can disengage other students from academics.

In terms of the students' personality development, the results are congruent with that of Booth (2011) that positive self-esteem is one of the pillars of academic success that serves as a solid foundation for learning, and LaRoque et al. (2011) that the students' self-reliance results from parental and school support and the motivations for doing activities.

In terms of the parental involvement, the results affirm with Moneva et al. (2020) that the more the parents have highly supportive of extending their finances, the more the students improve their performance, Masabo et al. (2017) that parent financial support affects the students' academic success, Radovan (2011) that students with financially stable parents are motivated to do in school since they can buy materials that lead to better academic achievement, Chohan (2010) that parental financial support significantly affects the students' academic achievement and self-esteem, Ozeen (2017) that supportive attitude of the parents is found to be positively associated with students' academic achievement, Anggresta et al. (2019) that students' financial education level is based on self-reliance and self-efficacy, Guan (2021) that teachers' support through home visitations help students in accomplishing the learning tasks in the modules, Poudel (2020) that instructors and parents can encourage kids who are not confident in themselves or who are frightened to make a mistake to increase their sense of confidence and Snyder (2017) that teaching self-reliance does not start in the classroom; instead, it starts at home.

5. Conclusion

This study assessed the level of competence of parents, level of involvement in facilitating modular instruction, student's academic performance and the healthy development of the students as well as their experiences with the implementation of distance learning in the new normal. The parents' competencies and involvement in facilitating modular instructions were tested for any relationship to the personality development of intermediate students. This study also tested any significant relationship between healthy development with that of parental competencies and parental involvement. Through descriptive survey method, this study used a researcher-made questionnaire distributed to the entire 280 grade six students of San Andres Central Elementary School as sample.

The results of the study showed that the parents have competencies in facilitating modular instructions in terms of knowledge, attitudes and practices. Similarly, parents are very often involved in facilitating modular instructions in terms of school work support, financial support, and moral support. Furthermore, there is agreement on the personality development of the intermediate students in terms of motivation, self-esteem, and self-reliance. There was significant very strong positive relationship between the effective facilitating modular instruction regarding

parental competencies and parental involvement and personality development. Therefore, the null hypothesis is rejected.

In the light of the initial findings and conclusions of the study, it is recommended to conduct a follow-up research study focusing on the effects of growing up in a single-parent home, design and implement an improved and continuous open communication between the teachers and parents (like holding PTA meetings during the weekends to accommodate working solo parents), and provide advice and aid to parents on further supporting their children's academic activities by offering them online portals or gateways where they can access information, reading, and instructional materials, communicating teaching ideas and suggestions to help learning take place at home.

Appendices

Appendix A

Parent's Competencies as to Knowledge

Indicators	Mean	SD	VI
My parents are familiar with the components of learning modules.	3.61	0.98	*HC*
My parents use strategies in teaching like games and riddle.	3.20	1.11	*MC*
My parents use materials for me to analyzed problems.	3.41	1.06	*HC*
Before the start of the lesson, my parent tells me the things I have to learn.	3.59	1.06	*HC*
My parent carries out the teaching and learning process without interruption.	3.53	1.16	*HC*
Overall	**3.47**	**0.91**	*HC*

Legend: 4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Appendix B

Parent's Competencies as to Attitudes

Indicators	Mean	SD	VI
My parent tells me that I need to answer the learning module to continue my education amid of pandemic.	4.00	0.99	*HC*
My parent guides me in answering modules with clear and understandable manner.	3.84	1.00	*HC*
My parent establishes time management in the learning module's reading and answering activities.	3.89	1.01	*HC*
My parent appears to be enthusiastic in guiding me to read the learning module and complete the learning activities.	3.64	1.03	*HC*
My parent provides opportunities for me to customize their learning by crafting assignments that are tailored to learning interest and needs.	3.70	1.03	*HC*
Overall	**3.82**	**0.86**	*HC*

Legend:4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Appendix C

Parent's Competencies as to Practices

Indicators	Mean	SD	VI
My parents help me communicate clearly.	4.09	0.97	*HC*
My parents ask for clarification and encourage me to do likewise.	3.76	1.00	*HC*
Parents use strategies for involving all the learners.	3.67	1.04	*HC*
When necessary, my parents assist me in rephrasing my ideas and comments.	3.65	1.03	*HC*
My parents have established routine rules for me to follow when it comes to schoolwork.	3.81	1.03	*HC*
Overall	**3.80**	**0.86**	*HC*

Legend:4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Appendix D

Parental Involvement as to Schoolwork Support

Statements	Mean	SD	VI
My parents ensures that I complete the modules' activities.	4.06	0.94	*VO*
My parents discuss to me the school rules and regulations.	3.63	1.04	*VO*
My parents make sure that our home has a quiet area and learning spaces where I can do learning activities.	3.79	1.06	*VO*
My parents constantly involved in/attend/watch school activities such as Brigada Eskwela.	3.73	1.05	*VO*
My parent creates assignments tailored to my learning interests and needs, that allow me to customize learning.	3.83	1.15	*VO*
My parent tells other parents with the school meetings and other events.	3.77	1.04	*VO*
My parents communicate with my teachers via phone, email, or in person.	3.67	1.04	*VO*
My parent assists me in my academic endeavors.	3.62	1.12	*VO*
My parents make sure that I participate in activities in school, such as singing, drawing, and story-telling.	3.51	1.14	*VO*
My parents ask me to limit my TV and cell phone usage as well as computer time at home for me to focus related to modules activities	3.84	1.13	*VO*
Overall	**3.75**	**0.94**	*VO*

Legend: 4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)

Appendix E

Parental Involvement as to Financial Support

Statements	Mean	SD	VI
My parents spend money to bring my learning modules for my study.	3.78	1.10	*VO*
My parents ensure that they pay our internet connection regularly.	3.46	1.25	*VO*
My parent always asks me, what are the things I need for my homework	3.73	1.11	*VO*
My parents always find ways to buy things that I need to use in my learning activities.	3.78	1.10	*VO*
My parent consistently provides me with daily allowance.	3.60	1.20	*VO*
My parent ensures that I have the resources I need to conduct research.	3.60	1.17	*VO*
Overall	**3.66**	**0.96**	*VO*

Legend: 4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)

Appendix F

Parental Involvement as to Moral Support

Statements	Mean	SD	VI
My parents always attend teacher conferences to discuss my learning progress and behavior.	3.92	1.00	*VO*
My parents tell me stories from when he was in school.	3.76	1.09	*VO*
My parent communicates with school personnel about information I give him about school.	3.67	1.09	*VO*
My parent encourages me to invite friends over to our house.	3.42	1.19	*VO*
My parents' inquiries about my day at school activities.	3.74	1.09	*VO*
My parents discuss potential future careers with me.	3.75	1.04	*VO*
Be friends with my friends' parents.	3.73	1.04	*VO*
My parents make time to actively assist me in my studies.	3.80	0.98	*VO*
My parents maintain clear rules at home that I must follow.	3.73	1.02	*VO*
My parents make contact with my school to obtain information.	3.81	1.00	*VO*
Overall	**3.73**	**0.88**	***VO***

Legend: *4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)*

Appendix G

Personality Development as to Motivation

Statements	Mean	SD	VI
Before I begin studying, I think about the things I will need to do to learn.	4.03	0.92	*A*
When I am reading, I stop once in a while and go over what I have read.	3.69	1.00	*A*
I outline my module topic to help me to study.	3.75	1.03	*A*
I prefer class work that is challenging so I can learn new things.	3.72	1.09	*A*
When I studying, I put important ideas in my own words.	3.78	1.11	*A*
Overall	**3.79**	**0.90**	*A*

Legend: *4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)*

Appendix H

Personality Development as to Self-Esteem

Statements	Mean	SD	VI
I feel that I'm a person of worth, at least on an equal plane with others.	4.07	0.99	*A*
I am able to do things as well as most other people.	3.81	1.08	*A*
I had more respect for myself.	4.05	1.01	*A*
I feel that I have a number of good qualities.	3.86	1.12	*A*
On the whole, I am satisfied with myself.	4.00	1.05	*A*
Overall	**3.96**	**0.93**	*A*

Legend: 4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)

Appendix I

Personality Development as to Self-Reliance

Statements	Mean	SD	VI
I have improved my own way of studying.	4.00	1.06	*A*
I have developed my ability to work with others.	3.83	1.09	*A*
I set my goals for what I will learn.	3.96	1.07	*A*
I have trained my ability to discuss tasks in the subject.	3.85	1.04	*A*
I am very good at finding answer on my own for the things that module does not have enough information in a certain lesson.	3.76	1.18	*A*
Overall	**3.88**	**0.98**	*A*

Legend: 4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)

References

Aggarwal, J.C. (2008). *Psychology of Learning and Development*. Delhi: Shipra Publications.p.142-144.

Ahmad, A., Husain, A., Mujeeb, M., Khan, S. A., Najmi, A. K., Siddique, N. A., ... & Anwar, F. (2013). A review on therapeutic potential of Nigella sativa: A miracle herb. *Asian Pacific journal of tropical biomedicine*, *3*(5), 337-352.

Alfaro, C., & Bartolomé, L. (2017). Preparing ideologically clear bilingual teachers: Honoring working-class non-standard language use in the bilingual education classroom. *Issues in Teacher Education*, *26*(2), 11-34.

Alano, M. (November, 2020). Challenges, Coping Mechanism of Parents in Facilitating Modular Instructions, Polytechnic University of the Philppines, Unpublished Thesis.

Anggresta, V., Stevani, H., Vhalery, R., & Oktasari, M. (2019). The Effect Of Self-Reliance And Self-Efficacy On Student's Financial Education. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, *9*(1), 61-69.

Ancheta, R., & Ancheta, H. (2020). The new normal in education: A challenge to the private basic education institutions in the Philippines. *International Journal of Educational Management and Development Studies*, *1*(1).

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.

Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental Involvement in the Philippines: A Review of Literatures. *International Journal of Early Childhood Education and Care*, *6*, 41-50.

Barudy, J., & Dantagnan, M. (2010). *Los desafío sinvisibles de ser padre o madre: Manual de evaluación de las competencias y la resiliencia parental*. Editorial Gedisa.

Bower, H. A., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a high-minority, high-poverty elementary school? A case study. *Professional School Counseling*, *15*(2), 2156759X1101500201.

Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child development, 45*(1), 1-5.

Chohan, B. I., & Khan, R. M. (2010). Impact of parental support on the academic performance and self concept of the student. *Journal of Research and reflections in Education*, *4*(1), 14-26.

Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, *49*(1), 91-96.

Demir-Lira, Ö. E., Prado, J., & Booth, J. R. (2016). Neural correlates of math gains vary depending on parental socioeconomic status (SES). *Frontiers in psychology*, *7*, 892.

DepeD Order No. 012 and 013 (2020). Basic Education Learning Continuity Plan for Private Schools, Available online at www.deped.gov.ph, Date Accessed, 27 July 2020.

DepEd Order No. 14 (2020). School Plans for Compliance with Minimum Health Standards, Available online at www.deped.gov.ph, Date Accessed 8 August 2020.

DepEd Order No. 8 (2015). Classroom Assessment guidelines. Available online at www.deped.gov.ph, Date Accessed, 15 August 2020. DOH AO No. 0015 (2020).

Felizardo, S., Cantarinha, D., Jales Ribeiro, E., & Amante, M. J. (2016). Students' involvement in school and parental support: Contributions to the socio-educational intervention. *The European Proceedings of Social & Behavioural Sciences*, 278-287.

Galea, S., Merchant, R. M., & Lurie, N. (2020). The mental health consequences of COVID-19 and physical distancing: the need for prevention and early intervention. *JAMA internal medicine*, *180*(6), 817-818.

Guan, A. G. R., & Benavides, N. G. (2021). Parent-Teacher-Learner Collaboration in Facilitating Modular Instruction. *United International Journal for Research & Technology*, *2*(7).

Gumapac, J. R., Aytona, E. M., & Alba, M. G. R. (2021). Parents Involvement in Accomplishing Students Learning Tasks in the New Normal. *International Journal of Research in Engineering, Science and Management*, *4*(7), 367-380.

Guy-Evans, O. (2020). Bronfenbrenner's ecological systems theory. *https://www. simplypsychology. org/Bronfenbrenner. html*.

Haller, T., & Novita, S. (2022). Parents' Perceptions of School Support During COVID-19: What Satisfies Parents?. *Learning in times of COVID-19: Students', Families', and Educators' Perspectives*.

Hapsari, S. M., Sugito, S., & Fauziah, P. Y. (2020). Parent's involvement in early childhood education during the covid-19 pandemic period. *Jurnal Pendidikan Progresif*, *10*(2), 298-311.

James et. al, (2016). Introduction to Research Education.Asgar Publication,106(7).

LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. Preventing school failure, 55(3), 115-122.

Mas, J. M., Dunst, C. J., Hamby, D. W., Balcells-Balcells, A., García-Ventura, S., Baqués, N., & Giné, C. (2022). Relationships between family-centred practices and parent involvement in early childhood intervention. *European Journal of Special Needs Education*, *37*(1), 1-13.

Masabo, J. C. (2017). *Interfaces Between Children's Work and Schooling in Rural Tanzania* (Master's thesis, NTNU)

Moneva, J. C., & Gatan, B. P. (2020). Emotional Intelligence and Self-Discipline in Senior High School. *International Journal of Research-Granthaalayah*, *8*(1), 69-77.

