



Externalizing Behaviors and Family Influences on Filipino Urban Adolescents: A Social Learning Theory Approach

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Abstract: This study will look through Bandura's Social Learning Theory perspective on how parental influence predicts Filipino adolescents' externalizing behaviors. As children are impressionable, they observe their parents as role models; their behavior development from childhood to adolescence is dependent on parental influence. With this in mind, the study's research objectives aim to understand how parental influences, such as abusive and antisocial behavior, affect the adolescent's externalizing behavior and the level of externalizing behaviors among Filipino adolescents living in Metro Manila, Philippines. The researchers then surveyed 202 Filipino adolescents residing in Metro Manila, answering a questionnaire that measured family characteristics, perceived abusive and antisocial behavior of parents, and self-assessed level of externalizing behaviors. The data gathered was processed through descriptive and inferential statistics, and the results concluded that family influence does have significance in the adolescent's externalizing behavior. In conclusion, through Social Learning Theory and the data collected, the adolescent's externalizing behaviors were found to be due to family influence.

Key Words: Adolescents, Externalizing Behaviors, Family Influence, Social Learning Theory, Perceived Abusive Behaviors of Parents

1. INTRODUCTION

1.1. Externalizing Behaviors among Adolescents: Concept and Trends

Adolescents worldwide often exhibit externalized behaviors. Common intuition dictates that externalized behaviors stem from the adolescent's emotions caused by an imbalance of hormone production within the brain. But we can see that family influences, hereditary or genetic influences, and the adolescent's environment can cause adolescents to manifest these externalized behaviors (Bishop et al., 2002). Reviewing the trends of adolescent externalized behaviors will significantly impact the field of psychiatry and mental health nursing as adolescent externalized behaviors strongly predict a later life of disruptive behavior towards people, which may result in violence, substance abuse, or crime (Perry & Price, 2018)

Externalized behaviors are defined as a group of behavior problems directed to an external environment (Externalizing Behaviors: Examples & Definition, 2015). These behaviors are generally regarded as negative behaviors as they may be disruptive towards others and toward the external environment (Campbell, 2000; Bishop et al., 2002). In this study, these refer to destructive behaviors or conduct manifested by the respondent.

Also, externalized Behaviors are dimensionalized into two domains: delinquency and aggressive behavior. According to Liu (2004), aggressive behavior is a form of externalizing behavior that can be defined as verbal or physical behaviors that harm or threaten to harm others. These behaviors include attacking others and being involved in fights. On the otherhand, delinquency refers to non-violent forms of antisocial behaviors instead of the violent acts within the scope of the earlier concept of aggressive behavior. Delinquent behaviors include minor forms of misconduct such as disrespecting authority, lying, bullying, skipping school, and more (Liu, 2004).

1.2. Understanding Family Influences: A Social Learning Approach

Paragraph 1: Trends of family influences among adolescents

The family plays a crucial role in how a child develops traits and characteristics, often being influenced by the actions of the parents (De Figueiredo, 2012). Moreover, the impact of family influences on adolescents can be examined through common observation, to psychoanalyzing the behaviors and actions of the parents around the children. In this study, externalized behaviors such as aggression and delinquency, and their ties to family



influences will be reviewed. Ludht and Freyberger (2004) reported that aggression and delinquency had a significant relationship between perceived parental rejection and abusive behavior. We can infer that influence from the family is a vital part in the manifestation of these behaviors. This study will utilize Bandura's (1977) social learning theory to expound further and explain this occurrence.

Social Learning Theory was a theoretical framework proposed by Albert Bandura in 1977 which suggests that a person can acquire new behaviors through observing and imitating the behaviors of live, symbolic, or verbal instructional models. This theory also states that learning is influenced by both external reinforcement and internal reinforcement. Bandura also describes how humans actively process information and understand the relationship between actions and their respective consequences through the mediational process. The mediational process has four steps: attention, retention, reproduction, and motivation. This study focused on how external influences affect the cognitive function of an individual.

As this study will focus on the relationship between the parents and adolescent, the researchers will utilize Bandura's Social Learning Theory to identify if family influences, more specifically, perceived family influences, could incite changes in the adolescent's behavior. This study will focus on parents' perceived abusive behaviors, specifically, aggressive tendencies, antisocial behaviors, intoxication to alcohol and alcohol encouragement, and externalizing behaviors within the respondent, specifically, aggressive behavior and delinquency.

1.3. RESEARCH OBJECTIVES

This study describes the level of externalizing behaviors among Filipino urban adolescents in Metro Manila. It determines different family influences such as family characteristics, abusive, and antisocial behaviors of parents on their externalizing behavior levels. Specifically, this answers the following questions:

1. What is the level of externalizing behaviors among Filipino urban adolescents in Metro Manila, Philippines?
2. How do family influences such as family characteristics, abusive, and antisocial behaviors of parents affect their externalizing behavior levels?

2. METHODOLOGY

This study determines how externalizing behaviors are affected by family influences. These family influences are construed as the influence of structures and dynamics in the family on

externalizing behaviors of children through learning and socialization (Smith & Stern, 1997). With that, the theoretical-methodological approach of social learning theory is most appropriate in understanding family influences on externalizing behaviors. The social learning approach looks into how behaviors are formed based on modeling, exposure, and imitation of other people's behavior (Bandura, 1977). This approach looks at how cognitive and environmental factors influence learning and behavior (Bandura, 1977).

As for the research design, a cross-sectional study approach was used, designed for the researchers to observe current behaviors and outcomes simultaneously (Setia, 2016). This cross-sectional approach measures the current assessments of respondents on their perceived level of externalizing behaviors, family characteristics, and perceived abusive behaviors and antisocial behaviors of their parents.

A total of 202 Filipino urban adolescents in Metro Manila participated as a sample of this study. Respondents were asked to participate in this study via e-mail and other online platforms as a technique of data collection. The sample included in this study satisfied the criteria of having parents drinking alcohol and have seen antisocial behaviors also among parents. Responses were collected using a survey questionnaire. This instrument measured their family characteristics, perceived abusive and antisocial behaviors of parents, and self-assessed level of externalizing behaviors.

