



**THE IMPACT OF PARENT MIGRATION ON THE SOCIO- EMOTIONAL
CONDITION OF SELECTED 21ST CENTURY ADOLESCENTS
IN LUISIANA, LAGUNA**

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ABSTRACT

This study aimed to determine the impact of parent migration on the socio-emotional condition of selected 21st-century adolescents in Luisiana, Laguna. The descriptive method of research was utilized. Thirty (30) 21st-century adolescents from the said locale served as the respondents. The research study tried to answer the following questions: What is the level of parent migration in terms of financial support and communication? What is the level of socio-emotional condition of selected 21st-century adolescents in terms of self-esteem, peer relationship, and emotion regulation? and, is there any significant impact of parent migration on the socio-emotional condition of selected 21st-century adolescents? The respondents used the research-made questionnaire. Weighted mean and standard deviation were used to measure the level of parent migration and the level of their socio-emotional condition while a t-test was used to determine the significant impact. The statistical treatment of the gathered data revealed the following findings: level of parent migration in terms of financial support is moderately evident, while in terms of communication is evident because of their daily use of social media sites. Their level of socio-emotional condition in terms of self-esteem, peer relationships, and emotion regulation was evident because of the love, care, and support they get from their family and peers.

Keywords: parent migration, socio-emotional condition, financial support, communication, self-esteem, peer relation, and emotion regulation

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INTRODUCTION

Family is a key social institution and the essential building block of all societies. Parents are considered to be the foundation of a family wherein they have a crucial role and responsibility for the education and socialization of their children as well as instilling values of citizenship and belonging in the society. The Family Code of the Philippines in Executive Order No. 209 series of 1987 emphasizes the authority and responsibility of parents which include the caring and rearing of the children for civic consciousness and efficiency and for their holistic development and well-being whereas migration of parents seems to be inevitable in the situation of some Filipino families nowadays.

Being an Overseas Filipino Worker (OFW) seems to be one of the main occupations today. Parents leaving their homes to work abroad become a common universal experience of many families primarily due to material poverty and to give their children a better life or a better future. It gives children a lot of benefits particularly in material aspects, but it also has a negative effect, especially when it comes to emotional and social aspects.

According to a study entitled Migration and Filipino Children Left Behind, the Philippines is a major supplier of labour migrants to more than 100 countries and roughly 1 out of 4 Filipino children are left behind by their parents. So, a number of children these days' experience the absence of fathers or mothers, who tend to come homely once every two or three years. The situation is far from more likely to cause a huge impact on the social and emotional well-being of the children. One of the vital roles a parent must consider is to be serious nowadays in 21st-century adolescents.

Being an adolescent in the world today is very different to how it was 100, 50 or even 10 years ago. Adolescents today have higher levels of stress and anxiety according to the APA (American Psychological Association) than adults. Tons of scientific research has proven that the human brain undergoes some changes between the ages of fifteen and twenty-five; changes which can be held accountable for the self-consciousness, swings, risk-taking, impulsive behaviour, over-sensitivity, and irresponsible behavior. Their thought process and interpretation of things are a bit skewed. These changes put them on the defensive, resulting in a fight or flight attitude. Children of OFWs are prone to emotional, social, and behavioural problems. Basically, the migration of one parent or both is a very agonizing time for children and can trigger destructive emotions. In other words, there is an obvious lack of intimacy especially when it comes to social and emotional type.

This study was conducted in order to investigate the impact of parent migration to the socio-emotional condition of selected 21st century adolescents.

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1.1. Objectives of the Study

This study aimed to determine the impact of parent migration to the socio-emotional condition of selected 21st-century adolescents.

Specifically, it sought to answer the following questions:

1. What is the level of parent migration in terms of:
 - 1.2. *Financial Support, and*
 - 1.3. *Communication?*
2. What is the level of socio-emotional condition of selected 21st century adolescents in terms of:
 - 2.1. *Self-Esteem,*
 - 2.2. *Peer Relationship, and*
 - 2.3. *Emotion Regulation?*
3. Is there any significant impact of parent migration to the socio-emotional condition of selected 21st century adolescents?

METHODOLOGY

2.1. *Research Design*

Descriptive design of research was used to determine the impact of parent migration to the socio-emotional condition of selected 21st century adolescents in Luisiana, Laguna.