Ozen, S. O. (2017). The effect of motivation on student achievement. Journal of Springer International Publishing. https://doi.org/10.1007/978-3-319-56083-0-3

Piaget, J. (1981). *Intelligence and affectivity: Their relationship during child development.(Trans & Ed TA Brown & CE Kaegi)*. Annual Reviews.

Poudel, K., & Subedi, P. (2020). Impact of COVID-19 pandemic on socioeconomic and mental health aspects in Nepal. *International Journal of Social Psychiatry*, *66*(8), 748-755.

Radovan, M. (2011). The relationship between distance students motivation, their use of learning strategies, and academic success. The Turkish online Journal of Education Technology, 10(1), 216-222. Retrieved from https//www.researchgate.net/publication/279899305_Therelation_between_distance_stud ents '_motivation_their_use_of_learning_strategies_and_academic_success

Riquelme, M., García, O. F., & Serra, E. (2018). Psychosocial maladjustment in adolescence: Parental socialization, self-esteem, and substance use. *Anales de psicología*, *34*(3), 536.

Sad, S. N., & Gurbuzturk, O. (2013). Primary School Students' Parents' Level of Involvement into Their Children's Education. *Educational Sciences: Theory and Practice*, *13*(2), 1006-1011.

Saeed, S., & Zyngier, D. (2012). How motivation influences student engagement: A qualitative case study. *Journal of Education and learning*, *1*(2), 252-267.

Tang, Y. M., Chen, P. C., Law, K. M., Wu, C. H., Lau, Y. Y., Guan, J., ... & Ho, G. T. (2021). Comparative analysis of Student's live online learning readiness during the coronavirus (COVID-19) pandemic in the higher education sector. *Computers & education*, *168*, 104211.

Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, *39*(1).

Unamba, E., Okwara-Kalu, C. E., & Georgeline, I. (2020). Comparative Study of Levels of Academic Self Esteem and Academic Achievement in Mathematics among Pupils of Two and Single Parent Families. *Malikussaleh Journal of Mathematics Learning*, *3*(2), 70-75.

Usher, A., & Kober, N. (2013). Student motivation: An overlooked piece of school reform. *The Education Digest*, *78*(5), 9.

Yangco, C. C. (2010). A Comprehensive Approach to Prevention of Child Maltreatment in the Philippines: Building partnerships among agencies, organizations and the community. *The United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders*, 106.

Gender Disaggregated Data of Graduate Students in Masbate, Philippines: An Exploration to Their Gender Roles

Elreen Aguilar-Delavin

Abstract

Gender disaggregated data captures the real need, contribution and benefits of the agency's clienteles. It improves project effectiveness and sustainability. Hence, the study explored to determine the gender disaggregated data of Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) graduate students. A quantitative research method was used and the respondents were the graduate students enrolled in academic year 2017-2018. A structured survey questionnaire adapted from the Commission on Audit was also employed. Gender roles along economic empowerment, social development rights and protection, access to security, justice and peace, environmental climate change and gender responsive governance were assessed to come up with a Gender and Development (GAD) agenda for graduate students and inputs to GAD Plan and Budget client-focused activities, also GAD policies were formulated to ensure the quality of service to the clienteles.

Suggested Citation:

Aguilar-Delavin, E. (2022). Gender Disaggregated Data of Graduate Students in Masbate, Philippines: An Exploration to Their Gender Roles. *International Review of Social Sciences Research*, Volume 2 Issue 3, pp. 76 - 87. DOI: **https://doi.org/10.53378/352918**

About the author:

Elementary School Grade Teacher I, San Andres Central Elementary School
Graduate School, Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology

1. Introduction

Gender-disaggregated data (GDD) is collecting of information on the diverse experiences, needs, interests, and access to opportunities and resources of men and women from a sample group that includes both sexes. It is necessary for the government agency to hold the GDD because improved knowledge led to better performance (money, promotion, etc.), and these advantages of course applied to both women and men in society. GDD captures the true need, contribution, and benefits of the agency's clienteles. It is not only about the differences between what men and women do or how they seem, it is also about the information about their unique affects, risks, and rewards.

Gender Disparity in Development (GDD) serves as a starting point for monitoring progress toward gender equality in areas such as employment, earnings, decision-making authority, resource access, and project conception. All women and men, girls and boys, are guaranteed equal rights under the Philippine constitution. In a similar vein, gender is widely acknowledged as a critical factor in national and international development initiatives. The RA 9710 Magna Carta of Women (MCW) and the Millennium Development Goals (MDGs) recognize gender equality as a cornerstone of human capital development. Gender mainstreaming is seen as a way to reduce the gender gap across all demographics as the awareness of gender becomes a national priority throughout education and other sectors. Despite the many years of GAD projects and efforts, not every government agency has seen their value.

The MCW indicators (attached to the Memorandum Circular) require timely, accurate, and sex-disaggregated data to be generated by all government entities tasked with implementing provisions of the MCW and its Implementing Rules and Regulations (IRR). Organizations need to consistently gather and provide sex-specific data and statistics in support of the MCW indicators that are of interest to them. These records must be kept in the agency's GAD database or comparable system, where they will be regularly updated and utilized to inform the agency's policy and program decisions on gender equality in the workplace. Republic Act 10625, also known as the Philippine Statistical Act of 2013, directs the Philippine Statistics Authority (PSA) to continue its support for primary data collection on MCW indicators in accordance with its mandate to coordinate and resolve agency and sectoral concerns on statistical matters (PCW Circular Memo No., n.d.).

Having women as well as men in the professional workforce is a known productivity booster. In addition to increasing production, investing in both sexes in society increases

empowerment, which in turn lessens tensions and creates synergy-building among men and women in various agencies. Further, there are very limited studies conducted along GDD in the Philippines. As a result, a GDD research was done among DEBESMSCAT's graduate students in order to map the institution's gender gaps and include them into the GAD plan and budget under the direction of the established framework and policies and in accordance with government mandate.

2. Methodology

The study employed convergent parallel mixed method of research with qualitative and quantitative data collected simultaneously but analyzed separately. The respondents were the 274 DEBESMSCAT Graduate School Students for the Academic Year 2018 - 2019. Complete enumeration of the respondents was employed since the data were gathered during Graduate School activities and enrolment period. Thus, there is a 100% turn out of the questionnaire and saturation of the data was achieved. Figure 1 is the framework used in the study.

Figure 1

Framework of the Study
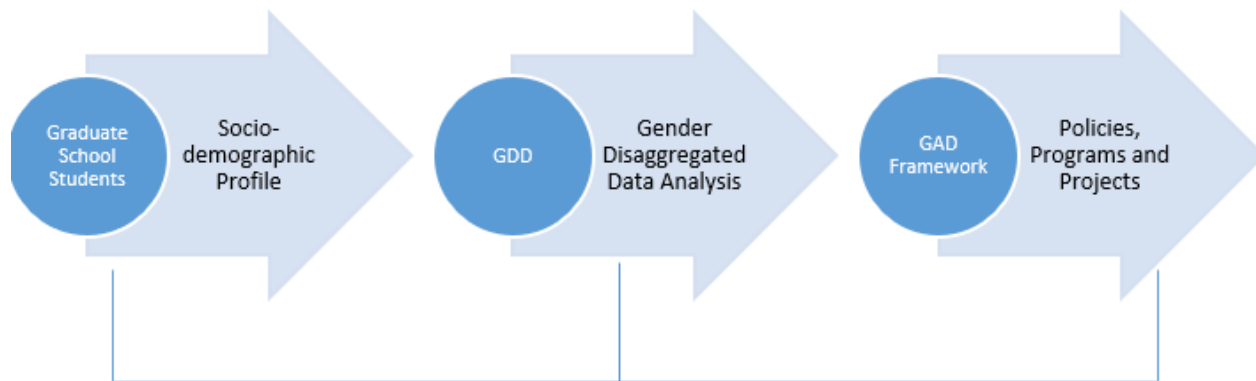
The framework illustrates the concept of the study on the exploration of Gender Disaggregated Data of professionals in the Province of Masbate. The study employed the Input-Process-Output which explains that GDD served as the benchmark on the formulation of new policies, programs and projects in the preparation of GAD planning and budgeting in the college. Policies serve as enabling mechanisms in the Gender Audit of the oversight agencies such as Commission on Higher Education (CHED), Commission on Audit (COA) and Philippine Commission on Women (PCW). This will help in increasing the scores of the College during the conduct of Gender Mainstreaming Evaluation Framework. Thus, the study endeavored not just to

comply but also to put up stronger mechanisms in addressing client focused gender issues in the province.

The survey tool used was a standardized, three-part questionnaire. In the first section, respondents' sexes and marital status were determined based on their demographic profile. The second section focuses on the gender roles they played, including the reproductive, community, and productive functions. The third component is knowledge of GAD legislation and requirements. The last component is awareness on the Constitution's provisions on Security, Justice, and Peace. GAD specialists inside the institution evaluated the questionnaire in their capacity as GAD focal persons. Complete enumeration was utilized and 100% turn out of the questionnaire was achieved.

After receiving clearance for the idea during an internal review, the researcher made a request to carry out the study in the form of a proposal and then moved on to the next step, which was the collection of data. Data were compiled at the graduate student congress, which was attended by all of the students. The students who were not in attendance while the data collection was being carried out were questioned over the phone and in person when their courses were being held.

The ethical considerations in research that were upheld in this study were respondents' informed consent, the confidentiality of the data collected, and anonymity. These issues were taken into account in order to prevent as much emotional, physical, and psychological harm as possible.

Since the study is quantitative in nature, the data was analyzed utilizing frequency and percentage distribution. Hence, a percentage frequency distribution is a representation of data that indicates the proportion of observations for each data point or collection of data points. It is an exceptionally valuable technique for expressing the relative frequency of survey replies and other data.

3. Results and Discussion

It turns out that most of the people who went to graduate school were women. This means that in the Province of Masbate, women tend to go to college and work in large numbers in their chosen fields. This is different from a study done by Food and Agricultural Organization (2007) in the Sex-Disaggregated Data in Kenya where men are more educated than women and that women's academic success is often overlooked. Therefore, there are a lot of women in Masbate's professional group, and they have the chance to go to graduate school. However, this is only true

for teachers; more needs to be done in other professions and positions in the province to find out what the real role of women is in Masbate's growth.

Table 1

Demographic profile of the DEBESMSCAT Graduate Students

	Sex	
	F	**%**
Male	96	35.04
Female	178	64.96
	Marital Status	
	Male (%)	**Female (%)**
Single	57	68.1
Married	42.7	30.8

The number of single professionals was found also in table 1. This means that single professionals have a lot of time to study because they do not have big responsibilities like raising their own families. But there are a lot of married professionals who are also going to graduate school. This shows that they can handle having a lot of responsibilities at once. Their gender roles need to be checked to see if they can do more than one thing at home and at school. In addition, a mapping of different situations for married professionals can be done to understand their situation, and the graduate school can come up with a program to help and encourage them to finish the course.

Table 2 shows the percentage distribution of respondents' gender roles. It can be noted that in a productive role, the majority of women have access to the family's source of income and financial resources, which is almost identical to the male responses. As a result, kids are involved in family financial choices. This suggests that these respondents are economically empowered. This confirms the arguments of Khare (2020) that women's financial independence leads to empowerment, but they are also empowered socially and emotionally, which leads to increasing openness, compassion, and tolerance. Moreover, women's empowerment is a critical component of the primary methods of progress in the development process (Batool et al., 2021).

In terms of reproductive role, it is clear that the majority of respondents are of childbearing age with school-aged children. It should be mentioned that less than half of the respondents are married to partners who do not share or manage home responsibilities or roles with them. If this scenario persists, various burdens at home may be perpetuated, and respondents may experience

emotional burnout. According to Weißenfels et al. (2022), the essential characteristic of burnout is emotional fatigue, which is defined by a genuine stress response that is closely connected to job overload.

Table 2

Gender Roles of DEBESMSCAT Graduate Students

Questions/Indicators	Female (%)	Male (%)
Are you aware that there is an existing GAD committee in the college?	36.69	09.06
If Yes, do you know its contact persons, their offices and contact numbers	1.43	2.87
Gender Roles		
Productive Role		
Are you a breadwinner of the family?	58.27	29.97
If Yes, what are your sources of income?		
Teaching	58.27	29.97
Investments share of stocks	0.71	0
Rentals	0	1.07
Farm produce for sale	1.79	0.71
Do you have access to your family financial resources?	55.39	7.91
Do you partial pale in decision making involving family finances	52.51	
Reproductive Role		
Is your family at the child bearing/roaring state?	60.43	18.70
Does your spouse share in the responsibility of child caring/rearing?	20.86	15.10
If child/children is/are in school age, do both of you attend his/her/their school needs	21.22	5.75
Household managing Role		
Does your spouse participate in the house tasks?	16.90	20.14
Do your other family members participate in the household tasks?	11.51	7.55
Do you make decision in the management of household affairs?	56.11	17.26
Do you have household help?	17.26	1.43
Community/Politics Role		
Are you actively involved in professional/civic/religious/cultural/sports/other community organizations or associations?	11.51	20.50
Do you exercise your right to vote?	59.35	33.81
Do you and your spouse have different religious?	8.99	4.31
Do you and your office mates have religious/cultural/political differences?	54.67	15.46

Furthermore, both sexes participate in professional/civic/religious/cultural/sports/other community groups or associations. Although the proportion is quite low, it suggests that a greater

emphasis on taking active involvement in community activities should be promoted. As a result, gender roles are crucial in GDD because they serve as the framework for all actions to be executed in client-focused programs. Gender roles of respondents along economic empowerment (a. Production, Reproductive, Community/Politics role) of graduate students defined that they understood well the empowerment of both sexes. It implies that both men and women may work together to advance economic growth in Masbate. Women are recognized as essential human beings in the education sector, which is why data reveals that women may have control over their resources, play a reproductive role, and actively participate in community activities.