The results from this survey were encoded in MS Excel and analyzed using Jamovi. This study analyzed quantitative data through descriptive and inferential statistics. Family characteristics were described through frequency counts and percentages. The description of perceived abusive and antisocial behavior of parents and self-assessed level of externalizing behavior used means and standard deviations. Concerning inferential statistics, the Independent Sample T-test was employed to determine differences of categorical variables in relation to externalizing behaviors. Pearson's r correlation coefficient test was also used to determine the relationship of perceived abusive and antisocial behaviors of parents with externalizing behaviors. Lastly, a hierarchical regression analysis was used to determine the effects of family influences on externalizing behaviors.

3. RESULTS AND DISCUSSION

Table 1 presents the descriptive statistics on the externalizing behaviors and perceived abusive behaviors of parents among Filipino urban adolescents. Based on the findings on the externalizing behaviors of respondents, aggressive



behaviors are more common ($M = 2.14$, $SD = 0.74$) compared to delinquency behaviors ($M = 1.62$, $SD = 0.74$). This means that the respondents manifested aggressive behaviors more than delinquency as forms of externalizing behaviors.

Regarding forms of perceived abusive behaviors of parents assessed by the respondents, on the one hand, antisocial behaviors ($M = 2.51$, $SD = 0.96$) and aggressive tendencies ($M = 2.24$, $SD = 1.21$) have the highest levels of perceptions. On the other hand, alcohol encouragement has the lowest average scores of perceived abusive behaviors of parents ($M = 1.56$, $SD = 0.64$).

Table 1. Descriptive Statistics, $n=202$

Variables	Mean	SD	Maximum	Minimum
Externalizing Behaviors				
Aggressive Behaviors	2.14	0.74	5	1
Delinquent Behaviors	1.62	0.74	5	1
Abusive Behaviors of Parents				
Aggressive Tendencies	2.24	1.21	5	1
Alcohol Encouragement	1.56	0.64	5	1
Antisocial Behaviors	2.51	0.96	5	1
Intoxication to Alcohol	2.08	0.74	5	1

Pearson's r Correlation Coefficient Test Results

Table 2 presents the significant correlations using the Pearson's r correlation coefficient test. Based on the result, perceived forms of abusive behaviors of parents are statistically significant correlates for both aggressive and delinquent behaviors of adolescents. Regarding aggressive behaviors, all abusive behaviors except alcohol encouragement have substantial correlations. Among perceived forms of abusive behaviors of parents, aggressive tendencies have the highest strength among other correlates. Aggressive tendencies of parents has a moderately strong and positive correlation with the aggressive behaviors of adolescents $r(202) = 0.448$, $p < .001$. This means that the higher the level of aggressive tendencies of parents, the higher also the aggressive behaviors of adolescents. As explained by Bandura (1977), in Social Learning Theory, perceived aggressive tendencies of the parent are observed and imitated by the child, which turns into an externalized behavior. Another explanation from Bandura's theory is that the parents' aggressive behaviors can act as a stimulus for a mediational process, which in turn, manifests this form of externalized behavior.

Regarding delinquent behaviors of respondents, all abusive behaviors also have significant correlations. Among perceived forms of abusive behaviors of parents, alcohol encouragement

has the highest strength among other correlates. Alcohol encouragement has a moderately strong and positive correlation with the delinquent behaviors of adolescents $r(202) = 0.363$, $p < .001$. This means that the more adolescents were encouraged to drink alcohol by their parents, the more they manifest delinquent behaviors. This is related to the findings of Lee et al., (2016), which states that parents who encourage alcohol use will cause self-delinquency amongst adolescents. Social Learning Theory also presents that parental alcohol use can encourage their child to think that this behavior is non-problematic and justifiable. This behavior also predicts the child's high-risk behavior, such as alcohol use, substance abuse, and hostility.

Table 2. Correlation Coefficients, $n=202$

Variables	1	2	3	4	5	6
Externalizing Behaviors						
1. Aggressive Behaviors	1.00					
2. Delinquent Behaviors	0.331***	1.00				
Abusive Behaviors of Parents						
3. Aggressive Tendencies	0.448***	0.332***	1.00			
4. Alcohol Encouragement	0.127	0.363***	0.197**	1.00		
5. Antisocial Behaviors	0.345***	0.225***	0.569***	0.077	1.00	
6. Intoxication to Alcohol	0.118***	0.316***	0.069	0.425***	0.053	1.00

* p -value < 0.05 ; ** p -value < 0.01 ; *** p -value < 0.001

Multiple Linear Regression Analysis Results

Table 3 presents the multiple linear regression results. Based on the findings, perceived abusive behaviors of parents significantly explains 20% of the variance in aggression scores of respondents, $R^2 = 0.20$, $F(4, 202)$, $p < 0.001$. Moreover, perceived abusive behaviors of parents, in another model, significantly explains 22% of the variance in the delinquency scores of the respondents, $R^2 = 0.22$, $F(4, 202)$, $p < 0.001$.

In model 1, only perceived aggressive tendencies of parents significantly and positively predict the aggressive behaviors of adolescents, $\beta = 0.28$, $t(202) = 4.69$, $p < .001$. Social learning theory by Bandura (1977) explains that children mimic the behavior of their parents as they see it as non-problematic. As children observe this behavior from their parents, children will mimic the behavior by



seeing that aggression is an effective manner to attain what they want.

In model 2, perceived aggressive tendencies, alcohol encouragement, and intoxication to alcohol among parents significantly and positively predict the delinquent behaviors of adolescents, $\beta = 0.18$, $t(202) = 3.10$, $p < .01$; $\beta = 0.26$, $t(202) = 3.23$, $p < .01$; $\beta = 0.12$, $t(202) = 2.91$, $p < .01$, respectively. This is related to the findings of You and Liu's (2015) study, which states that abusive behavior from parents has a significant effect on both violent and nonviolent delinquent behaviors. Social learning theory also presents that adolescents manifest delinquent behavior due to these abusive behaviors being reinforced to have them view these behaviors as something desirable to have.