2.2. *Respondents of the Study*

The respondents of the study were 30 selected adolescents from Luisiana, Laguna. To meet the aim of understanding the impact of parent migration to the socio-emotional condition of selected 21st century adolescents, the researcher decided to cater respondents from the said locale. Purposive sampling was utilized in this study. Adolescents from Luisiana, Laguna were purposely selected. Thirty (30) respondents were chosen to the study.

2.3. *Research Instrument*

For the collection of data, a survey questionnaire was used in the form of a checklist as a tool in the study. The instrument was divided into two (2) parts: Part 1 The parent migration of selected 21st century adolescents and Part 2 The socio-emotional condition.

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The said questionnaire was in the form of a checklist which had different interpretations based on its rating scale. The five rating scales were used in this study to obtain 100% responses which as follows:

Scale	Range	Description
5	4.21-5.00	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Neutral
2	1.81-2.60	Disagree
1	1.00-1.80	Strongly Disagree

2.4 Research Paradigm of the Study

The variables of the study helped to explain how the researchers enriched the flow of this research. The conceptual model of this study is presented in the form of a paradigm.

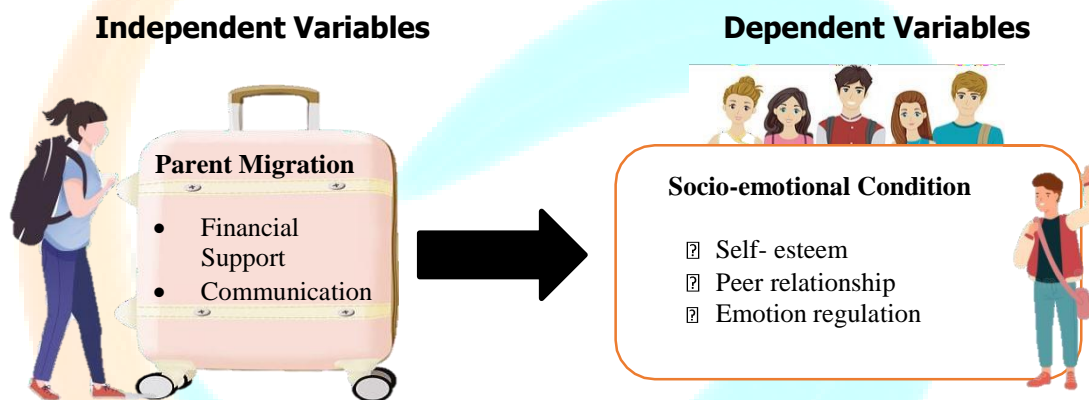


Figure 1. Research Paradigm of the Study

Independent Variables consist of Parent Migration: these were the Financial Support and Communication. Dependent Variables consisted of Socio-emotional conditions of selected century adolescents: these were Self-esteem, Peer Relationship, and Emotion Regulation.

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2.5. Statistical Treatment

The statistical treatment of the gathered data revealed the following findings: level of parent migration in terms of financial support is moderately evident, while in terms of communication is evident because of their daily use of social media sites. Their level of socio-emotional condition in terms of self-esteem, peer relationships, and emotion regulation was evident because of the love, care, and support they get from their family and peers.

Related Literature

Social-emotional development is a child's ability to understand the feelings of others, control their own feelings and behaviors, and get along with peers. Feelings of trust, confidence, pride, friendship, affection and humor are all a part of a child's social-emotional development. The importance of parent's generally positive emotional expression is their openness and expertise when discussing emotions and their encouragement of these same reactions in children. This ultimately assists children to become social- emotionally competent when they enter early schooling.

According to Jones & Bouffard (2012), social-emotional development can be broadly defined as the changes in childhood and adolescence that support self-regulation, successful relationships, and an understanding of self.

Among the many foundational social and emotional skills and characteristics, researchers consistently include their work emotion expression and management, perspective taking, empathy, inhibitory control, self-confidence, and the ability to develop and support relationships with others (Yoder et al. 2014).

Darling & Lippman (2016) explain that emotional and social development in children has been conceptualized as the ability of the infant to establish relationships with peers and adults; as well as the possibility of experiencing, regulating and expressing emotions in socially and culturally appropriate ways.