Table 3

Awareness of the GAD related laws and mandates

Existing Laws	Female (%)	Male (%)
RA. 6732: An act strengthening the prohibition on Discrimination Against Woman with respect to terms and conditions of employment, amending for the purpose Article 135 of Labor Code as amended	8.27%	1.07%
RA. 10354: An act providing for a National Policy on Responsible Parenthood and reproductive Health	20.14%	1.79%
RA. 7192: Woman in Development and Nation Building Act – An Act promoting the integration of woman as full and equal partners of men in development and nation building and for other purposes	3.95%	1.07%
RA. 7877: Anti-Sexual Harassment Act of 1995 – An act declaring sexual harassment unlawful in the employment, education or training environment and for other purposes	28.05%	16.18%
RA. 8972: Solo Parent's Welfare Act of 2000- An act providing for benefits and privileges to solo parents and their children, appropriating funds therefore and for other purposes	3.23%	2.87
RA. No. 9710: An act Providing for the Magna Carta of woman	29.85%	23.38%
RA. No. 9292: Anti-Violence against Woman and their Children Act of 2004- An Act defining Violence against woman and their children, providing for protective measures for victims, prescribing penalties therefore, and for other purposes.	44.60%	29.49%

Table 3 shows the percentage of respondents who are aware of GAD-related regulations and directives. It is clear that the respondents' familiarity with the aforementioned GAD statutes and directives is low. This implies that public and private acts of violence against women and girls may persist because of widespread ignorance, which in turn perpetuates gender disparities and

inequality between women and men in all communities. To achieve social and institutional change that results in sustainable development with equity and growth, it is essential to achieve gender equality, which is defined as the idea that all people, regardless of their gender at birth, should have the same rights, responsibilities, and opportunities (Tan et al., 2020). Since the respondents are educators, they will not be able to promote gender equity and inclusion in the classroom due to their lack of knowledge of these requirements.

Therefore, a gender mainstreaming strategy is required to help both men and women reach their full potential in the workplace. Not only does GAD work to include women in policymaking and planning, but it also looks for ways to improve social and gender norms so that men and women may both take advantage of new chances for growth (Esteban -Pulmano, 2016).

Based on the responses of the participants shown in table 4, the proportion of those who are aware of the Constitutional provisions for Security, Justice, and Peace is small. The biggest percentages of respondents reported experiencing physical harm (32.01%) and mental suffering (30%) during their lifetimes. The data also indicates that both male and female respondents experienced sexual harassment and advances in the workplace.

Although few replies were received from respondents on various types of violence and harassment, it is thought vital to address gender-based violence in the workplace since it may impede the development of these educators' full potential and impact their job productivity. Whether violence happens inside or outside the workplace, the negative repercussions of gender-based violence on the workplace are severe (United Nations, 2011). Similarly, Agbaje et al. (2021) finds a significant frequency of sexual harassment in contexts of higher education. In addition, gender-based violence causes physical and emotional suffering that may render a victim incapacitated, increase absenteeism, and reduce job productivity.

However, the table reveals that the majority of respondents who had experienced various forms of violence were female. This is similar to the findings of U.S. Aid (2020) that in several public and private areas, women are in a more precarious situation than males. Even in officially regulated employment, maltreatment is prevalent. Consequently, in light of the aforementioned experiences, the organization must have clear rules and directives to handle it. Nevertheless, even when rules exist, workers and supervisors may be unaware of them or lack enough training on policy requirements (Agbaje et al., 2021). Therefore, gender-disaggregated data collection and strict monitoring of these regulations may be conducted to guarantee that these concerns are

addressed. Facilitating mechanisms such as the gender desk and GAD advocates may be reinforced.

Table 4

Awareness on the Constitutional provision on Security, Justice and Peace

Questions/Indicators	Female (%)	Male (%)
Are you aware of the Constitutional provision on Security, Justice and Peace?	38.10	25.60
Have you experienced any of the following?		
Physical harm?	32.01	20.14
Threat of Physical harm?	30.57	6.83
Attempts of physical harm?	28.41	7.19
Fear due to an imminent physical harm?	23.38	6.47
Compulsion or attempts to compel to engage in conduct to which you and your children have right to desist from?	16.54	0.71
Deprivation or threats to deprive you and your child's custody or access to your child?	1.07	1.43
Deprivation or threats to deprive you and your child/children financial support?	5.03	0.71
Deprivation or threats to deprive you and your child/children legal right?	1.07	0.71
Threats to inflicts or inflicting of physical harm for purposes of controlling your actions or decisions?	1.79	0
Causing or attempting to cause you and/or your child/children to engage in any sexual activity?	1.79	0.71
Emotional distress?	30.93	5.75
Psychological abuse through marital infidelity?	11.15	1.79
Being stalked in public or private places?	5.03	1.07
Being harassed?	7.19	0.71
Verbal and emotional abuse	5.75	1.07
Mental and emotional anguish?	5.03	0.71
Public humiliation?	9.35	1.79
Sexual favors made as a condition in the hiring or in the employment, re-employment or continued employment or in granting of favorable compensation, terms of conditions promotions or privileges?	0.71	0
Discrimination and intimidation in the work office due to a refusal to grant any sexual favor to a person with influence or moral ascendancy?	0.71	0
Being subjected to malicious or sexual (green)joke?	0.71	0
Sexual advances by a co-worker/s?	8.63	4.31
Are you willing to discuss this/there experiences with a guidance counsellor/expert?	1.07	0
Do you see the need for a crisis/counselling room manned by a guidance counsellor/expert in your office?	0	0
Do you have Violence Against Woman (VAW) desk or crisis/counselling room	2.15	1.79
Is legal assistance provided by your office?	3.23	8.27
Do you know you have a right to a 10-day paid level if you are a victim of violence under R.A 9262?	2.51	0

4. Conclusions

This study found that the gaps and needs of the respondents as customers of the institution need to be met. Graduate students have less access to GAD-related laws and requirements, so a

policy framework can be made to make sure that the policies identified are put into place. It is hard to keep going with the GAD campaign, but using the data as a guide to figure out what they need to help a lot in making sure that programs, projects, and activities are gender-responsive. Since the study was only done in the Province of Masabate and only with Graduate Students, more research could be done in other places to make a huge base for a development framework among professionals. Other jobs and organizations could try to do similar research since the study delve only on the gender roles of the graduate students in Masbate, Philippines.

Gender analysis seeks to uncover the most significant disparities between men and women in terms of opportunities, incentives, and constraints by focusing on gender inequalities in role and resource allocations. The research focuses primarily on gender differences in access to and control over resources, as well as their uneven impact on the lives of men and women. In an endeavor to alleviate poverty, gender analysis facilitates the development of gender-responsive policies, programs, and initiatives that fulfill the specific needs of poor men and women. The College may thus develop the following policies to improve the client-focused GAD agenda for the subsequent years:

1. GAD policy mapping to identify GAD Agenda for professionals in the province of Masbate. It was found out from this study that there are still laws that professionals are not aware of and still requesting for a deeper and wide dissemination of GAD laws. Gender roles must be analyzed deeper along male and female professional clienteles since there are roles that need to be considered on implementing GAD programs and activities in the Graduate School. Some roles and laws can also be integrated in the curriculum.

2. On implementing activities for the professional clienteles, economic empowerment, social development rights and protection, access to security, justice and peace, environmental climate change, gender responsive governance must be deliberated by the implementers to cater the issues in these areas.

3. Review on Magna Carta of Women or 9710 must be done occasionally and in some Gender and Development activities. Further, since the professional clienteles were of child-bearing age, a lactating or breastfeeding rooms during class hours or sessions can be provided to help and encourage young mothers to still pursue professional advancement. It's also a good idea to have a gender policy in place to guarantee that

women's concerns are taken into account equally. Gender mainstreaming becomes a component of the institutional culture and practice change process in this way.

4. A collection of SDD must be done across sectors in the province of Masbate e.g. agriculture, political, business, informal sectors and others that can be identified to continue strengthening the client-focused programs, activities and projects of the College's Gender and Development. Oral histories on the roles of men and women in the different sectors in Masbate can be made to preserve the culture, traditions and beliefs that Masbatenos.

References

Agbaje, O. S., Arua, C. K., Umeifekwem, J. E., Umoke, P. C. I., Igbokwe, C. C., Iwuagwu, T. E., Iweama, C. N., Ozoemena, E. L., & Obande-Ogbuinya, E. N. (2021). Workplace gender-based violence and associated factors among university women in Enugu, South-East Nigeria: an institutional-based cross-sectional study. *BMC Women's Health*, 21(1), 1–20. https://doi.org/10.1186/s12905-021-01273-w

Agricultural Science and Technology Indicators [ASTI] (2010). *ASTI Data in Focus – Kenya*, August 2010.

Agricultural Science and Technology Indicators [ASTI] (2008). *Women's participation in agricultural research and higher education*. Kenya Factsheet, 2008.

Angelita C. Tan Ethelmay R. Romero, M. A. J. T., Abulencia, Michelle Carmela A. Asia, Romerico A. Alvarez, M. T. M., & Hidalgo, J. L. S. (2020). Awareness on Gender and Development (GAD) of Local Government Officials. *Journal of Business and Management Studies*. 273, 64/69.

Batool, H., Anwar, M., & Asghar, N. (2021). Women Empowerment in the Perspective of Socioeconomics Dynamics: A Case Study of Northern Punjab, Pakistan. *İlköğretim Online- Elementary Education Online,* 20(5), 4852–4863. https://doi.org/10.17051/ilkonline.2020.04.764890

Beintema, N. & F. Di Marcantonio (2008). *Women's Participation in Agricultural Research and Higher Education*.

Creighton, C., Yieke, F. (2006). *Gender inequalities in Kenya*. UNESCO, 2006. Evaluation of Adoption of Agricultural Technologies in the KAPP Phase I Project Areas, Kenya Agricultural Productivity Project, November 2009.

Esteban -Pulmano, R. (2016). Implementation of the Gender and Development Program of State Universities and Colleges in Region III: An Evaluation. *International Journal of Education and Research*, 4(5), 165–170.

FAO (2007). *Gender mainstreaming in forestry in Africa (Kenya)*. Rome: FAO. FAO 2003. Gender-Disaggregated Data for Agriculture and Rural Development: Guide for facilitators

Gender and Water Alliance (GWA) (2003). *The Gender and Water Development Report*, 2003. IFPRI and KARI, 2010. Agricultural Science Technology Indicators data in focus, Kenya

Kenya Fact Sheet (2008). *International Food Policy Research Institute*. Centre for Governance and Development (CGD). Available at: http://www.asti.cgiar.org/pdf/kenya_cb8.pdf..

Khare, J. (2020). *Women empowerment: Boaster of Economic Development A study of working women in higher education*. International Journal of Scientific and Research Publications, Volume 7, Issue 4.

United Nations. (2011). General Assembly Resolution 48/104 of 20 December 1993, Article 1. December, 1–4. http://www.un.org/womenwatch/osagi/ianwge2012/Executive-Summary-EGM-GBV-Workplace-Feb-21.pdf

Weißenfels, M., Klopp, E., & Perels, F. (2022). Changes in Teacher Burnout and Self-Efficacy During the COVID-19 Pandemic: Interrelations and e-Learning Variables Related to Change. *Frontiers in Education*, 6(January), 1–9. https://doi.org/10.3389/feduc.2021.736992

Socio-Economic and Gender Analysis Programme (SEAGA). FAO, 1999. Filling the data gap: gender-sensitive statistics for agricultural development. Rome 1999.

Competencies of Classroom Teacher-Counselor towards Students' Self-Esteem Development

[1]Bel Patrice Tisuela & [2]Elsa C. Callo

Abstract

This study assessed the competencies of the classroom teachers as counselor as the basis for the development of Humanities and Social Science students' self-esteem. Through descriptive correlational research design, it investigated the level of competencies of classroom teacher-counselor into behavioral competencies and work-related competencies, and the level of student's self-esteem into identity, appreciation, acceptance, self-confidence, pride, humility and selfishness. It involved 147 Grade 11 and Grade 12 Humanities and Social Sciences students of one private school in the Philippines during the academic year 2021-2022. The findings revealed that there is a significant relationship between the competencies of classroom teacher-counselors and the self-esteem of senior high school students. Therefore, the null hypothesis posited in the study is not sustained. In this light, the study posits that the competence of the teachers as counselors are significant in the development of students' self-esteem. Therefore, students may directly share their concerns with their teacher-counselor dealing with personal issues affecting their general well-being and academic progress. Teachers need to continue to support the learners through counseling and guidance leading to their academic success. Similarly, strengthening the competencies of teachers–counselors reassure the students' mental health.

About the authors:

[1]Corresponding author. Senior High School, Tanauan Institute Inc.