Table 3. Multiple Linear Regression Results, $n=202$

Model	Covariates	β	t-statistic	p-value	Adjusted r^2	F-statistic	p-value
1 (Aggression)	Abusive Behaviors of Parents				0.20	13.9**	<.001
	Aggressive Tendencies	0.28***	4.69	<0.001			
	Alcohol Encouragement	0.01	0.14	0.887			
	Antisocial Behaviors	0.13	1.72	0.087			
	Intoxication to Alcohol	0.05	1.16	0.246			
2 (Delinquency)	Abusive Behaviors of Parents				0.22	15.4**	<.001
	Aggressive Tendencies	0.18**	3.10	<0.01			
	Alcohol Encouragement	0.26**	3.23	<0.01			
	Antisocial Behaviors	0.06	0.81	0.419			
	Intoxication to Alcohol	0.12**	2.91	<0.01			

* p -value<0.05; ** p -value<0.01, *** p -value<0.001

4. CONCLUSIONS

This study provides an insight on how externalized behaviors are affected and manifested by adolescents through family influences, explicitly focusing on their parent's abusive behaviors such as aggressive tendencies, alcohol encouragement, level of intoxication to alcohol, and general antisocial behaviors. With that, the study's findings give importance to how children are affected by external influences—namely, family influences on their development and behaviors.

To conclude, through the social learning theory and this data, it is observable that the externalized behaviors that can be manifested by children can be affected by the parents' influences.

This could be inferred through children being impressionable in their formative years as they grow up.

For the aggressive behaviors of an adolescent, it can be observed that parent's aggressive tendencies and the other abusive behaviors parents exhibit can heavily influence this as these domains are seen to be a significant predictor for onset manifestation for aggression as an externalized behavior. We can say the same thing for the delinquency variable; with aggression directly related to delinquency, we can infer from the data and the theoretical approach that parents' abusive behavior is also a solid and significant predictor for delinquency being manifested as an externalized behavior.

Since this study primarily focuses on how family influences can affect how externalized behaviors are manifested, future research could be done on how different influences in adolescents' lives could affect them. Future studies use Bandura's concept on the Social Learning Theory, as well as other concepts and theoretical frameworks, to understand further the ever-changing dynamics of a modern family and our understanding of the emotional development of an adolescent.

5. ACKNOWLEDGEMENTS

The researchers would like to acknowledge and sincere gratitude to Mr. Wilfred Luis Clamor, for assisting them throughout the span of this research; aiding them in specifying the study's scope, assistance in understanding statistical tools and analysis, and guiding them in creating the research, and offering his unwavering support for the group. The researchers would also like to acknowledge their parents, guardians, and siblings for providing them this opportunity to create a research paper, and for their unconditional love and support given in the midst of the pandemic, as well as all our teachers who equipped us with the knowledge we needed to conduct this research.

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Behaviors as Predictors of Reinforcement: Investigating Parent's Psychological Antecedent and Parental Engagement Mechanisms in Distance Learning

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Abstract: Due to COVID-19, remote learning gave way to implementing modular and online setup of acquiring education. Several studies resulted in the efficacy of parent's commitment to the achievement of their children academically. The research seeks to determine the relationship between parental engagement and their psychological antecedent with the use of a 4-point Likert Scale intervened by parent's demographic profile in terms of gender, age, type of modular learning, number of children enrolled in S.Y. 2020 to 2021, and educational background. Validation of the questionnaire was calculated using Cronbach's alpha coefficient formula through the SPSS software. The computed alpha coefficient was 0.96, which is acceptable reliability. Additionally, with 301 parents, researchers evaluated the gathered data through Pearson Correlation and Regression analysis. The results implied that between the parent's psychological antecedent and engagement in their children's remote learning, parent's psychological behavior influences change in their commitment and determination to guide and teach their children amidst the COVID-19 pandemic. It has also been acknowledged through regression analysis that parental engagement mechanisms are best predicted by the demographic's profile of parents, specifically concerning gender and their children's remote learning modalities and their psychological antecedent amidst the pandemic. Hence, future researchers must employ longitudinal studies to determine parent's display of behavior during and after the remote learning environment for further investigation.

Key Words: distance learning; parental engagement; psychological antecedent; behavior; COVID-19 Pandemic

1. INTRODUCTION

The COVID-19 pandemic has progressed our lives to an entirely different and distinctive level. The ability of personal contact and joining crowds were diminished to dodge the spread of infection. Subsequently, the birth of technological and online setups was employed dominantly, especially in educational fields, given the context of the pandemic.

Since school systems are disrupted and educational opportunities are impacted in multiple ways, more collaboration is needed from various parties, namely schools, teachers, parents, and children (Azani et al.) In such an event, parental involvement mechanisms (facilitating, instructing, and organizing) are necessary to help children prevail in the education programs bundled by the public authority and schools. However, these mechanisms are influenced by a psychological antecedent- a precipitating event that cues an individual to perform a behavior of avoidance, aggression, or stigma. These antecedents portray a unique role while endeavoring to trigger positive and negative results in remote

learning. Given that, the level of parental involvement is determined whenever a psychological antecedent is being activated by the parents.

1.1 Parent's Psychological Antecedent

Otherwise called as "setting event," the psychological antecedent alludes to any activity, circumstance or behavior that led up to a conduct and production of reinforcement. This element frames strategic methods of parents in terms of educational engagement.

For instance, it is either pivotal- meaning it leads to the creation of desirable outcomes- a positive execution of parenting practices and engagement, or undesirable outcomes- a problem that raises danger or distraction of parents towards the way they fulfill teaching responsibilities. This event might urge parents in detaching themselves towards helping their child in the academe.

Taking account the element of antecedent, a reinforcement is determined. This serve as a consequence of action or response from the antecedent



obtained. The reinforcement necessarily means as a disciplinary action or effort and collaboration provided as predictors to their child’s academic outgrowth.