Children's capacities to appropriately experience and regulate their emotions in social interactions are essential for healthy behavioral development, Malti & Noam (2016). Social-emotional development entails various dimensions of children's and adolescents' social and emotional well-being and is widely recognized to be at the core of human development and growth.

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Greenberg et al. (2013) state that social and emotional skills developed during childhood are also considered to foster long-term benefits in children’s families and communities, leading to potential economic and social benefits for wider society.

The above literatures are related to the present study because positive social and emotional development is important. Socio-emotional development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her. Children’s social and emotional development also influences all others of development. Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. It encompasses both intra- and interpersonal processes.

Self-esteem is the over-all sense of a person’s value and worth. It can be considered as a sort of measure of how much a person values, approves of, appreciates or likes themselves. There are two kinds of self-esteem these are high and low. High self-esteem means that you believe in yourself and know that you are a great addition to this world. You recognize that you might have a few weaknesses, but you also have a lot of strengths which really shape up who you are. Low self-esteem means that you don’t believe in yourself. Often you compare yourself to other people, and find that you ‘don’t measure up’, which is discouraging.

Based on Marini (2016), a high level of self-esteem supplies individuals with the ability to accept happy moments, to handle unpleasant situations, to cope effectively with challenges, to engage in close relationships and to improve their strength.

People who place a low value on themselves are more likely to conform in the influence that a group exerts judgement of an individual and people have a tendency to adopt the behavior and opinions presented by other groups (Zimbardo et al. 2014).

Ferris (2014) explains that self-esteem level has been positioned as a key mediating mechanism accounting for the effects of ostracism on behaviors, invoking the notion that individuals seek to verify their self-perceptions by behaving in a way that is consistent with those self-perceptions.

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Self-esteem is a fundamental and pervasive human need. Humans are motivated to maintain high self-esteem and engage in efforts to protect their self-esteem when it comes under threat (Pepping, 2016). It is important to consider factors that may enhance self-esteem.

Neff and Dahm (2015) mention that self-esteem is essential for good mental health while the lack of self-esteem undermines well-being by fostering depression, anxiety and other pathologies.

The above literatures are related to the present study because having a proper level of self-esteem really helps an individual. Self-esteem affects their confidence and how they value themselves. Having a good self-esteem makes us feel secured, worthwhile, and feel confident with their own abilities. It also opens to learning and feedback, which can help them acquire and master new skills. It becomes one of the factors that bring completeness of oneself.

Children from unique and good relationships with their peers and have positive collaboration within these relationships may lead to socio-emotional growth outcomes that may be seen in the level of their self-esteem and emotion regulation. High-quality friendships involve not only companionship, but also caring, validation, and support. In addition to playing together, good friends feel comfortable opening up to each other and are motivated to resolve conflicts that arise. Peer acceptance, sometimes focuses on how much students like or like to play with their classmates, and has been found to affect students' sense of belonging in school and their academic achievement.

According to Hay as cited by Sandoval (2017), teenagers want to spend more time with their friends rather than their families so they have a big impact on their development.

Carbateja (2012) explains that adolescents join different peer groups. They are joining in their activities in order to accept. A peer group is a root of huge influence especially during the time of adolescence. They imitate their peer to be accepted in their group.

Usually, adolescent's friendships are very close and inseparable. It also involves a greater sharing of problems rather than those at previous ages (Lervolinoet, 2012). They prefer to tell their thought, feeling, problems with their peer rather than to their families. In return, their friends give them sort of advice based on their own perception.

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Peers can have a great influence on one's behavior. If adolescents are surrounded by good people, they will have more opportunities to do healthy activities, make right decisions and see the good side of things. On the other hand, harmful friends can be a bad influence by putting pressure in doing things that are destructive or unhealthy. Their constant criticism and negativity can lead self's doubt and lower self-esteem (Revilla, 2016).

Psychology Glossary (2017) states that a social relation is a blanket term for interactions between two or more people, groups, or organizations. Individual social relationships are composed of an enormous number of social, physical, and verbal interactions that create a climate for the exchange of feelings and ideas.