[2]Research Advisor, Laguna State Polytechnic University-San Pablo City Campus

1. Introduction

The teachers are responsible for aiding the smooth execution of the school's harmonious student's cognitive and social behavior, morals, social values, and overall personality (Sharna, 2020). More than that, there are circumstances when they needed to move from teaching to counseling (Teach.com, 2018). Because of the nature of the teaching profession, a teacher provides support, assistance, and counseling, and builds a direct and constant communication relationship with his students (Georgiana, 2015). As educators, they are frequently aware of student issues, particularly mental health issues (MentalHealth.gov, 2019). According to Dattani et.al (2021), counseling allows adolescents to talk about situations they did not share with their parents, such as being abused, doing drugs, or facing other life issues.

According to Counseling Directory (n.d.), a child's self-esteem is affected by various hardships. Psychiatrists, psychologists, and life coaches affirm that teenage mental illness and suicide cases are rising (Cruz, 2018). Similarly, the World Health Organization Global (2015) disclosed that 6.8% of 13 to 17-year-olds tried suicide, while 8,761 students in the Philippines from Grades 7 to 9, Year 4 considered suicide (11.6 percent of 13 to 17-year-olds). This is a social problem which must need attention.

The Philippines enacted the Republic Act 9258 or the Guidance and Counseling Act of 2004, which states that the profession involves the use of an integrated approach to the development of a well-functioning individual, primarily by assisting them in realizing their full potential and planning their present and future following their abilities, interests, and needs. This law also encompasses the teaching guidance and counselling subjects, particularly those covered in the Licensure Examinations for Teachers (LET) and necessary in other human development services. This directs that educators can be part of counseling because they are in the field of moulding students. Because of the lacked of licensed professional guidance counselors, the teachers have to be trained to at least meet the correct ratio of counseling service, which clearly defined how teachers can contribute to the overall development of students through counseling.

Majority of the schools in the Philippines have low counselor-student ratio. For instance, in one private school in the Philippines with 3000 students, there are only two guidance counsellors. Thus, it would be impossible to accommodate all the students for counseling services. During the pandemic, most of the students reported anxiety, burn out and stress. Some students

experienced difficulty adjusting to online class platforms, which also showed low self-esteem. These were not properly given counseling services. Thus, teachers are expected to perform as guidance counselor.

As a teacher, awareness of the problem will help reduce the pain by realizing that a person has a fuller potential in their day-to-day living with a greater understanding of man's behavior and a more transparent and broader understanding of his human capabilities and resources. Recognizing the social changes will bring out the potential (Piltz & Gerber, n.d.), especially students, to boost their self-esteem. In schools, the social science subject gives greater importance to the preventive over treatment approach and for the more significant development of a person. The key points agenda on social science reform in the new correspondence of education through counseling include personal development, human development and social development. Personal development dwells on socialization and reflection on others which will lead to influence the distinction of a person's personality and the opportunity to adjust within society to be a well-balanced individual not just for the organization but notably with himself. Human Development asserts accountability as citizens, part of the community, organization, and government, to respect a person's capability, potential, and rights. Social development upholds the establishment of a good relationship that will improve social skills and positively impact their environment, making their own decision in their broadest sense, empowerment, and valuing life.

Given these arguments and the role of social sciences in counseling program, this study assessed the competencies of the classroom teachers as counselor as the basis for the development of Humanities and Social Science students' self-esteem. It investigates the level of competencies of classroom teacher-counselor into behavioral competencies and work-related competencies, and the level of student's self-esteem into identity, appreciation, acceptance, self-confidence, pride, humility and selfishness.

2. Literature review

2.1. Competencies

Competencies increase in recognition worldwide to help students expand their learning by providing them with the most critical tools to help them cope with various situations and become lifelong learners (CMEC, 2018). According to CMEC (2018), global competencies are a collection of attitudes, knowledge, values, and abilities that are interrelated, transdisciplinary, leveraged, and

can be utilized in various situations both locally and worldwide. They help students develop the skills they need to manage the demands of learning, life, and job; to be engaged and responsive in their communities; to appreciate different points of view; to act on global concerns" (p. 1). The willingness to achieve and believe in one's potential as a constructive and reflective citizen is part of the ability to engage in cognitive processes to address and understand problems.

The following are the several types of competencies required from the students.

Behavioral Competencies. The well-developed behavioral competencies are believed to provide adolescents with coping skills during their transition age, characterized by many stressors (Lerner et al., 2019). As such, teachers are accountable not only for the educational quality of their students but also for their personal growth as individuals (Harris et al., 2016; Jennings et al., 2019). For instance, the study of Leventhal et al. (2015) indicated efficiency in boosting girls' psychological and social well-being, implying that participants have higher levels of life satisfaction and a more substantial capacity to form peer relationships at the end of the course. These outcomes are achieved by improving behavioral qualities such as self-efficacy, negative circumstance tolerance, empathy, and teamwork.

Work-Related Competencies. This competence means working according to corresponding professional standards (Barnett et al., 2008). In terms of counseling, psychological counseling requires counselors to possess the knowledge, skills, and abilities needed and practice them ethically to provide adequate services (Barnett & Johnson, 2008). Baharun (2017) adds that school counselor competencies include pedagogical, personal, social, and professional competence. The competency of school counselors is an ability that needs to be developed by counselors in the context of the self-development of counselors to help students. Counselors have values, attitudes, skills, knowledge, and insights in the field of guidance and counseling professions, one of which is research and publications in the field of guidance and counseling (Suryono, 2016).

2.2. Self-Esteem

Generally, the concept of self-esteem was studied by researchers based on the realm of emotions, socially developed emotions based on feelings and perceptions about individuals, with some self-images and self-concepts, which are grounded in the psychosomatic need aiming for the authentic and effective functioning, acceptance, and belonging within social group,

accomplishments, and competence differ to the other part of the group of individuals (Bruno & Njoku, 2014). Several studies identify the self-esteem dimensions as personal, social, and general self-esteem for teachers. When these three subcomponents are combined, it is equal to overall self-esteem. The signs of low self-esteem include feeling incompetent, worthless, exaggerated perfectionism and unrealistic about our abilities, being overwhelmed with fear and negative thoughts, feeling unloved, fear of change, being unrealistic about goals, the constant need for validation and recognition, and distorted view of self and others (Esmaeil et al., 2014).

As a teacher, the comprehensive product is directly congruent with their self-esteem minus when he/she feels losing confidence while performing their professional responsibilities (Irfan et al., 2013). The possession of high-profile teachers is not only by their virtue of academic achievements but also because they need to enrich their economic and social status too. The cumulative effect of financial and social satisfaction of teachers culminates in their self-esteem, which corresponds to a phenomenon. The state of contentment on the part of the teachers leads to their self-confidence, allowing them to perform with utmost strength and moral vigor. Commitment and dedication with this dedication with concerned faculty members show the following attributes: empowerment, performance, and self-confidence (Irfan et al., 2014).

If an individual does expressive work, he develops a sense of dignity, self, and worth. The activity in which an individual fit into this world is work, by creating new relationships, using talents, learning, and growing to develop his sense of identity and belongingness (Safura et al., 2014). The primary consideration and treatment of the employees is the new managerial standard because, as human beings, they have their desires, needs, and wants, which are excellent signs of satisfaction in a job in any organization, specifically in educational institutions (Patrick & Wemba, 2014).

Maltreatment of a child, in any type of it, can have a significant effect on the healthy development of the self. Researchers reveal that child abuse is connected with low self-compassion, low self-esteem, and external point (with this, the external factors can control one's outcomes) (Bolger & Patterson, 2001; Eskin, 2012; Tanaka et al., 2011). This will lead to adverse effects, including anxiety, depression, emotional dysregulation, and suicidal ideation. The damage in the various self-contracts listed can happen from an early age, and the adverse outcomes can continue until adulthood. This emphasizes the importance of having a healthy condition for the health conditions for the most appropriate development of the self and requires intervention and

prevention in childhood to assist correct the negative outcomes caused by toxic situations such as child maltreatment and/or exposure to violence.

High self-esteem, self-compassion, self-efficacy, and perceived internal point of control have all been established to promote resilience and be protective against the negative consequences of child maltreatment and other life stressors (Afifi & MacMillan, 2011; Bolger & Patterson, 2001; Cicchetti & Rogosch, 1997; Kort-Butler, 2010; Lamoureux et al., 2012; Leary et al., 2007; Vettese et al., 2011). Bolger and Patterson (2001) attest that when individuals perceived themselves as having an internal point of control, this was related with reducing internal problems (i.e., anxiety, depression, etc.). Vettese et al. (2011) confirmed that self-compassion was associated negatively with emotion control difficulties. That is, individuals with more self-compassion could more effectively regulate their emotions. To sum it up, these indicate that encouraging and boosting the self- constructs assists those individuals who suffer maltreatment.

A wide-ranging idea with the internal attitudes of personality is self-esteem, the negative and positive are both standard in psychological well-being (Padham & Aujla, 2014), while self-concept is defined as overall cognitive beliefs a person may have regarding themselves. Self-esteem is derived from self-concept. Despite this, they are considered different from one another (Heatherton & Wyland, 2003). Self-esteem is an individual evaluation of their worth and encompasses beliefs about oneself example. It is also about emotions such as triumph, pride, despair, and shame. There are three (3) types of self-esteem: inflated self-esteem, low self-esteem, and high self-esteem. Additional to these are the four (4) components of self-esteem: self-confidence, identity, belonging, and competence. Self-confidence is the belief that one will be successful in achieving a desired goal (Walsh, 2021), as being both state-like and trait-like and also appears to be multi-dimensional (Weinberg & Gould, 2010). Self-confidence also varies from self-esteem and self-efficacy.

2.3. Theoretical framework

This research was based on a whole-school strategy, which entails meeting the needs of students, faculty, and the broader community within the curriculum and the entire school and learning environment. It involves a school community's collective and collaborative effort to improve kids' learning, behavior, and well-being and the conditions that support them. This method can be beneficial, especially in light of students' current needs in dealing with various aspects of

their lives, such as family, school, social life, and the psychological element of student life (UNESCO, 2016).

The Holistic Dynamic Theory of Abraham Maslow (1970), also known as humanistic theory, transpersonal theory, the third force in psychology, the fourth force in personality, needs theory, and self-actualization theory, is another theory that supported this study. It is assumed that some need or other drives everyone and that everyone can develop psychological wellness, which is self-actualization. To do so, humans must master Maslow's organized pyramid-like hierarchy of lower needs, including physiological demands. Food and water, adequate rest, clothing and shelter, overall health, and reproduction are all essential for human survival; safety necessitates protection from violence and theft, emotional stability and well-being, health security, and financial security; love and belonging necessitate friendships and family bonds—both with biological family (parents, siblings, children) and chosen family (spouses and partners); and reproduction necessitates reproduction. Esteem is required. Self-esteem (confidence in your potential for personal growth and accomplishments) is made up of two types: self-confidence and independence stem; and self-actualization needs are made up of education, skill development—the refining of talents in areas such as music, athletics, and deportment; and self-actualization needs are made up of education, skill development—the refining of talents in areas such as music, athletics, and deportment; and self-actualization needs are made up of education, skill development (McLeod, 2007).

Another theory that can support this research is Albert Bandura's Social Cognitive Theory, published in 1977 and his most significant book. According to this hypothesis, how one reacts to a foreseeable meeting or experience has a more powerful influence than the event itself. Some fundamental assumptions underpin social cognitive theory. First, one of the most distinguishing traits of humans is plasticity, which refers to our ability to adopt new behaviors in various contexts. Bandura agrees with Skinner's premise that humans can learn from direct experiences, but he focuses more on indirect learning or learning through observing others. Bandura also emphasizes the concept of vicarious reinforcement, which states that people might be reinforced by witnessing another person who has been rewarded. A large portion of human learning is based on indirect reinforcement. Second, humans can govern their lives using a triadic reciprocal causation model that encompasses behavioral, environmental, and personal aspects. If a person lacks this ability, they will respond to sensory experiences and will be unable to foresee events, generate new ideas,

or assess current experiences using internal criteria. Chance contacts and serendipitous incidents are two significant environmental influences in the triadic model. Third, it adopts an agentic viewpoint, implying that humans can exert influence over nature to improve the quality of our lives. Humans are both the creators and the consumers of our social system. Self-efficacy is the most significant component of the triadic reciprocal causation paradigm. When a person has high self-efficacy or the belief that they can carry out the attitudes that will result in desired actions in a given situation, their performance is usually boosted. Both proxy agency and collective efficacy, in addition to self-efficacy, can predict performance. People with a proxy agency can rely on others for goods and services, whereas collective efficacy is described as people's shared belief in their ability to effect change. Fourth, both external and internal influences influence people's behavior. Internal variables include the judgment process, self-observation, and self-reaction, whereas external factors include people's physical and social settings. Fifth, when people are in a situation where they are unsure whether their behavior is right or wrong, they often try to control it through a moral agency, which includes redefining the behavior, disregarding or distorting the consequences of their behavior, dehumanizing or blaming the victims of their behavior, and displacing or diffusing responsibility for their actions.

3. Methodology

This study employed descriptive research to determine the competencies of teachers for effectively enhancing students' self-esteem. The student-respondents were drawn through random sampling so that each member of the population has an equal chance of being chosen. The respondents were 147 Grade 11 and Grade 12 Humanities and Social Science Strand, Senior High students of a private institute in the Philippines.