1.2 Parental Engagement

As support mechanisms for online learning continue to evolve, parental engagement plays a significant role in any effort to enhance learning outcomes. Studies show that there is a strong correlation between parent participation and student success. Perhaps for both face-to-face and virtual courses, it would be feasible.

Involvement can be described as the act of participating in an activity or event or situation. In contrast, engagement can be described as the feeling of being involved in a specific activity or a formal arrangement to meet or do something with someone, particularly as part of your public duties "(Macmillan Dictionary, 2009-2012). If we take these two principles together, engagement appears to involve more than activity. There is a greater sense of ownership than there is in mere participation. It suggests that parents' involvement needs greater participation

and greater participation of acts than the participation of parents in schools (Goodall & Montgomery, 2014). Harris and Goodall (2016) stated that parental engagement is "the worst problem and the best solution." Unfortunately, researchers studying parental involvement have concentrated almost entirely on face-to-face environments, and very little is known about parental involvement in online settings.

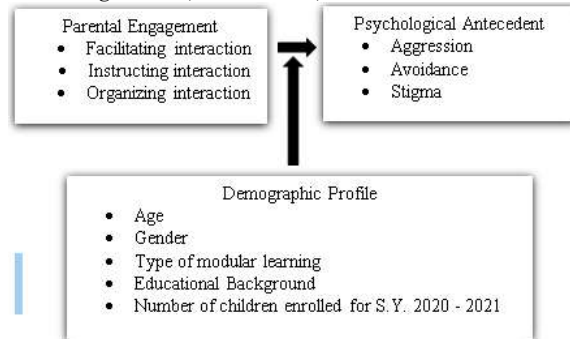
As stated by Hoover-Dempsey and Sandler (2015), established not only how parents are engaged in their students' learning but also why parents are employed. Maintained parental involvement, the parents were motivated by (1) the expectation that they should be involved; (2) the conviction that their involvement would promote the success of their children; (3) the awareness born from the observation of their children and schools, that their involvement is necessary; (4) the perception of unique invitations from the school, their children or the teacher to be engaged; and (5) the perception of their expertise.

Russell (2017) said that parent monitoring should be directed towards students' academic integrity as the physical separation of teachers and students creates a lack of academic trustworthiness surveillance that parents must fulfill. Researchers have recognized that online student parents can track technological and expected issues.

Previous studies on parental involvement have explored its correlation with the success rate on children's cognitive and social fulfillment while scrutinizing a single factor of influence- the level of parental education. There have been several calls for further research to better understand parent

involvement in distance learning (Black, 2009; Cavanaugh et al., 2009; Rice, 2009).

This study uses the Adolescent Community of Engagement (ACE) developed by Borup et al. (2014), using existing research on online learning frameworks towards how parents, teachers, and peers affect students' learning development due to their foregoing emotional behavior. There have been several calls for further research to better understand parent involvement in distance learning (Black, 2009; Cavanaugh et al., 2009; Rice, 2009).



Schematic Diagram of the Study

This study used ACE by Borup et al. (2014) to elaborate the relationship between parent’s engagement and psychological antecedent. The Parental Engagement employed served as the dependent variable consisting (a) facilitating interaction, (b) instructing interaction and (c) organizing interaction. On the other hand, Psychological antecedent served as the independent variable consisting (a) aggression, (b) avoidance, and (c) stigma. These two variables will be then intervened by parent’s demographic profile in term of (a) age, (b) gender, (c) type of modular learning, (d) number of children enrolled in S.Y. 2020 to 2021, and (e) educational background.

Hence, this study was conducted to investigate the relationship between parent’s psychological antecedent and engagement with regards to the demographic profiles of the parents in terms of gender, age, educational background, number of children in school, and children’s type of remote learning material as influences in conducting and measuring the validity of parental involvement mechanisms during 2020 COVID-19.

2. METHODOLOGY

A correlational study was conducted to determine the value of variables and see whether there is an existing and significant relationship between them. The instrument utilized in this study is a quantitative methodology that employed questionnaires consisting of 63 items that were adapted from the HooverDempsey and Sandler’s



(2005) study to measure the three parental mechanisms. The survey was refined by excluding items that are only relevant to face-to-face school involvement. The refined survey obtains a four-point Likert-type response scale: 1=never, 2=rarely, 3=sometimes, 4=often. Given the limited personal interactions, the survey was made and distributed digitally. This survey aims to accumulate sufficient data relating to the study's objectives since it plays as the study's principal instrument.

This study's target participants are parents with children enrolled in S.Y 2020-2021 amidst the pandemic. The parents were selected through the identification of having children who obtained a material of online learning, digital modules, or printed modules for their scholarly activities. The numerical data gathered will be analyzed through Microsoft Excel and Statistical Package for the Social Sciences (SPSS). Mean scores and percentage count will be used to determine the description of the data. Furthermore, Pearson's correlation coefficient and multiple regression analysis will measure the relationship between the parents' psychological antecedent and parental engagement, which are being moderated by the parents' demographic profile.

3. RESULTS AND DISCUSSION

In order to derive implications, computing of continuum is first required to obtain specific ranges. Continuum was computed by $(n-1)/n$ where n is the number of description in 4 point-Likert scale namely: never, rarely, sometimes and often, in which in this case is 4. Hence, $(4-1)/4$ is equivalent to 0.75. Given that, the range is 0.75 resulting to the numerical data on continuum. Moreover, the questions under facilitating, instructing, organizing, aggression & avoidance served as negative questions while stigma is served as positive formulated questions on the questionnaire. Thus, the implications of both positive and negative questions are opposite from each other.

Table 1. The process on how are the data evaluated to form implications.

Continuum	Description	Implication for facilitating, instructing, organizing, aggression avoidance	for &	Implication for stigma
1.00 – 1.75	Never	Low		Very High
1.76 – 2.50	Rarely	Moderate		High
2.51 -3.25	Sometimes	High		Moderate
3.26 – 4.00	Often	Very High		Low

Table 2. The Demographic total in terms of gender, age, type of modality, number of children and educational background.