The above literatures are related to the present study because peer relation plays an important role in one's life especially in puberty stage. Peers serve as the remedy of some people in times of problem when they do not have a good relation with their families. It is believed that they are essential to one's growth as they build, encourage, and cheer their neighbors when they feel so down. The relation of someone with their peers could be affected by the posts they have read online which are very alarming as it could result to something undesirable.

Emotion regulation is a multifaceted construct, including the awareness, understanding, and acceptance of one's emotions; the ability to control impulsive behaviors when experiencing negative emotions; and the ability to modify strategies for managing emotions according to situational demands and goals. People unconsciously use emotion regulation strategies to cope with difficult situations many times throughout each day. Strong emotional regulation skills can also enhance long-term wellbeing, improve performance at work, enrich personal relationships, and even lead to better overall health. The ability to access strategies that allow you to reduce the intensity of the emotion you're feeling when you need to. This means if someone has enraged you, you don't give in to the desire to physically lash out at them or hurl a long line of epithets their way.

However, Barrett et al. (2015) cited that emotion regulation is, then, a key facet of healthy and positive development and may be particularly important during adolescence, given that the young person is undergoing major, interacted, changes in his or her physical, psychological, and social functioning.

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Cole & Hollenstein (2018) cite that emotion regulation focuses on current conceptual and methodological issues in terms of change over various time scales: developmental change across years, as well as changes from day to day, from situation to situation, and from moment to moment.

Suppressed emotions can be regulated through practices like mindfulness, compassion, sublimation and various others. The practices mutually and consecutively enhance one another. These practices help us to improve our emotional regulation abilities (Gerber, 2018).

Southam-Gerow (2016) says that emotion regulation difficulties are central to a range of clinical problems, yet many therapies for children and adolescents lack a focus on emotion and related skills.

The study of emotion regulation has impacted numerous subfields of psychology including developmental, organizational, social, cognitive, neurobiological, and health investigations. The subfield of clinical psychology was initially slower to utilize an emotion regulation perspective but has now substantially incorporated this perspective into theoretical, experimental, assessment, and intervention contexts (Gross et al., 2014).

The above literatures are related to the present study because emotion regulation is often viewed as a cognitive response to challenging emotions. From a neural perspective, however, cognitive and emotional processes cannot be neatly differentiated, self-regulatory activities are embedded in all emotional processes, and these activities are best parsed and sequenced according to the functions they serve. The emotionally driven "sculpting" of synaptic networks locks in individual differences while advancing cognitive capabilities, so that personality development and emotion regulation are deeply intertwined. Applying neurodevelopmental framework helps the two difficult issues in life-span development.

Parent migration results to challenges in child psychosocial well-being due to the emotional impacts from prolonged parent-child separation. Parental absence led to inadequate care and support for left-behind children. Recent researches show that children who remain behind when their parents leave their countries of origin are more likely to experience depression, anxiety, and other emotional and mental health problems.

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According to Smeekens et al. (2012), empirical studies in many countries have shown that parental migration was associated with a range of psychosocial and developmental risks, including loneliness, depression and anxiety symptoms, lower self-esteem, risk behaviors as well as injury.

Children of overseas migrant workers are quite vulnerable to significant psychological, educational and social challenges (Capelloni, 2012). They also experience feelings of loneliness and isolation, and even depression.

Zhao et al. (2018) state that children experienced challenges to their psychosocial well-being primarily caused by long-term separation from their parents. These left-behind children experienced emotional distress, which was reflected in their experiences of loneliness and sadness.

Arguillas (2012) says that some existing studies states that children who are left-behind experience psychological and emotional stress are less well socially adjusted than those in intact families and develop materialistic attitude.

Negative emotional influences of family life that are common and harsh, particularly in the child's discipline model, can lead to problems with emotional development and even psychopathology. The absence of a parent due to migration may contribute to those negative emotional influences of family life (Serapio, 2014).

The above literatures are related to the present study because parent migration can negatively impact a child's long-term health and development. A child's risk of having mental health problems like depression, anxiety, and severe psychological distress increases following the detention and/or deportation of a parent. The absence of both parents due to migration causes more psychological problems.