The study used two self-made and validated scale surveys.

Survey Questionnaire. Competencies of classroom teacher- counselor scale is sixty (60) items, each of which rations on a four-point Likert scale that assess the extent of competencies of classroom teacher- counselor. This scale is used for young adults with the age ranges of 12 to 18 years of age.

Students' Self-Esteem Scale. The other instrument used in the study is a self-made survey questionnaire on the students' self-esteem scale. This scale is forty-nine (49) items consisting of each of which rations on a four-point Likert Scale that assess the extent of the students' self-esteem. This scale is often used for adolescence to adulthood from 12- 27 years.

The survey was conducted on the 8th week of the second quarter through Google form. The study ensured that the research objectives were explained thoroughly to the students before handing the survey questionnaire. The students were also informed that the survey was not compulsory and they have the right to withdraw at any time they feel uncomfortable answering any of the questions. The study treated data gathered with utmost confidentiality.

The study utilized the following statistical techniques: mean and standard deviations, frequency count and percent distribution and Pearson's Correlation Coefficient.

4. Findings and Discussion

Table 1

Competencies of Classroom Counselors

Indicators	Mean	SD	VI
Behavioral Competencies			
Empathy	3.35	0.58	Agree
Genuineness	3.38	0.55	Agree
Unconditional positive regard	3.45	0.62	Agree
Concreteness	3.53	0.56	Strongly Agree
Overall	**3.42**	**0.57**	**Agree**
Work-related Competencies			
Listening	3.35	0.59	Competent
Counselor self-disclosure	2.96	0.66	Competent
Information giving	3.38	0.58	Competent
Addressing obstacles to change	3.22	0.57	Competent
Giving interpretation	3.33	0.6	Competent
Being open to questions	3.32	0.61	Competent
Overall	**3.26**	**0.6**	**Competent**

Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 – Agree/ Competent, 1.50-2.49 Disagree/ Less Competent 1.00-1.50 – Incompetent

The data in table 1 reveal that the overall mean of behavioral competencies is 3.42. Among all the sub-variables of the behavior-related competencies, *"concreteness"* has the highest mean of 3.53 and a standard deviation of .56, while *"empathy"* has the lowest mean of 3.35 and a standard deviation of .58, which signifies that students most likely approved teachers who are

proficient in fairness and positively influence them. While empathy is the lowest, it shows that their teachers have a low level of understanding towards others' feelings. This asserts Fyfe et al. (2014) that concreteness helps learners interpret ambiguous terms and be healthy in understanding and provides the ability to think about certain concepts or ideas and enables learners to retrieve their ideas that can be used to give meanings.

The further reveal that the overall mean of work-related competencies is 3.26. Among all the sub-variables of the work-related competencies, "*information giving*" has the highest mean of 3.38 and a standard deviation of 0.58. In contrast, "*counselor self-disclosure*" has the lowest mean of 2.96 and a standard deviation of .66. Information giving is the highest indicator of work-related competencies teacher-counselors possess, which helps the students to be practical in terms of knowing and understanding the things happening to them. Information-giving is the counselor's technique to facilitate the students to address their struggles (Higham, 2019). Meanwhile, counselors' self-disclosure is the lowest because the students are hesitant to provide and validate the information with their teacher, they might be uncomfortable doing it. Teacher-counselors must establish good communication and be trustworthy in dealing with students.

Table 2

Level of Self-Esteem

Indicators	Mean	SD	Interpretation
Identity	3.33	0.64	High Level
Appreciation	3.48	0.65	High Level
Acceptance	3.43	0.62	High Level
Self-confidence	3.3	0.58	High Level
Pride	3.34	0.6	High Level
Humility	3.44	0.63	High Level
Selfishness	2.73	0.76	High Level
Overall	**3.29**	**0.64**	**High Level**

Legend: 3.50-4.00 Strongly Agree/ Very High Level, 2.50-3.49 – Agree/ High Level, 1.50-2.49 Disagree/ Low Level 1.00-1.50 – Poor Level

The data in table 2 reveal that the overall self-esteem is 3.29, which is interpreted as high level. Among all the sub-variables of self-esteem, "*appreciation*" has the highest mean of 3.48 and a standard deviation of .65, while "*selfishness*" has the lowest mean of 2.73 and a standard deviation of .76. Appreciation, a feeling of satisfaction for the greatness of life (Rudd et al., 2012) shows that students acknowledge the efforts of others, such as teachers, institutions, and classmates, that would help them be motivated to achieve their goals. Appreciating oneself is a great tendency to a

high level of self-esteem that leads to greater satisfaction in one's life. However, selfishness emerged because students are hesitant to show how they can help others. It means that they can focus on improving themselves.

Table 3

Test of Correlation Between Behavioral Competencies and Self-Esteem

Self-Esteem	Behavioral Competencies			
	Empathy	Genuineness	Unconditional Positive Regard	Concreteness
Identity	.724**	.776**	.735**	.685**
Appreciation	.788**	.780**	.815**	.787**
Acceptance	.776**	.726**	.753**	.814**
Self-Confidence	.725**	.733**	.710**	.740**
Pride	.738**	.752**	.797**	.798**
Humility	.771**	.756**	.816**	.833**
Selfishness	.231**	.258**	.242**	.200**

** Correlation is significant at 0.01 level (two-tailed)

Behavioral competencies correlate significantly higher with all dimensions of self-esteem. The highest correlation coefficient is between behavioral competencies, the variable of humility (.771**) and concreteness (.833**). Furthermore, the rest are significantly related: identity (.776**), appreciation (.815**), acceptance (.814**), self-confidence (.740**), pride (.798**) and selfishness (.258**). This implies that teachers with deep, genuinely caring, accurate, and compassionate recognize their students' experience and feelings helps students to have high self-esteem. These results are congruent with that of Ottmar and Landy (2017) and Lerner et al. (2019). This asserts that using reliable examples leads to strong learning outcomes for students that lead to motivation. The well-developed behavioral competencies are believed to provide coping skills for adolescents during their transition age, characterized by many stressors.

Table 4

Test of Correlation Between Work-Related Competencies and Self-Esteem

Self-Esteem	Work-Related Competencies					
	Listening	Counselor Self-Disclosure	Information Giving	Addressing Obstacles to Change	Giving Interpretation	Being open to questions
Identity	.674**	.571**	.701**	.706**	.679**	.709**
Appreciation	.750**	.529**	.750**	.724**	.777**	.777**
Acceptance	.771**	.586**	.763**	.722**	.795**	.756**
Self-Confidence	.743**	.648**	.750**	.798**	.762**	.752**
Pride	.766**	.608**	.794**	.776**	.754**	.728**
Humility	.783**	.555**	.768**	.748**	.824**	.791**
Selfishness	.250**	.271**	.237**	.380**	.284**	.198**

*Legend: ** Correlation is significant at 0.01 level (two-tailed)*

Table 4 explains that teachers who can execute the work-related competencies can achieve positive outcomes are less dependent on the sort of service users and more dependent on the teacher counselor's capacity to be passionate, confident, and believe in the students' ability to change, according to research and it is interpreted as highly significant. This clearly implies that teachers cannot make students change. However, they can assist students in making the necessary changes. Students appear more likely to achieve their goals when they have a solid and trusting relationship with their teachers. As a result, the teacher counselor's engagement with the students can benefit the therapeutic relationship and improve students' self-esteem.

The field of psychological counseling supports this study and requires counselors to possess the knowledge, skills, and abilities needed and practice them ethically to provide adequate services (Barnett & Johnson, 2008). Furthermore, Baharun (2017) asserts that the competency of school counselors needs to be developed in the context of the self-development to help students.

5. Conclusion

This study assessed the competencies of the classroom teachers as counselor as the basis for the development of Humanities and Social Science students' self-esteem. Through descriptive correlational research design, it investigated the level of competencies of classroom teacher-counselor into behavioral competencies and work-related competencies, and the level of student's self-esteem into identity, appreciation, acceptance, self-confidence, pride, humility and

selfishness. It involved 147 Grade 11 and Grade 12 Humanities and Social Sciences students of one private school in the Philippines during the academic year 2021-2022.

This study found significant relationship between the competencies of classroom teachers-counselors and the self-esteem among senior high school students. Therefore, the null hypothesis posited in the study is not sustained. The students perceived that self-esteem is manifested in identity, appreciation, acceptance, self-confidence, pride, humility, and selfishness. Furthermore, there is a highly significant relationship between competencies of classroom teacher-counselor-related factors and students' self-esteem as evidenced by identity, appreciation, acceptance, self-confidence, pride, humility, and selfishness. This study posits that teachers with work related competencies and behavioral competencies help students increase their self-esteem.

With these findings, the study suggests that students may directly share their concerns with their teacher-counselor dealing with personal issues affecting their general well-being and academic progress. They may learn to participate and feel more connected to the adults in their lives. In return, teachers may foster and create a supportive environment that can strengthen students' emotional and social learning capability, focusing on solving problems and making decisions, building relationships, and understanding social situations, and understanding oneself and one's emotions. As an extension, parents are encouraged to support their children and partner with the school to uplift their students' self-esteem. Their cooperation is essential to the holistic development of their child. The administrators continue to support the needs of their teachers and learners when it comes to the self-esteem of students, which leads to academic success. Strengthening the competencies of teachers–counselors reassure the students' mental health. As experts, guidance counselors are encouraged to guide teachers in dealing with student problems. They may provide orientations, help monitor and chronicle progress, and support decision-making tasks in dealing with students.

References

Afifi, T.O., & MacMillan, H.L. (2011). Resilience following child maltreatment: A review of protective factors. *Canadian Journal of Psychiatry*, 56, 266-272.

Baccus, J. R., Baldwin, M. W., & Packer, D. J. (2004). Increasing implicit self-esteem through classical conditioning. *Psychological science*, 15(7), 498-502.

Baharun, H., Sidek, A. P. D. H. M., Darmi, R., Harun, H., Abdullah, N., & Zakaria, Z. A. (2017). Analysing the theoretical foundation alignment of the Malaysian secondary school EFL speaking curriculum. *International Journal of Education*, 2(5), 70-82.

Barnett, J. E., & Johnson, W. B. (2008). *Ethics desk reference for psychologists*. American Psychological Association.

Bolger, K.E., & Patterson, C.J. (2001). Pathways from child maltreatment to internalizing problems: Perceptions of control as mediators and moderators. *Development and Psychopathology*, 13, 913-940

Bruno, U. D. O., & Njoku, J. (2014). The role of the teacher in improving student's self-esteem. *International Journal of Academic Research in Progressive Education and Development*, 4(7), 53.

Eskin, M. (2012). The role of childhood sexual abuse, childhood gender nonconformity, self-esteem and parental attachment in predicting suicide ideation and attempts in Turkish young adults. *Suicidology Online*, 3, 114-123.

Esmaeil, M., Majid, A. G., Mohamad, R. J., & Marzie, R. R. (2014). Evaluation the Relation between Self-Esteem and Social Adjustment Dimensions in High school Female Students of Iran. *International Journal of Academic Research in Psychology*, 1 (2), p-42, 48.

Fyfe, E. R., McNeil, N. M., Son, J. Y., & Goldstone, R. L. (2014). Concreteness fading in mathematics and science instruction: A systematic review. *Educational psychology review*, 26(1), 9-25.

Georgiana, D. (2015). Teacher's Role as a Counsellor. *Procedia-Social and Behavioral Sciences,* 180, 1080-1085.

Heatherton, T. F., & Wyland, C. L. (2003). Assessing self-esteem. In S. J. Lopez & C. R. Snyder (Eds.), *Positive psychological assessment: A handbook of models and measures* (pp. 219–233). American Psychological Association. https://doi.org/10.1037/10612-014

Higham, P. (2019). Information-giving as a means of communication. In Communication and Interviewing Skills for Practice in Social Work. *Counselling and the Health Professions* (pp. 66-74). Routledge.

Irfan, U. K., Nawaz, A., Farhat, U. K., Naseem, B. Y. (2013). Determining the Demographic impacts on the Organizational Commitment of Academicians in the HEIs of DCs like Pakistan. *European Journal of Sustainable Development*, 2(4), p- 117-130

Leary, M.R., Tate, E.B., Adams, C.E., Batts Allen, A., & Hancock, J. (2007). Self-compassion and reactions to unpleasant self-relevant events: The implications of treating oneself kindly. *Journal of Personality and Social Psychology*, 92, 887-904.

Lerner, R. M., Dowling, E. M., & Anderson, P. M. (2019). Positive youth development: Thriving as the basis of personhood and civil society. *In Beyond the Self* (pp. 172-180). Routledge.

Leventhal, K. S., Gillham, J., DeMaria, L., Andrew, G., Peabody, J., and Leventhal, S. (2015). Building psychosocial assets and wellbeing among adolescent girls: a randomized controlled trial. *J. Adolesc*. 45, 284–295. doi: 10.1016/j.adolescence.2015.09.011"

McLeod, S. (2007). Maslow's hierarchy of needs. *Simply psychology*, 1(1-18).

Counselling Directory (n.d). *What's Worrying You*? Low self-esteem. Retrieved from https://www.counselling-directory.org.uk/esteem.html#whatisselfesteem

Nalanda school.org (2018). *The Importance of Guidance & Counselling In A Student's Life.* https://nalandaschool.org/importance-of-guidance-and-counselling/

Ottmar, E., & Landy, D. (2017). Concreteness fading of algebraic instruction: Effects on learning. *Journal of the Learning Sciences*, 26(1), 51-78.