Demographic Profile	Dimension	Total
Gender	Female	189
	Male	112
Age	20s	57
	30s	99
	40s	119
	50s	26
Type of Modality	Online	101
	Digital	95
	Printed	105
Number of children	1-2	157
	3-4	126
	5-6	13
Educational Background	High school	59
	College	206
	Master's degree	36

The highest total in each dimension are the following: female (189), forty years old (119), printed modules (105), one to two numbers of children enrolled in S.Y. 2020-2021 (157), and college (206).

Table 3. Level of parental engagement employed by parents.

Variable	Mean	Std Dev	Implication
Parent Engagement	3.03	0.80	High Parental Engagement
Facilitating	2.99	0.71	
Instructing	3.03	0.78	
Organizing	3.07	0.78	

The parent's level of parental engagement employed during the learning of their children was found to be high, having a mean of 3,03. Among the dimensions, Organizing has the most significant mean having 3.07 and a standard deviation of 0.78. With this, it can be implied that parents have high parental engagement. Also, its dimension will be fatherly discussed below.



Table 4. Level of psychological antecedent employed by parents.

Variable	Mean	Std Dev	Implication
Psychological Antecedent	2.02	0.99	Moderate Psychological antecedent
Avoidance	2.44	0.28	
Aggression	1.83	0.21	
Stigma	1.89	0.26	

Parent’s level of psychological antecedent resulted to have a mean of 2.02 and a standard deviation of 0.99. Thus, parents don’t always tend to portray negative behaviour to their children. This implies that parents have moderate psychological antecedent towards the modular learning of their children.

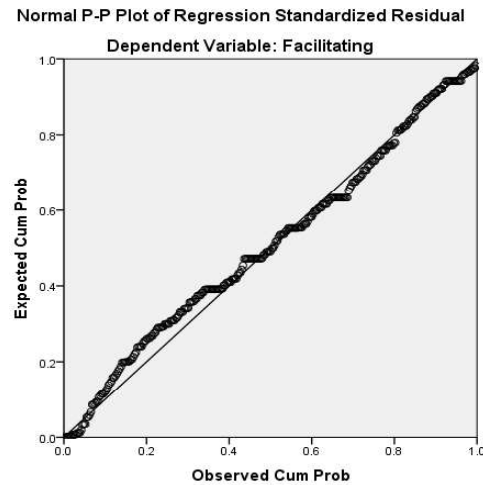
Significance of relationship between the Psychological Antecedent of parents and their Parental Engagement

Table 5. Relationship between the Psychological Antecedent; Avoidance, Stigma and Aggression of parents and their Parental Engagement; Facilitating, Instructing and Organizing

Parental Engagement	Psychological Antecedent					
	Avoidance		Stigma		Aggression	
	r-value	Description	r-value	Description	r-value	Description
Facilitating	.164	Weak Correlation	.299	Moderate Correlation	.318	Moderate Correlation
Instructing	.243	Weak Correlation	.276	Weak Correlation	.270	Weak Correlation
Organizing	.268	Weak Correlation	.260	Weak Correlation	.240	Weak Correlation

The computed Pearson correlation for the parent’s Psychological Antecedent and their Parental Engagement shows a positive significant relationship. Thus, rejecting the null hypothesis since the p-value is lesser than the level of significance which has a value of 0.01. Multiple regression analysis was also used to test what predicts the Parental Engagement of Parents.

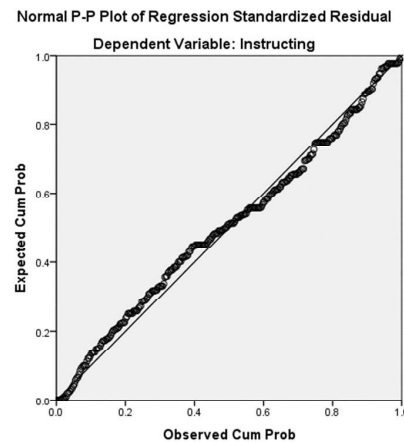
Figure 1. Normal P-P Plot of Regression Standardized Residual of Parental Engagement in terms of Facilitating



$$\text{Facilitating} = 2.486 + \text{Remote Learning Modality} (.115) + \text{Aggression} (.232)$$

A multiple linear regression was calculated to predict facilitating based on demographic profile and psychological antecedents. A significant regression equation was found ($F(2,298) = 21.476, p < .000$), with and R^2 of .355. Participant’s predicted facilitating is equal to $2.486 + \text{Remote Learning} (.115) + \text{Aggression} (.232)$.

Figure 2. Normal P-P Plot of Regression Standardized Residual of Parental Engagement in terms of Instructing

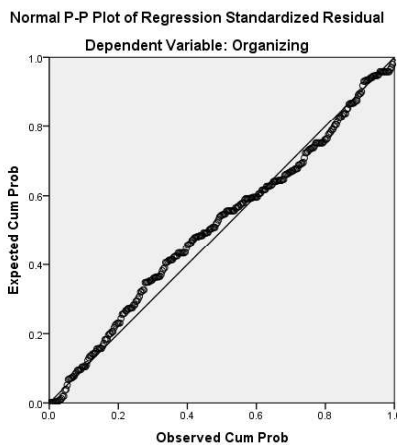




$$\text{Instructing} = 2.235 + \text{Stigma} (.164) + \text{Avoidance} (.110) + \text{Gender} (.140)$$

A multiple linear regression was calculated to predict Instructing based on demographic profile and psychological antecedents. A significant regression equation was found ($F(2,297) = 12.468, p < .000$), with and R^2 of .334. Participant's predicted facilitating is equal to $2.235 + \text{Stigma} (.164) + \text{Avoidance} (.110) + \text{Gender} (.140)$.

Figure 3. Normal P-P Plot of Regression Standardized Residual of Parental Engagement in terms of Organizing



$$\text{Organizing} = 1.987 + \text{Avoidance} (.152) + \text{Remote Learning Modality} (.097) + \text{Gender} (.167) + \text{Stigma} (.136)$$

A multiple linear regression was calculated to predict Organizing based on demographic profile and psychological antecedents. A significant regression equation was found ($F(4,296) = 12.714, p < .000$), with and R^2 of .383. Participant's predicted facilitating is equal to $1.987 + \text{Avoidance} (.152) + \text{Remote Learning} (.097) + \text{Gender} (.167) + \text{Stigma} (.136)$.