Financial support during young adulthood is now recognized as an important mechanism in the intergenerational transmission of socioeconomic status. Parents play a crucial role in preparing children to manage their money well as adults and there are direct links between what parents do and their children's financial behavior. Financial assistance from parents fosters higher educational attainment, reduces college dropout, and facilitates movement into career-related work. As such, financial support during young adulthood is now recognized as an important mechanism in the intergenerational transmission of socioeconomic status. This assistance has a

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positive interpretation as indicating parents' support of youths' extended education, career exploration, and general self-discovery.

According to Johnson et al. (2012), financial assistance from parents fosters higher educational attainment, reduces college dropout, and facilitates movement into career-related work.

There are many parents provide financial support for their young adult children. This financial support could help or hinder young adult's financial well-being. The role of parental financial support is a moderator of all significant pathways (Padilla and Walker, 2012).

Schoeni & Ross (2015) say that young adults who received financial support from parents during young adulthood more successfully establish themselves economically comparing who do not receive any financial support from their parents.

Johnson (2013) mention that financial support from parents may prolong the transition to self-sufficiency for some emerging adults, with associated compromised emotional and behavioral outcome.

Low financial status negatively affects academic achievement because lesser financial status prevents access to vital resources and creates additional stress at home (Eamon, 2015).

The above literatures are related to the present study because parental financial support directly increases a child's living standard in adulthood and allows adult children to pursue costly higher education that subsequently proves effective in the labor market. Parents support could provide a good start to their child's self-sufficiency and independence. Young adults' living standards are improved through parental financial investments toward education and home buying. But it could also keep them from learning valuable life lessons, thus slowing their ability to become self-reliant.

The emergence of the social networking sites made communication more accessible for everybody. Programs have been developed to facilitate the long-distance communication between OFWs and their families. Through these, they may communicate with others despite physical distance.

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Chib et al. (2013) stated that the significant changes in interpersonal communication technologies (ICTs) over the past decade make it possible for migrant parents to be actively involved in their children's lives.

As cited by Relvas et al. (2015), ICTs are woven deeply into the fabric of family routines and increasingly shaping dynamics of parent-child relationships. These communication technologies can on the one hand empower adolescent children to cultivate social life.

Parents of adolescents often report that family social media use allows them to be more involved with their children's lives and improves parent-child communication (Dworkin et al., 2018)

Carvalho et al, (2015) explain that the pervasiveness of mobile services and the interconnectedness facilitated by social network sites have initiated a state of perpetual connectivity in family relations.

Internet serves as one of the means of communication used by transnational families. In addition, in the Philippines, social media is popularly used as a medium of communication between migrant parents and left-behind children (Alampay et al., 2012)

The above literatures are related to the present study because various communication platforms allow parents to have their own online accounts through which they can monitor the activities and whereabouts of their kids. Social media is one of the platforms that allow parents and their kids to communicate with one another. This serves as a bridge for OFW parents and their children to make them feel connected.

A good emotional environment will provide the children with: adults who will provide them with emotional support, understanding their feelings and showing empathy. a sense of feeling safe and secure enabling them to learn and develop, giving them the confidence to explore and overcome any challenges they may face. With a positive emotional environment children will flourish across all areas of their development as they will have a positive disposition to learning, learn to share and work co-operatively with others, be well behaved and learn to become independent. On the other hand, a child who has a poor emotional environment may struggle to develop positive relationships with their peers, fall behind academically and risk later involvement in crime. They may also develop physical health and mental health issues in their adult life. They are unlikely to reach their full potential.

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Related Studies

According to Stefan & Miclea (2012) studies have explored the influence of parents and teachers upon children’s socio-emotional skill development have focused predominantly on high-risk category children such as those with behavioral, learning or mental health issues.

However, Denham et al. (2012) cite that the importance of parent’s generally positive emotional expression, their openness and expertise when discussing emotions and their encouragement of these same reactions in children. This ultimately assists children to become social-emotionally competent when they enter early schooling.

A child’s experiences with their environment involve dynamic interactions with many emotion- related elements (e.g., expressive behavior, physiological patterning, action tendencies, goals, motives, social and physical context, appraisals and experiential feeling). These elements change over time with the child’s maturity and in response to changing environmental interactions. Overall, a child’s emotional development is understood as reflecting a social experience within a cultural context (Saarni, 2011).

Jones et al. (2016) say that social-emotional skills and competencies may be more attuned to the characteristics of an individual’s environment as opposed to their connections with an individual’s cognitive skill-set.