Padham, M., & Aujla, I. (2014). The relationship between passion and the psychological well-being of professional dancers. *Journal of Dance Medicine & Science*, 18(1), 37-44.

Council of Ministers of Education, Canada. (CMEC) (2018). *Pan-Canadian Systems-Level Framework on Global Competencies: Literature Review*. https://static1.squarespace.com/static/5af1e87f5cfd79c163407ead/t/5e20d83df52b107943ca57d1/1579210875690/Literature+review

Patrick, K., & Wemba, V. (2014). Job Satisfaction as a Determinant of Work Performance: An Empirical Survey of the Academic Staff of the higher Teachers' Training College Bambili-Cameroon. *Journal of Education and Practice*, 5 (29), p- 51-62.

Piltz, R. J., & Gerber, S. N. (n.d). Psychiatry, Social Science And Mental Health. *The Kansas Journal of Sociology*, 1(2), 61–64. http://www.jstor.org/stable/23308502

Rudd, M., Vohs, K. D., Aaker, J. (2012). Awe expands people's perception of time, alters decision making, and enhances wellbeing. *Psychological Science*, 23, 1130-1136.

Safura, T., Fariman, E., Hossein, B., & Hosseini, M. (2014). A study of the relationship between quality of work life and performance effectiveness of high school teachers' in Shirvan. *International Journal of Academic Research in Business and Social Sciences*, 4 (1), P- 295-301.

Saloni Dattani, Hannah Ritchie and Max Roser (2021). *"Mental Health*". Published online at OurWorldInData.org. Retrieved from: 'https://ourworldindata.org/mental-health

Sharna, K. (2020). *Importance of Social Science".* Retrieved from https://www.theasianschool.net/blog/importance-of-social-science/

Suryono, S. (2016*).* Pengaruh metode latihan dan persepsi kinestetik terhadap keterampilan groundstrokes tenis lapangan pada siswa SD. *Jurnal Keolahragaan*, 4(2), 220-231.

Taylor, C., Jennings, P. A., Harris, A., Schussler, D. L., & Roeser, R. W. (2019). *Embodied teacher mindfulness in the classroom: The Calm, Clear, Kind framework.*

Toma Cruz, S. (2018). *Is the Philippines ready to address mental health?* Retrieved from https://www.rappler.com/newsbreak/in-depth/211679-philippines-readiness-address-mental-health/"

UNESCO (2016). *What makes a quality curriculum*? Geneva: IBE Council.

Vettese, L.C., Dyer, C.E., Li, W.L., & Wekerle, C. (2011). Does self-compassion mitigate the association between childhood maltreatment and later emotion regulation difficulties? A preliminary investigation. *International Journal of Mental Health Addiction*, 9, 480-491.

Walsh, P., Owen, P., & Mustafa, N. (2021). The creation of a confidence scale: the confidence in managing challenging situations scale. *Journal of Research in Nursing*, 26(6), 483-496.

Weinberg, R. S., & Gould, D. (2010). *Fundamentos De Psicologia Del Deporte Y Del Ejercicio Fisico/Fundamentals of Sport Psychology and Physical Exercise*. Ed. Médica Panamericana.

World Health Organization. (2015). *World health statistics 2015*.

Emotional Abuse and Psychological Well-Being of College Students

[1]Catherine S. Homoroc, [1]Maria Erika N. Lauta & [2]Livien U. Ciabal

Abstract

Emotional abused is said to be hard to detect because of its covert nature, but it can cause in developing different psychological problems in later life. Hence, this study aimed to investigate the relationship between the emotional abuse and the psychological well-being of select college students, specifically those who are enrolled in one of the state universities in Laguna, Philippines. An online survey was distributed through social media platforms comprising 205 respondents, 60 males and 145 females. The findings showed that the level of emotional abuse of respondents as to aggressing, denying, and minimizing are moderate levels while the psychological well-being as to autonomy, environmental mastery, and positive relations with others, purpose in life, and self-acceptance all with moderate level but personal growth has a high level. Furthermore, test of relationship showed that age is positively correlated to the aggressing and minimizing as well as autonomy, personal growth, and positive relations. All variables of emotional abuse (aggressing, denying, and minimizing) are positively correlated to all indicators of psychological well-being (autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance). Further studies are encouraged to identify the other causes of emotional abuse and its preventative measures, and other factors that affect the psychological well-being of students.

About the authors:

[1]Student. Bachelor of Science in Psychology, Laguna State Polytechnic University, San Pablo City Campus.
[2]Instructor, Laguna State Polytechnic University - San Pablo City Campus

* This paper is a finalist in the IIARI Research Competition (IRC) – 2021 Category 2 – Undergraduate

1. Introduction

In the Philippines, punishment among children is a kind of discipline that is believed to help them be a better person in the future. Aside from the corporal, the verbal punishment is also seen as a way to instill discipline during childhood. At early life stages, if this happens, it leaves marks within a child's mind but still it would be interpreted as discipline. However, if this happens too frequent and already causes deep marks then, may be a child is already experiencing what is called emotional abuse. One of the hardest forms of abuse to recognize is emotional abuse (Gordon, 2020). It can be insidious and quiet, or deceptive and explicit. Either way, it chips away at the victim's self-esteem and they begin to question their perceptions and reality. It was also stress that by discrediting, isolating, and silencing, the underlying aim of emotional violence is to manipulate the victim.

The majority of parents and caregivers are unaware of emotional abuse and its devastating consequences (Al-Shail, et al., 2012; Hart & Glaser, 2011; Palusci & Ondersma, 2012). This explains why child maltreatment is a universal problem that can have negative long-lasting effects on the psychological well-being of children (Altafim & Linhares, 2016; Usakli, 2012). Despite this, existing research indicates that emotional abuse is the most common form of abuse (Foster et al., 2017). According to Nezlek et al. (2012), people who regularly feel ignored also report lower levels of self-esteem, belonging, and meaning in their lives. The emotional violence was discovered to be associated to high school college students growing depressive signs leading to developing introversion and missing self-control (Bangalan, 2013). Similarly, Tanaka et al. (2011) found that emotional abuse in childhood was uniquely linked with lower self-compassion in late adolescence. In addition, according to Fang et al. (2015), 26 percentage of self-harming behaviours amongst guys and 28 percentage amongst girls have been attributed to emotional violence at some stage in adolescence.

According to Slep et al. (2011), child age is one of the factors that does not significantly predict the parent-child emotional aggression or child emotional abuse. This is reflected in the study of Krause et al. (2003) indicating that a history of emotion invalidation was (i.e., a history of childhood psychological abuse and parental punishment, minimization, and distress in response to negative emotion) significantly associated with emotion inhibition. Further, emotion inhibition significantly predicted psychological distress, including depression and anxiety symptoms. Hence, Tracy (2012) explains that emotional bullying can have negative effects on a person's mental health. As such, victims frequently experience feelings of shame, guilt, embarrassment, and fear.

In effect, the presence of belittlement and work being undermined were present at the workplace (Brotheridge & Lee, 2010).

With these premises, this study aimed to assess the effects of the emotional abuse to the psychological well-being of university students in the Philippines. Psychological well-being refers to "*inter-and intra-individual levels of positive functioning that can include one's relationship with others and self-referential attitudes that include one's sense of mastery and personal growth*" (Burns, 2017). Robertson (2018) characterizes psychological well-being as pleasant mental states like happiness or satisfaction, and subtle distinctions between these phrases aren't necessary or beneficial in many cases. In this research, the model created by Carol Ryff (1995) was used to determine the level of the respondents' well-being at the current state.

2. Literature review

2.1. Emotional Abuse

According to the University of Tennessee (n.d.), there are three forms of emotional abuse: aggressing, denying, and minimizing. Aggressing is aggressive styles of abuse consisting of call-calling, accusing, blaming, threatening, and ordering. Aggressing behaviors are usually direct and apparent. Denying, on the other hand, is about invalidating that seeks to distort or undermine the recipient's perceptions in their world. Invalidating takes place whilst the abuser refuses or fails to well-known reality. It also has two sub-forms; withholding that is occasionally known as "silent treatment", and countering which denies any viewpoints or emotions which range from their very own. Moreover, denying is much less form of denial; the abuser might not deny that a selected occasion occurred, however, they query the recipient's emotional revel in or response to an occasion. It also has a sub-form which is trivializing that means the abuser shows what got completed or communicated is inconsequential or unimportant.

Emotional abuse essentially involves a failure on the part of a parent or caregiver in the provision of basic psychological and emotional necessities which includes affection, love, family support and encouragement which in turn is detrimental to the child's development (Brown & Ward, 2014). In addition, parents and caretakers who show rejecting attitudes towards their children most at times unconsciously allow them to know, that the child is unwanted by been dismissive of the child's importance (Moylan et al., 2010). The National Baseline Study on Violence Against Children withinside the Philippines showed that this type of abuse is prevalent

in the Philippines. Based on the study, the lifetime occurrence of mental violence at some stage in adolescence become predicted at 59.2 percentage.

According to the World Health Organization (2016), psychological abuse in opposition to kids has been allocated even much less interest globally than bodily and sexual abuse. Cultural elements seem strong to steer the non-bodily strategies that mother and father pick to field their kids, a number of which appeared through human beings from different cultural backgrounds as psychologically harmful. Emotional abuse is about one person maintaining power or control over another person (Health Direct, n.d.). It frequently occurs between intimate couples or between parents and children. It can also occur in settings like schools or businesses. The study of Finkelhor (2012) found that approximately 90% of children who experienced abuse know their abuser, and about 30% of those children were abused by a family member (Whealin, 2007).

The study of Wahyuni et. al. (2019) showed that one of the verbal violence being experienced at home was children being compared with objects or to other children. As to Goodwin (2012), *"constantly belittling, threatening or ignoring children can be as damaging to their mental health as physical or sexual abuse."* Parents compare their children to other kids with the intention of motivating them to excel (Tian, 2018). However, comparing a child with other kids can result to an opposite effect, and they may feel hurt and have a low self-esteem. It also causes deep-set emotional bruises which are difficult to heal and can result in aggression, antagonism, and resentment.

Calleja and Restubog, (2011) explored the styles of verbally violent behavior utilized by fathers and mothers, which the maximum common shape become put-downs and shaming, observed via way of means of rejection. Other kinds of parental verbal violence encompass blaming, fault exaggeration, threat, invoking harm, regret, an unfair comparison, and terrible prediction. As a result, abuse can have a harmful impact on a person not only in the moment, but also over the course of their lives (Tuscic et al., 2012). This explains why, parents or caretakers who experienced emotional abuse as children may believe it is the usual and hence fail to recognize that they are emotionally abusing their own children (Royse, 2016).

According to Chitiyo et al. (2019), the psychological impacts of maltreatment on a child's well-being might vary depending on the type of abuse. For instance, Nezlek et al. (2012) found that people who regularly feel ignored also report lower levels of self-esteem, belonging, and meaning in their lives while Hornor (2012) found that children subjected to emotional abuse then loses access to protective elements such as healthy relationships, friends, or other family members,

major negative results are quite likely. Hence, children who have been abused are more likely to develop melancholy, anxiety, stress-related disorders, and post-traumatic disorders (Lambie, 2005; Tillman et al., 2015; Usakli, 2012). Similarly, emotional violence has been associated to high school and college students growing depressive signs consisting of turning into an introvert and missing self-control (Bangalan, 2013). Burns (2019) found that emotional abuse was the strongest predictor of emotion dysregulation. Shenk and Fruzzetti (2011) found that invalidated responses result to an increased emotional reactivity during a stressful situation.

2.2. Psychological Well Being

Psychological well-being pertains to pleasant mental states like happiness or satisfaction, and subtle distinctions between these phrases aren't necessary or beneficial in many cases (Robertson, 2018). Psychologically healthy people are free of mental illnesses and have learned to control their stress so that it does not interfere with their capacity to enjoy life and contribute to society. Though most people's lives have periods when they are not mentally or emotionally at their best, being in a condition of psychological well-being means that they can effectively deal with their difficulties. This state of being also has an impact on one's physical health (Fox, 2022).

On the factors affecting psychological well-being, Kumcagiz and Gündüz (2016) perceived economic status has an influence on psychological well-being, as well as academic achievement has a positive correlation to the psychological wellbeing of a person. Moreover, personality factors such as neuroticism, contentiousness, openness, and extraversion, turns out to be significant predictors of psychological wellbeing (Ullah, 2017).

Caroll Ryff (1995), known for her psychological well-being and psychological resilience studies, developed one of the first comprehensive theories of psychological well-being and a questionnaire to score each factor. Her concept of psychological well-being has elements that are linked to increased subjective well-being and life satisfaction. The "*Six-Factor Model of Psychological Well-being*" determines six factors that contribute to an individual's psychological well-being, contentment, and happiness. As identified by Ryff and Keyes (2021), the following are the dimensions of the six dimensions.

Self-acceptance means to have a realistic perception of the self, including both good and bad qualities, and still be able to accept oneself. High scorers in this dimension suggests that the person has a positive demeanor toward the self, recognizes and acknowledges different viewpoints

of self, counting great and terrible qualities and feels positive approximately past life. Meanwhile, low scorers are tending to feel disappointed with self, baffled with what has happened with past life, disturbed almost certain individual qualities and wished to be distinctive than what he or she is.