Parental engagement in academic activities is particularly significant in this time of the pandemic for students' academic achievement in the remote learning environment in view of the lack of teachers' physical presence. These concerns may stem from the parents' readiness levels. Since the pandemic was so sudden and unsuspected, parents were unprepared for this shift. That is why they would have difficulties balancing their work, home, and teaching responsibilities. Parents were attempting to work remotely or unable to work while caring for children and trying to help them with their education, with no clarity on how long this closure would last. This challenging and uncertain situation could increase the stress level and decrease time management and

planning capacity (Garbe et al., 2020). That makes it necessary to develop a reliable and legitimate parental engagement measurement for research in the remote learning environment.

From the observed data, the Parent's engagement in remote learning towards their children is considered high, having Organizing as the highest mean of 3.07. This means that parents are hands-on and liable to their children's education in terms of facilitating modular learning guides, instructing the tasks needed to be done and learned, and organizing modules and learning environment at home. This result is aligned with the study of Araceli Martinez (2015), who affirms that a rich environment of learning enhances a student's academic development. Consistent stimulation and responsive parenting practices have directly influenced the learner (Toppor et al., 2017).

On the other hand, the parent's psychological antecedent is considered moderate, having avoidance as the highest mean of 2.44 among stigma and ignorance. This implies that in this current study, the parents' psychological behavior has a significant relationship with their parental involvement in their children's education and the parents' demographic characteristics. This also supports the study of Afolabi et al. (2015) study that reported socio-demographic variables (marital status, education, and gender) acts as multiple stressors that weaken the ability and beliefs of parents of learners with inclusive learning on involvement and their contribution to their children's education.

The calculated Pearson Correlation between the parent's Psychological Antecedent and parental engagement reveals a significant positive relationship. Hence, rejecting the null hypothesis because the p-value is below the importance level of 0.01.

Furthermore, regression analysis was used to see what factors influence parental engagement. The predictors for facilitating can account for remote learning modality and aggression as its strongest predictors of facilitation. The predictors towards instructing will account for stigma, avoidance, and gender for its best predictors. Meanwhile, the predictors for Organizing have avoidance, stigma, gender, and remote learning modality as its best predictors.

4. CONCLUSION

It has been acknowledged that the Psychological Antecedent of parents influences changes in their parental engagement in their children's education in terms of their demographic profile. Thus, a positive relationship is shown between them. Likewise, researchers' findings appear that during the implementation of remote learning amidst



pandemic, mechanisms applied (facilitating, instructing, and organizing) are best predicted by parents' demographic characteristics, particularly in gender and children's remote learning modality and parent's psychological antecedent namely stigma, avoidance and aggression. Moreover, parents' behavior of avoidance and aggression are frequently shown as responsive parenting practices, while behaviour of stigma is less involved in execution of parents. Retrospectively, the parent's effort still mutually offers parental engagement in their children's academic activities because education is a vital determinant in their development.

Hence, for further understanding of parent's behavior amidst the COVID-19 pandemic, researchers recommend that future studies can be conducted to compare the role of parent's psychological antecedent in activating a high parental engagement among different groups of remote learning students distinguished by their modality/material used for scholarly activities. Longitudinal study for further research to better measure and display a more practical implication about the parent's behavior towards the virtual school learning environment. Lastly, future researchers may utilize a child's academic attitude, environmental situation, and accessibility of learning materials to induce or influence a parent's psychological antecedent in the remote learning setting.

5. ACKNOWLEDGMENTS

The researchers cannot express enough thanks to all the people that have become a big part of this research study.

First of all, to the Almighty Father Above for giving us the strength and wisdom to start and finish the study;

To our families, our supportive parents, for the patience, full financial and moral support during the making of the study;

To all our friends and classmates, especially to Rozytte Gale C. Imperial, who helped the researchers to make this study as presentable as it is, thank you;

To all the respondents, for all their cooperation that made them a big part of the study;

And most of all to our Advisers, Ms. Kate Anne Ramos, and Mr. Jeovanny Marticion, for all the efforts, exerted in guiding the researchers from the beginning until the very end of the study; a big thank you.

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Effects of Personality on Social Status: A Study on Perceived Social Dominance Among Adolescent Single Sex Social Groups

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Abstract: This study intends to ascertain the relationship between personality traits and perceived social dominance in a peer group setting among Senior High School Students. There are many factors that affect the perceived social dominance of individuals, and so the research aimed to solve which factors these are among the current generation of senior high students. A total of 46 participants answered a google forms survey. It was found that the personalities all had similar measures, such as agreeableness and openness, and conscientiousness and neuroticism. Extroversion gave the most interesting results, with a half and half split for introverted($f=24$, $\%=52.2\%$) and extroverted($f=22$, $\%=47.8\%$). It was found that communication ($m=3.24$, $sd=0.85$) and to be there when a friend is needed($m=3.15$, $sd=0.87$) are the most important domains to peer relationship. Interestingly, there is no statistical relationship between age ($x^2=4.67$, $p=0.197$), and gender($x^2=0.186$, $p=0.666$) with perceived social dominance. However statistical relationship is established between extraversion measure ($x^2=8.9$, $p=0.003$) and quality of peer relationship ($x^2=4.63$, $p=0.031$) and perceived dominance. The presented evidence warrants assumption that certain personality traits influence social dominance, and it is not related to age, gender, or quality of peer relationships.

Key Words: personality; peer relationship; social dominance; extraversion; adolescent

1. INTRODUCTION

1.1 Background of the Study

There are plenty of dynamics that happen inside social groups. These dynamics often involve the perceived social dominance within a group, or in other words the idea that a certain person is more dominant than other members of an informal group. This phenomenon is known as the Social Dominance Theory. However, what exactly influences the perceived social dominance in a group? Personality was hypothesized to be one of them, and so the researchers decided to make the study revolve around that. Using the Big Five Personalities taken from Soto's (2018) model, wherein the personalities were divided into five categories, extroversion, agreeableness, conscientiousness, neuroticism, and openness. The study in concept is heavily derived from Anderson and his peers' work (2001), wherein they studied which category of personalities affected the social status of certain individuals in a college setting.