An individual’s emotional development takes place within the context of their social environment.

That is, as humans become emotional beings, as they also develop into social beings (Grusec, 2011).

The above studies are related to the present study because the people and environment plays an important part in the healthy social and emotional development of each child. An emotional environment is one that promotes emotional wellbeing and provides stability for the children according to their individual needs. Planning for the emotional environment should be part of the general cycle of planning, observing the children, noting their interests, needs and abilities and planning accordingly.

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Self-esteem is a vulnerable aspect of one's personality as it affects the thoughts and health of an individual. Self-esteem is a very real feeling directed totally inward, holding more power over us than the feelings we have for other people, or that they have for us. Good, healthy self-esteem is responsible for helping us achieve our goals, and to survive and recover from disappointments and failures.

According to Orth and Robins (2019), social relationship, stressful life events and important life transitions influence the development of self-esteem at all developmental periods and self-esteem is a causal force that influences people's lives in the domains of relationship, work and health.

Self-esteem acted as mediator of the relationship between mindfulness and anxiety and depression. In other words, individuals with higher levels of mindfulness are likely to engage in a greater self-esteem, which in turn contributed to decrease in anxiety and depression (Bajaj, 2016).

Meas J et al. (2015) mention that individuals may be vulnerable due to low self-esteem (such as adolescence and old age) and to factors that predict successful versus problematic developmental trajectories.

Social media addiction is associated with self-esteem. People with lower self-esteem tend to depend on social media more (Hawi and Samaha, 2016). Furthermore, students who use social media with the intention of enhancing their self-image are at risk of not only lowering their self-esteem but also their life as well.

Younes et al. (2016) cite that when social integration and support are low, the level of self-esteem will accordingly decrease. A decrease in self-esteem seems associated to increase in insomnia, anxiety, depression and stress.

The above studies are related to the present study because self-esteem really affects the mindset and mental health of a person. Having a low self-esteem is not good because it can lead to depression and anxiety. High self-esteem is key to positive mental health and well-being. It helps to develop coping skills, handle adversity, and put the negative into perspective. It is very important to earn self-esteem for it will bring them to success and will give them confidence to face the challenges in life.

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Peer relationships provide a unique context in which children learn a range of critical social emotional skills, such as empathy, cooperation, and problem-solving strategies. Peer relationships can also contribute negatively to social emotional development through bullying, exclusion, and deviant peer processes. Peers can be powerful forces that facilitate or alternatively undermine group programs.

According to Znanlecki (2011), social relations are found in communities, tend in collectiveness of people who live in limited areas sufficiently near so that each individual can at least occasionally get into contact with every other individual. Many investigators have based their conclusions about social relation upon evaluative and normative judgments which they obtain from those people who control the life of the participants in the community, instead of ascertaining what a social relation mean to the individual themselves who are active partners in it.

Adolescent's friendships usually are very close and inseparable. It also involves a greater sharing of problems rather than those at previous ages. They prefer to tell their thought, feeling, and problems with their peer rather than to their families (Lervolinoet, 2017). In return, their friends give them sort of advice based on their own perception.

Zitzmann (2011) explains that important developmental context for children are form by their peer relationships. Children's relationship with adults was different to their relationship with their peers in both form and function. Thus, peer relationships can be viewed as unique and important with regards to general human development.

In order for children to maintain close friendships, they have to be able to have fun getting excited together, know when to calm down, and know how to resolve disputes when they arise. Children expect to experience positive affect with peers, and to receive emotional support from friends when needed. When interacting with close friends children expected inclusion and acceptance in non-competitive activities, support for self-evaluation in competitive contexts (Gottman and Mettetal, 2017).

Sandoval (2017) states that children from unique and good relationships with their peers and have positive collaboration within these relationships may lead to socio- emotional growth outcomes that may be seen in the level of their self- esteem and emotion regulation.

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The above studies are related to the present study as good peer relation signifies good personality. Peers serve as one of the foundations of development of an individual where they could express themselves freely. They became bridges in fulfilling the incomplete part of their selves. It is a great fulfilment in one's life having a harmonious relation with others that could uplift their confidence.