Positive relations with others includes the warm, caring relationships with others, and the capability to develop intimacy and show empathy with others. High scorers are considered having warm, fulfilling, trusting connections with others, concerned almost the welfare of others, able of solid compassion, warmth, and closeness and provide and take human relationships. On the other hand, low scorers have few near, trusting connections with others, find it troublesome to be warm, open, and concerned around others, separated and disappointed in interpersonal connections and not willing to form compromises to maintain critical ties with others.

Autonomy pertains to the ability to make one's own decisions without relying on, or waiting for, the approval of other and the ability to measure oneself according to one's own beliefs and not the beliefs of others. High scorers are self-determining and free, able to stand up to social weights to think and act in certain ways, direct behavior from inside, and assess self by individual standards. Meanwhile, low scorers concerned approximately the desires and assessments of others, depend on judgments of others to form imperative choices and adjust to social weights to think and act in certain ways.

Environmental mastery refers to the ability to manage the environment and to mould environments, or to choose environments, which align with one's needs and values. For high scorers, they are considered having a sense of authority and competence in overseeing the environment, control complex cluster of outside exercises, make viable utilization of encompassing openings, and able to select or make settings reasonable to individual needs and values. Low scorers have trouble overseeing regular undertakings, feel incapable to alter or move forward encompassing setting, unconscious of encompassing openings and need sense of control over outside world.

Purpose in life relates to having goals in life and a sense that one's life has purpose and meaning and living intentionally and with clear direction. High scorers have objectives in life and a sense of directedness, feel there's meaning to show and past life, hold convictions that grant life reason and have points and goals for living while low scorers lack a sense of meaning in life, have

few objectives or points, need sense of heading, do not see reason of past life and have no viewpoint or convictions that grant life meaning.

Personal growth refers to continuous growth and development as a person while working towards optimizing one's full potential. High scorers feel proceeded advancement, see self as developing and extending, open to unused encounters, have sense of realizing his or her potential, see change in self and behavior over time and change ways that reflect more self-knowledge and effectiveness. The low scorers have a sense of individual stagnation, need sense of advancement or development over time, feel bored and uninterested with life and feel incapable to create unused states of mind or behaviors.

As to demographics, several studies found correlation with demographic characteristics and psychological well-being. For instance, Erylmaz and Ercan (2011) found a substantial relationship between psychological well-being and gender. This is explained further by the findings of Stone et al. (2010) that as a person grows older, they get happier, less stressed, and have a greater psychological well-being. The results showed that increased 'wisdom' and emotional intelligence in older adults has a greater ability to self-regulate their emotions. Similarly, Toyama et al. (2019) suggest positive connections between age and higher personal growth. Lavis (2016) explains that as children develop, their capacity to create and maintain connections – be that with peers, guardians, instructors etc. is significant. Moreover, there is an increased thought process for emotional harmony, older people are particularly likely to incline toward reliable people and such. As to gender, Gino et al. (2015) found that women have more life goals than men and tend to have "improving mindset" as they age. Dermott (2019) describes ladies that utilize other people's opinions to assist make their own decision, while men use other people's decisions to assist them form their own opinion. As such, McMaster University (2013) found women better decision makers than men.

3. Methodology

In determining the relationship between emotional abuse and psychological well-being, a descriptive correlation design was utilized. It refers to a sort of study in which data is gathered without the study subject being changed. This study is descriptive in nature since it deals with the investigation of the emotional abuse of university students. In addition, it is correlational in nature since it correlated emotional abuse and psychological well-being of the students. The correlational

design study is the key to understand the kinds of relationships between the two naturally occurring variables. Correlational research design is the way to figure out if the two variables are related to each other and in what way are they related.

The participants of the study were 205 university students currently enrolled in a government-owned university in Laguna, Philippines. The participants were selected through purposive sampling technique employed using a pre-survey to select students who experienced emotional abuse. After the pre-survey, 60 males and 145 females, aged between 18-25 years old served as the study participants.

The instruments used was a researcher-made questionnaire along with adapted Psychological Well Being (PWB) questionnaire to correlate the variables to each other. Demographic characteristics such as sex, age, number of siblings, parent's marital status, and source of abuse were collected. The survey form was encoded in Google form and distributed online. The questionnaire includes a confidentiality clause for the assurance of students' anonymity, giving them authority on the privacy concerns with ease on answering questions truthfully.

There were two research instruments used: survey tool on emotional abuse (researcher-made) and psychological wellbeing scale (adapted from Ryff and Keyes). The instruments were pilot tested for internal consistency. Internal consistency is a metric based on correlations between test items (or the same subscale on a larger test). It determines whether many items claiming to measure the same general construct yield similar results. Results showed an internal consistency of 0.098 for emotional abuse questionnaire and 0.746 for psychological well-being, which was interpreted having a high level of internal consistency. Both tests were evaluated and validated by the professionals in the field of study and human behavior.

The gathered data were summarized and analyzed using descriptive statistical tools such as frequency count, percentage distribution, arithmetic mean, and standard deviation. Similarly, to test the significant relationship among variables being considered, Pearson Product Moment of Correlation coefficient, or Pearson-r, was also administered. In addition to the primary data, the researchers relied on the secondary resources to back up the findings of the study. Thereupon, the conclusion and recommendation about the study were made.

4. Findings and Discussion

Table 1

Perceived Level of Emotional Abuse and Psychological Well-Being

Indicators	Mean	SD	Interpretation
Emotional Abuse			
Aggressing	3.43	1.16	Sometimes (Moderate)
Denying	3.40	1.18	Sometimes (Moderate)
Minimizing	3.39	1.19	Sometimes (Moderate)
Psychological Well-Being			
Autonomy	3.24	1.18	Neither Agree/Disagree (Moderate)
Environmental Mastery	3.21	1.12	Neither Agree/Disagree (Moderate)
Personal Growth	3.95	1.17	Agree (High)
Positive Relation with Others	3.24	1.21	Neither Agree/Disagree (Moderate)
Purpose in Life	3.14	1.09	Neither Agree/Disagree (Moderate)
Self-acceptance	3.40	1.12	Neither Agree/Disagree (Moderate)

Table 1 shows the students' level of emotional abuse and psychological well-being. The emotional abuse is described by *aggressing* with an overall mean of 3.43 and 1.16 standard deviation, interpreted as *Sometimes or at a Moderate level*, *denying* with an overall mean of 3.40 and 1.18 standard deviation, interpreted as *Sometimes or at a Moderate level*, and minimizing with an overall mean of 3.39 and 1.19 standard deviation, interpreted as *Sometimes or at a Moderate level*.

In terms of emotional abuse, the result implies that the respondents felt abused from time to time caused by either name calling, accusing, blaming, threatening, and ordering may be from their homes or within the community itself. They suffer from abusers failing to acknowledge the reality at some degree and their emotional response to a certain topic were sometimes being questioned by other people. As explained by Wahyuni et al. (2019), one of the verbal violence being experienced at home was being compared with objects or to other children although the intention is to motivate them (Tian, 2018). Although parents and caretakers who show rejecting attitudes towards their children most at times are unconscious (Moylan et al., 2010), it adds to to the history of emotion invalidation (Krause et al., 2003) leading to increased emotional reactivity during a stressful situation (Shenk & Fruzzetti, 2011). Although moderate level, the findings clearly indicate signs and symptoms of emotional abuse among the university students.

In terms of psychological well-being, the students also showed moderate level. This is supported by an *autonomy* with an overall mean of 3.39 (SD=1.19) interpreted as *moderate*, *environmental mastery* with an overall mean of 3.21 (SD=1.12) interpreted as *moderate*, *personal growth* with an overall mean of 3.95 (SD=1.17) interpreted as *high*, *positive relations* with an overall mean of 3.24 (SD=1.21) interpreted as *moderate*, *purpose in life* with an overall mean of 3.14 (SD=1.09) interpreted as *moderate* and *self-acceptance* with an overall mean of 3.40 (SD=1.12) interpreted as *moderate*. This suggests that the respondents are in control of their lives.

Table 2

Test of Relationship Between Profile and Emotional Abuse

variable	Aggressing			
	r-value	p-value	interpretation	Decision
Age	0.21	0.04	**significant**	Reject Ho
Sex	-0.04	0.06	not significant	Accept Ho
number of siblings	0.04	0.06	not significant	Accept Ho
parent's marital status	-0.02	0.06	not significant	Accept Ho
variable	Denying			
	r-value	p-value	interpretation	Decision
Age	0.09	0.09	not significant	Accept Ho
Sex	-0.01	0.05	not significant	Accept Ho
number of siblings	0.03	0.06	not significant	Accept Ho
parent's marital status	0.03	0.06	not significant	Accept Ho
variable	Minimizing			
	r-value	p-value	interpretation	Decision
Age	0.23	0.04	**significant**	Reject Ho
Sex	0	0.05	not significant	Accept Ho
number of siblings	0.06	0.08	not significant	Accept Ho
parent's marital status	0.02	0.06	not significant	Accept Ho

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

Table 2 presents the correlation between the profile of the respondents and their emotional abuse as to aggressing, denying, and minimizing. Data revealed that only the age has significant correlation to the emotional abuse as to aggressing and minimizing. Thus, the other demographic factors do not influence respondents' experiencing emotional abuse.

Data shows an r value of 0.21 and a p-value of 0.04 for aggressing. The r value is low, meaning there is relatively low correlation between age and experiencing aggressing in a person's life, but it is positively significant with the emotional abuse as to aggressing. This implies that experiencing aggression can vary in level at any ages in life. Someone may experience at childhood, and not in the present, while others may experience it at adulthood but not in childhood.

According to Holly (2012), the stronger the parent's verbal aggression, the more obvious the problem, and the relationship between these problems and verbal aggression does not depend on the child's age, gender, or financial status. Similarly, Slep et al. (2011) found that child's age is not a significant predictor of parent-child emotional aggression or child emotional abuse. However, Holen (2020) argued that one third of the abused became abuser themselves. The victims of abuse who have become abusive themselves are usually completely unaware that they've switched roles, so deeply do they see themselves as victimized, disempowered, small, abandoned and unloved. This explains the reason why age is not a predictor of abuse a person is experiencing.

Meanwhile, an r value of 0.23 and p value of 0.04 reflect the results for minimizing. Though there is statistical significance, the r value shows that there is a relatively low correlation between them. This means that despite of age, a person can experience minimizing. Similarly, there are circumstances where a person experiences emotional abuse not from the family but from the community a person socializes. Based on the study of Brotheridge and Lee (2010), there is a presence of belittlement in the workplace.

Table 3 shows the relationship between the profile of the respondents and psychological wellbeing. It depicts that only age and sex are statistically significant to the measured variables of psychological well-being - autonomy, personal growth and positive relations.

Relationship between age and autonomy shows an r value of 0.29 and p value of 0.00 implying low significant correlation between the variables. Age does not highly dictate when a person will start creating decisions for themselves. For instance, even children can already make choices that may result in good or bad decisions. Decisions at an early stage of life reflect the practice of autonomy. However, as person ages, they become reliant on personal decisions. According to Dutra-Thomé et al. (2019), the age of 18 to 29, adulthood includes expecting duty for oneself, and making autonomous choice. This is supported by Arnett (2011) that adulthood centers on getting self-sufficiency, freedom and autonomy.

The results further show that sex is also significantly correlated to autonomy. With an r value of 0.31 and p value of 0.00, this means low correlation between the two variables. This implies that both male and female participants are capable of making own decisions. This expresses the freedom of choice and decision people are practicing in their lives. According to

Dermott (2019), ladies utilize other people's opinions to assist make their own decision, while men use other people's decisions to assist them form their own opinion.

Table 3

Relationship Between Profile and Psychological Well Being

Variable	Autonomy			
	r-value	p-value	interpretation	Decision
Age	0.29	0	**significant**	Reject Ho
Sex	0.31	0	**significant**	Reject Ho
number of siblings	0.13	0.1	not significant	Accept Ho
parent's marital status	-0.1	0.09	not significant	Accept Ho
Variable	**Environmental Mastery**			
	r-value	p-value	interpretation	Decision
Age	0.11	0.1	not significant	Accept Ho
Sex	0.06	0.08	not significant	Accept Ho
number of siblings	0.13	0.11	not significant	Accept Ho
parent's marital status	0.12	0.1	not significant	Accept Ho
Variable	**Personal Growth**			
	r-value	p-value	interpretation	Decision
Age	0.33	0	**significant**	Reject Ho
Sex	0.27	0	**significant**	Reject Ho
number of siblings	-0.12	0.11	not significant	Accept Ho
parent's marital status	0.11	0.1	not significant	Accept Ho
Variable	**Positive Relations**			
	r-value	p-value	interpretation	Decision
Age	0.43	0	**significant**	Reject Ho
Sex	0.29	0	**significant**	Reject Ho
number of siblings	-0.08	0.09	not significant	Accept Ho
parent's marital status	-0.01	0.05	not significant	Accept Ho
Variable	**Purpose in Life**			
	r-value	p-value	interpretation	Decision
Age	0.11	0.11	not significant	Accept Ho
Sex	0.11	0.1	not significant	Accept Ho
number of siblings	0.03	0.07	not significant	Accept Ho
parent's marital status	0	0.05	not significant	Accept Ho
Variable	**Self-Acceptance**			
	r-value	p-value	interpretation	Decision
Age	0.14	0.12	not significant	Accept Ho
Sex	0.14	0.12	not significant	Accept Ho
number of siblings	0.12	0.11	not significant	Accept Ho
parent's marital status	0.13	0.11	not significant	Accept Ho

As to personal growth, age depicted a r value of 0.33 and p value of 0.00, which means that there is also little correlation between the two variables, but is significant to each other. This implies that age does not define the personal growth of an individual. In life, there are many

challenges that a person faces, and as this serves as a lesson, a new learning and growth happens. Some may be mature enough at a young age due to his/her situation or experience, meanwhile, some may still be immature even though the person is in the adulthood already. The reason behind this is how the person accept the changes in life and how they apply it in their lives. According to Sasson (n.d.), personal growth starts from an early age and it's an ongoing process. It is mostly shaped by the environment, as well as teachers, and parents.