The significance of this study is to create a better understanding for people about what exactly affects the relationship between them and their peers in a group. There are not many studies in the Philippines that are similar to this based on what the researchers searched for, so this will provide a good understanding of what the current generation in the Philippines values when looking at the hierarchy of their social groups.

1.2 Statement of the Problem

This study intends to ascertain the relationship between personality traits and perceived social dominance in a peer group setting among Senior High School Students. The following research questions are asked.

1. What is the profile of the respondents?
2. What is the type of personality traits of the respondents?
3. What is the level of quality of peer relationship of the respondents?
4. What is the perceived social dominance of the respondents?



5. What is the relationship of age, gender, personality traits and quality of peer relationship to perceived social dominance?

1.3 Conceptual Framework

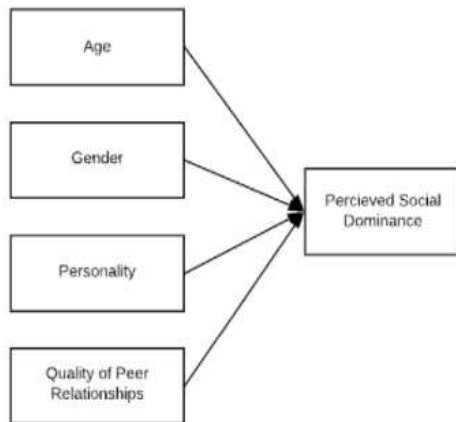


Figure 1: Perceived social dominance in peer groups.

The conceptual framework is meant to display the thought process for what the researchers aim to achieve. The Big Five Personalities, quality of the peer relationships, age, and gender are being used as separate factors that affect the perceived social dominance in a group. A perspective using each of the individual five personalities as well as the overall quality of the relationship between peers in a group and personal information of respondents are used as a basis for determining the perceived social dominance of an individual.

2. METHODOLOGY

2.1 Research Design

The research is going to be making use of a quantitative research design. It will be making thorough usage of the Likert scale for each of the three main variables: personality traits, quality of peer relationships, and perceived social dominance.

2.2 Research Procedure

2.2.1 Sampling

This study intends to use empirical evidence to find the connection between personality traits, peer relationships, and the perceived social dominance among Senior High School students of De La Salle

University Integrated School in single-sex informal groups. A criteria was made to ensure that all of the respondents are what is needed to gain the needed results. The following are the selection criteria:
Senior High School Grade 12 from De La Salle University Integrated School
Enrolled in De La Salle University Integrated School
Belongs to a friend group which is either all male or all female
Belongs to a group with at least three (3) members.

2.2.2 Instrumentation

The first section is a simple profile survey. It will contain personal and educational information that is needed by the researchers. The following three tests make use of a five point Likert scale. The Big Five personality test used was designed and used by Goldberg(1992) in his study "The Development of Markers for the Big-Five Factor Structure", a psychological assessment which measures an individual's level of personality. The test to measure the quality of peer relationship among the respondents, Terzian's (2012) assessing peer relationship test was adopted and modified, which is meant to assess the bond between two individuals, and thus has been chosen to determine the quality of peer relationship in the group. A perceived social dominance test was constructed which adopted and modified the SDO-7 Scale by Ho et al. (2015)t to fit the background of the participants. In each item, a statement is mentioned concerning whether or not they are in support of the question.

2.2.3 Data Gathering Procedure

The data gathering process was divided into five major steps: participant recruitment, securing informed consent, sharing the link to the google survey forms, the audit of the individual responses, and data preparation for statistical analysis.

2.2.4 Data Analysis

Descriptive statistics was utilized to provide demographics, measure of peer relationship, and perceived social dominance. Kruskal Wallis test was utilized to ascertain statistical relationship between age, gender, and personality trait to perceived social dominance. While Spearman Rho test was utilized to ascertain statistical relationship between quality of peer relationship and perceived social dominance.

2.2.5 Ethical Considerations

This study complied with the ethical guidelines set by the De La Salle University Integrated School and the De La Salle University Research Ethics Office, which includes securing informed consent and voluntary participation.



3. RESULT AND DISCUSSION

3.1 Data Analysis

3.1.1 Profile of the Respondents

Most of the respondents are between the ages of 17 and 18 years, with a large number coming from HUMSS strand. There is almost an equal number of male and female participants.

Table 1: Personal and Educational Characteristics of the Participants

Profile	f	%		f	%		f	%
Age			Sex			Strand		
16	1	2.2	Male	25	54.3	ABM	8	17.4
17	25	54.3	Female	21	45.7	STEM	14	30.4
18	19	41.3				HUMSS	24	52.2
19	1	2.2						

The majority of the participants are 17 years old (f=25, f%=54.3%) and 18 years old (f=19, f%=41.3%). There are slightly more male (f=25, f%=54.3%) than female participants (f=21, f%=45.7%). As for the educational profile of the respondents, a majority were from the HUMSS (f=24, f%=52.2%), while the remaining number come from ABM (f=8, f%=17.4%) and STEM (f=14, f%=30.4%). The large number of HUMSS students participating was a result of the researchers being able to contact more students from the said strand.

3.1.2 Personality Test

All personalities with the exception of extroversion showed very contrasting results, with the respondents leaning towards one than the other, with the exception of extroversion, which showed a somewhat clear split.

Table 2: Personality Test Result

Personality	f	%		Conscientiousness	
Extroversion				Non-Conscientious	13 28.3%
Introverted	24	52.2%		Conscientious	33 71.7%
Extroverted	22	47.8%		Neuroticism	
Agreeableness				Neurotic	40 87.0%
Not Agreeable	1	2.2%		Low-Neuroticism	6 13.0%
Agreeable	45	97.8%		Openness	
				Not open	1 2.2%
				Open	45 97.8%

There is an almost equal distribution on the extroversion result of the participants of the study: introverted (f=24, f%=52.2%) and extroverted (f=22, f%=47.8%), indicating that the generation of the De La Salle University Integrated School Senior High School students were roughly equal in numbers between introverted and extroverted people. This contrasts strongly with the results of the remaining personalities. Neuroticism has more high neuroticism (f=40, f%=87.0%) than low neuroticism (f=6, f%=13.0%). Similar results are found for conscientiousness wherein there are more conscientious people (f=33, f%=71.7%) than not conscientious people (f=13, f%=28.3%). This indicates that there is a notable amount of the minority, but it is not so drastic that it can be considered an equal distribution as extraversion/introversion is. The respondents were considerably more likely to be neurotic and/or conscientious than not. Openness and agreeableness showed results that were almost unanimous, with being open and agreeable (f=45, f%=97.8%) being an overwhelming majority as compared to not being not open and not agreeable (f=1, f%=2.2%). This indicates that it is plausible to call the generation in De La Salle University Integrated School Senior High School "Agreeable" and "Open" based on the data at hand.

3.1.3 Quality of Peer Relationship Test.

The results overall showed that the quality of peer relationship is determined more by the social interactions rather than physical interactions.

Table 3: Quality of Peer Relationship test

Peer Relationship Items	M	SD	Interpretation
Peer Relationship	2.0	0.4	Average
Communicate via social media	3.2	0.8	High
Count on your friend when in need of help	3.1	0.8	High
Visits to friend's house	0.5	0.8	Low

The results suggest that the main thing that keeps the relationship among the respondents and their peers is emotional support, and it is maintained mainly through the use of online resources. However, it should be noted that the study takes place during the pandemic, and so relationships between peers



have been drastically affected due to being unable to go out of their home. This takes form in the high measure on communication and interaction through social media and low measure on going to each other's houses and interactions outside of home. Interestingly, friendships are not held together by having good relations, as evidenced by the low report on it. It could likely be a result of a presence of dominance in the group.

3.1.3 Social Dominance Order Test

The table below details the results of the reactions of the respondents to each of the questions pertaining to social dominance. It all averaged out to "fair", however the values themselves were quite spread out, with statements pertaining to perceiving oneself as the leader of the group being higher in value than others.

Table 4: Social Dominance Order test

Social Dominance Order Items	M	SD	Interpretation
Social Dominance Order	2.64	0.73	Fair
<i>Assumes to be the leader of the group</i>	2.83	1.27	Fair
<i>has high level of influence towards friends</i>	1.96	0.94	Fair
<i>Exerts more authority</i>	3.22	1.15	Fair
<i>Exerts influence and change friend's opinion</i>	3.11	1.14	Fair
<i>Keeps friendship in-tact</i>	3.30	1.11	Fair
<i>Believes to be the leader of the group</i>	2.37	1.22	Fair
<i>Believes they have the most respect in the group.</i>	2.70	0.89	Fair
<i>Believes in the existence of hierarchy in group</i>	1.67	1.01	Fair

A deeper examination of the table shows the dynamics of the generation represented by the participants as to have lower emotional stability and to have higher levels of insecurity. Social relationships are observed to be valued as items regarding their relationships with their peers are located in the top 3 highest scored items. The data on their views of their leadership and authority over their peers also reflect their neurotic personalities, the best example of this would be their high levels of beliefs over their authority but only believing that the influence over them to be minimal.

3.2 Interpretation of the Results

3.2.1 Participant's Profile and Perceived Social Dominance

Based on the results, the gender, age, and strands hold no effect on the perceived social dominance within the group. Likely due to the way the current generation maintains their relationships.

3.2.2 Personality Trait and Perceived Social Dominance

Observations from the researchers conclude that the more extroverted and outgoing an individual is, the more likely they are to be held and recognized by their peers as their leader. While such results may differ from each generation, This result could have been caused by the more social personality of those classified as Generation Z. Extroverted individuals are more likely to initiate conversations giving them the opportunity to strengthen their relationships and allow their peers to get to know more about these extroverted individuals. Furthermore, Similar to the results of Anderson and Shikaro (2008). By attracting more attention to themselves, Extroverted individuals could gather the focus of their peers and allow themselves to have their opinions and ideas heard by the plenty. While another possibility for this connection could be because of the ability for extroverted individuals to initiate outings and take responsibility for deciding for the group, no such data was obtained from the personality of Neuroticism.

3.2.3 Peer Relationship and Perceived Social Dominance

A spearman rho correlation was conducted to ascertain the correlation between the variables of Peer Relationships and Social dominance order. The results suggest that there is a significant correlation among people who maintain a good quality of peer relationships and people who do not ($p=0.031, x^2=4.63$). An interpretation of this would be that an extroverted personality may increase the chances of an individual to reach out and maintain a relationship among his peers. This resulting



correlation may be an extension of the extroversion personality's effects on an individual's dominance.

4. CONCLUSIONS

In conclusion, gender, age, and quality of peer relationships are not relevant to the perceived social dominance. Rather, certain personality traits had a significant correlation with one's status. Furthermore, higher extraversion was discovered to positively influence the levels of their perceived dominance levels ($p=0.003$, $\eta^2=8.99$).

5. RECOMMENDATIONS

The researchers suggest a more comprehensive study with a wider and more diverse sample. Adjustments of the scope used in this study is also hypothesized to change the results significantly due to the different background and participants. Additionally, a blend of quantitative and qualitative may be beneficial so as to understand the rationale behind the thinking of certain respondents that may aid in analyzing the statistical data.

6. ACKNOWLEDGMENTS

The researchers would like to express gratitude to their adviser, Dr. Crisanto Q. Regadio Jr, for guiding them throughout the study. They would also like to express their thanks to all of the participants who took time out of their day to answer it, especially to those who connected the researchers to more respondents.

The researchers also give their special thanks to their Practical Research teachers, Sir Mark Anthony Dacela and Miss Thelma Mingoa for aiding in the early conceptualization of the study's topic.

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