In addition, the sex is positively significant to personal growth showing a r value of 0.27 and p value of 0.00. But this also shows that there is little correlation between the variables. This implies that regardless of sex, people were working towards optimizing their full potential. In life, most people train themselves to achieve the best version of themselves especially when talking about careers in life. To survive from any challenges a person faced also helps in realizing that a person have is still growing and can have a better version of oneself. However, based on the research of Gino et al. (2015), women have more life goals than men and they tend to have "improving mindset" as they age. Older men are too more likely to have an "improving" attitude than more youthful men, in spite of the fact that the alter isn't as extraordinary.

Moreover, as to positive relations, age got a r value of 0.43 and p value of 0.00 showing a moderate correlation a positive significance between the variables. This indicates that people are able to build more positive relationships as they grow older. As a person ages, they learn to realize that people come and go. Based on the article of Lavis (2016), as children develop their capacity to create and maintain connections – be that with peers, guardians, instructors etc. is significant. Most children will normally secure these abilities as they create. Moreover, there is an increased thought process for emotional harmony, older people are particularly likely to incline toward reliable people and such.

Lastly, sex is positively significant to positive relations, portraying a r value of 0.29 and p value 0.00. This shows that there is little correlation between the variables. This means that regardless of a person's sex, both can create positive relationship towards other people. Men and women have different criteria of choosing people whom they will interact with. Because of this, both can have positive relations with others, it just differs on how they treat their social group and what are they doing to maintain the peace within it. Men tend to be more challenge-and-conquer arranged —competing for dominance (MMI, 2008) while women tend to gain many social groups in their lives, resulting to higher well-being (NSWRW, 2017).

Table 4

Test of Relationship between Emotional Abuse and Psychological Well Being

variable	Autonomy			
	r-value	**p-value**	**Interpretation**	**Decision**
Aggressing	0.46	0	significant	Reject Ho
Denying	0.39	0	significant	Reject Ho
Minimizing	0.3	0	significant	Reject Ho
variable	**Environmental Mastery**			
	r-value	**p-value**	**interpretation**	**Decision**
Aggressing	0.39	0	significant	Reject Ho
Denying	0.28	0	significant	Reject Ho
Minimizing	0.19	0	significant	Reject Ho
variable	**Personal Growth**			
	r-value	**p-value**	**interpretation**	**Decision**
Aggressing	0.39	0	significant	Reject Ho
Denying	0.43	0	significant	Reject Ho
Minimizing	0.28	0	significant	Reject Ho
variable	**Positive Relations**			
	r-value	**p-value**	**interpretation**	**Decision**
Aggressing	0.52	0	significant	Reject Ho
Denying	0.48	0	significant	Reject Ho
Minimizing	0.4	0	significant	Reject Ho
variable	**Purpose in Life**			
	r-value	**p-value**	**interpretation**	**Decision**
Aggressing	0.43	0	significant	Reject Ho
Denying	0.51	0	significant	Reject Ho
Minimizing	0.33	0	significant	Reject Ho
variable	**Self-Acceptance**			
	r-value	**p-value**	**interpretation**	**Decision**
Aggressing	0.32	0	significant	Reject Ho
Denying	0.18	0	significant	Reject Ho
Minimizing	0.16	0	significant	Reject Ho

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

Data revealed that all variables of emotional abuse (aggressing, denying, and minimizing) were positively significant to all indicators of psychological well-being (autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance). However, some data also shows a low r value, this means that there is very little correlation between them. This implies that an increase in emotional abuse somehow leads to a higher psychological well-being. While minimizing as to environmental mastery, personal growth, and self-acceptance; and denying to self-acceptance though there is significance shows a little correlation which means, increase in emotional abuse does not highly indicate an increase in psychological well-being as well. Research has discovered that persons who accept negative emotion experiences rather than condemning them may attain a far better mental state, in part because acceptance reduces negative feelings in

response to stressors (Mauss & Ford, et al., 2018). This also explains the findings of Stone et al. (2010) that as a person grows older, they get happier, less stressed, and have a greater psychological well-being.

5. Conclusion

This study was conducted to identify how emotional abuse relates to the psychological well-being of the university students. Results of the study showed that the level of emotional abuse of respondents as to aggressing, denying, and minimizing are moderate levels while the psychological well-being as to autonomy, environmental mastery, and positive relations with others, purpose in life, and self-acceptance all with moderate level but personal growth has a high level. The test of relationship between profile of the respondents and emotional abuse showed that age is positively significant to the emotional abuse as to aggressing and minimizing. The test of relationship between profile of the respondents and psychological wellbeing depicted that age and sex are positively correlated to the variables of psychological wellbeing as to autonomy, personal growth, and positive relations. In terms of autonomy and personal growth, both age and sex do not relatively define the level of wellbeing of a person. Furthermore, correlation between emotional abuse and psychological abuse showed all variables of emotional abuse (aggressing, denying, and minimizing) as positively significant to all indicators of psychological well-being (autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance). This study rejects all the hypotheses signifying no significant relationship between profile of the respondents and emotional abuse, no significant relationship between the profile of the respondents and their psychological well-being, and no significant relationship between emotional abuse and psychological well-being of the respondents.

In the light of the analysis, the study has some limitations. The study was constrained by the metrics used, and so is the case with most empirical investigations. It was restricted to the relationship between emotional maltreatment and psychological well-being. Moreover, the research did not look at the causes or preventative actions. Other experiences, such as various forms of abuse, were not taken into account in the research. Because the sample was limited to students enrolled in a specific college in Laguna, the findings of this study may not be totally generalizable.

References

Bangalan, S. G. (2013). *Emotional Abuse and Depressive Symptoms Among Selected Freshmen High School Students: The Mediating Role of Maladaptive Schemas*. Manila: University of Santo Tomas

Brotheridge, C.M. and Lee, R.T. (2010). "Restless and confused: Emotional responses to workplace bullying in men and women", *Career Development International,* Vol. 15 No. 7, pp. 687-707. https://doi.org/10.1108/13620431011094087

Brown, R. & Ward, H. (2014). Cumulative jeopardy: How professional responses to evidence of abuse and neglect further jeopardise children's life chances by being out of kilter with timeframes for early childhood development. *Children and Youth Services Review*, *47*, 260–267. https://doi.org/10.1016/j.childyouth.2014.09.017

Dutra-Thomé, L., Marques, L. F., Seidl-de-Moura, M. L., De Oliveira Ramos, D., & Koller, S. (2019). Autonomy Development: Gender and Age Differences from Adolescence to Emerging Adulthood. *Acta de Investigación Psicológica*, 9(2). https://doi.org/10.22201/fpsi.20074719e.2019.2.259

Fang X, Fry DA, Ji K, Finkelhor D, Chen J, Lannen P, Dunne MP. (2015). The burden of child maltreatment in China: A systematic review. *Bulletin of the World Health Organization* 93: 176-85C

Finkelhor, D. (2012). *Characteristics of crimes against juveniles*. Durham, NH: Crimes

Ford, B. Q., Lam, P., John, O. P., & Mauss, I. B. (2018). The psychological health benefits of accepting negative emotions and thoughts: Laboratory, diary, and longitudinal evidence. *Journal of Personality and Social Psychology*, 115(6), 1075–1092. https://doi.org/10.1037/pspp0000157

Foster, R. H., Olson-Dorff, D., Reiland, H. M., & Budzak-Garza, A. (2017). Commitment, confidence, and concerns: Assessing health care professionals' child maltreatment reporting attitudes*. Child Abuse and Neglect*, 67, 54-63.

Fox, C. B. (2022, May 15). *What Is Psychological Well-Being? (with pictures)*. The Health Board. https://www.thehealthboard.com/what-is-psychological-well-being.htm

Gino, F., Wilmuth, C. A., & Brooks, A. W. (2015). Compared to men, women view professional advancement as equally attainable, but less desirable. *Proceedings of the National Academy of Sciences,* 112(40), 12354-12359

Goodwin, J. (2012). HealthDay. *Mental Abuse of Kids Leaves Lifelong Scars.* US News & World Report; U.S. News & World Report.

Gordon, S. (2020, September 17). *How to Identify and Cope with Emotional Abuse*. Verywell Mind.

Holly, K. (2012). Effects of Verbal Abuse on Children, Women and Men. *Health Place America's Mental health Channel*. https://www.healthyplace.com/abuse/verbal-   abuse/effects-of-verbal-abuse-on-children-women-and-men.

Krause, E. D., Mendelson, T., & Lynch, T. R. (2003). Childhood emotional invalidation and adult psychological distress: the mediating role of emotional inhibition. *Child abuse & neglect*, 27(2), 199–213. https://doi.org/10.1016/s0145-2134(02)00536-7

McMaster University. (2013, March 26). *Women make better decisions than men, study suggests.* ScienceDaily. www.sciencedaily.com/releases/2013/03/130326101616.html

Moylan, C. A., Herrenkohl, T. I., Sousa, C., Tajima, E.A., Herrenkohl, R. C., & Russo, M. J. (2010). The effects of child abuse and exposure to domestic violence on adolescent internalizing and externalizing behavior problems. *Journal Of Family Violence*, 25(1), 53-63.

Nezlek, J. B., Wesselmann, E. D., Wheeler, L., & Williams, K. D. (2012). Ostracism in everyday life. *Group Dynamics: Theory, Research, and Practice,* 16(2), 91.

Robertson, I. (2018, December 16). *What is psychological wellbeing?* Robertson Cooper. https://www.robertsoncooper.com/blog/what-is-psychological-wellbeing/

Royse, D. (2016) *Emotional abuse of children: essential information*. Abingdon, Oxon: Routledge.
https://www.taylorfrancis.com/books/mono/10.4324/9781315736402/emotional- abuse-children-david-royse

Ryff, C., & Keyes, C. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69, 719–727.

Ryff, C. (2021). *Carol Ryff's Model of Psychological Well-Being*. (2021, October 26). The Corner of Excellence. https://www.thecornerofexcellence.com/en/carol-ryff-model-of-psychological-well-being/

Sasson, R. (n.d.). *What Is Personal Growth and Why You Need It.* https://www.successconsciousness.com/blog/personal-development/what-is-personal-growth/

Shenk, C. E., & Fruzzetti, A. E. (2011). The Impact of Validating and Invalidating Responses on Emotional Reactivity. *Journal of Social and Clinical Psychology*, 30(2), 163–183. doi:10.1521/jscp.2011.30.2.163

Slep, A. M. S., Heyman, R. E., & Snarr, J. D. (2011). Child emotional aggression and abuse: Definitions and prevalence. *Child Abuse & Neglect*. doi:10.1016/j.chiabu.2011.07.002

Tanaka, M., Wekerle, C., Schmuck, M. L., & Paglia-Boak, A. (2011). The linkages among childhood maltreatment, adolescent mental health, and self-compassion in child welfare adolescents. *Child Abuse & Neglect*, 35(10), 887–898. https://doi.org/10.1016/j.chiabu.2011.07.003

Tian, C. (2018, December 28). *This Is Why Parents Should Stop Comparing Their Child to Other Kids*. Parenting.firstcry.com. https://parenting.firstcry.com/articles/why-should-parents-stop-comparing-their-child-to-others/

Toyama, M., Fuller, H. R., & Hektner, J. M. (2019). Psychosocial Factors Promoting Personal Growth Throughout Adulthood. *Journal of Happiness Studies*. https://doi.org/10.1007/s10902-019-00155-1

Tracy, N. (2019). S*tackPath*. Healthyplace.com. https://www.healthyplace.com/abuse/emotional-psychological-abuse/emotional-bullying-and-how-to-deal-with-an-emotional-bully

Ullah, F. (2017). Personality factors as determinants of psychological well-being among university students. *Int. J. Indian Psychol*, 4, 5-16.

UNICEF (2016). *Baseline Study on Violence against Children*.

Wahyuni, H., Riyanto, Y., & Atmadja, I. K. (2019, December). The Impacts of Verbal Violence by Family Members on Children's Social Emotional Aspects. *In 3rd International Conference on Education Innovation* (ICEI 2019) (pp. 74-78). Atlantis Press, 2019

Whealin, J. (2007, May 22). "*Child Sexual Abuse*". National Center for Post Traumatic Stress Disorder, US Department of Veterans Affairs.

World Health Organization (2019, June 7). *Violence against children*. Who.int; World Health Organization: WHO. https://www.who.int/news-room/fact-sheets/detail/violence-against-children