Emotions refer to mental states that are spontaneously generated, can be positive or negative, fleeting or more prolonged, and can be experienced at varying levels of intensity. Emotions are also under cognitive control, whereby strategies for emotion regulation mean that they may be experienced more or less intensely. A failure to regulate emotional states adequately has been linked with antisocial behaviour and sexual offending in particular.

According to Buhle et al. (2014), in recent years, an explosion of neuroimaging studies has examined cognitive reappraisal, an emotion regulation strategy that involves changing the way one thinks about a stimulus in order to change its affective impact. Existing models broadly agree that reappraisal recruits frontal and parietal control regions to modulate emotional responding in the amygdala, but they offer competing visions of how this is accomplished.

Sustained negative affect and diminished positive affect are hallmark features of Major Depressive Disorder (MDD). Difficulties in emotion regulation have been proposed to be at the core of these cardinal symptoms of MDD (Joormann & Quinn, 2014). Specifically, it is proposed that cognitive biases and deficits affect emotion regulation ability thereby setting the stage for maintained negative affect and diminished levels of positive affect.

As cited by Gross et al. (2014), many psychiatric disorders are widely thought to involve problematic patterns of emotional reactivity and emotion regulation. Unfortunately, it has proven far easier to assert the centrality of "emotion dysregulation" than to rigorously document the ways in which individuals with various forms of psychopathology differ from healthy individuals in their patterns of emotional reactivity and emotion regulation.

Despite the growing research on emotion regulation, the empirical evidence for normative age- related emotion regulation patterns is rather divergent. From a life-span perspective, normative age changes in emotion regulation may be more salient applying the same methodological approach on a broad age range examining both growth and decline during development (Zimmermann & Iwanski, 2014).

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Compas et al. (2014) state that the processes of coping with stress and the regulation of emotion reflect basic aspects of development, and play an important role in models of risk for psychopathology and the development of preventive interventions and psychological treatments.

The above studies are related to the present study because deficit in emotion regulation appears to be relevant to the development, maintenance, and treatment of various forms of psychopathology. Increasing evidence demonstrates that deficits in the ability to adaptively cope with challenging emotions are related to depression, borderline personality disorder, and a variety of other psychopathology symptoms. The concept of emotion regulation has a broad and significant heuristic value for research in mental health.

Parental migration is defined as one or more parent moving away from the place their children are living, for a minimum of 6 months. Remittances sent by migrant parents can increase financial resources previously unavailable which can be invested toward children's health and education. Economic, socio-political and environmental factors can influence children and their parents' decision to migrate. Migration may affect the psychological and physical health of left-behind children in two opposing ways: decreased time allotted by parents for maintaining their children's health.

According to Lam et al. (2014), migration is a life changing decision and process which is deeply embedded, and must be understood in the context of family norms and relations. The decision to migrate and work abroad is not only self-driven but also driven by family status, social and economic factors.

Migration is an important livelihood strategy for many families in Southeast Asia which is also inherently characterized by rupture - a break, change, distance, and division in everyday life (Boehm et al., 2011).

Ramirez (2016) explains that the main reason why Filipinos work abroad is to look for better opportunity, to earn more, to save, to provide more for their family, for their kids, to prepare for a better and brighter future.

Most of Filipinos working abroad is not a matter of choice but a matter of survival, with the hope of creating a better future for their families. This situation also creates separated families, where children are forced to grow up with either only one parent present or sometimes even without any of the parents present (Parreñas, 2015).

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Graham and Jordan (2011) state that parent migration, in which migrant parent(s) leave their children behind in their hometowns, provide remittances to support their children's education but creates parent-child separation.

The above studies are related to the present study because the main reasons of migration are factors such as poverty, lack of employment opportunities, and low salary or income. Most Filipinos work abroad because they want to earn higher income so they can provide a better living for their family. The pressure of familial responsibility is one of the biggest factors that drive Filipinos to work abroad.

The capacity of the parents to provide financially the needs of the students in their studies is referred to as parental financial support. Parental involvement can encourage children's and adolescents' achievement in many ways. One way that parents can contribute positively to their children's education is to assist them with their academic work at home.

According to Fingerman et al. (2012), financial support during young adulthood is now recognized as an important mechanism in the intergenerational transmission of socioeconomic status.

As cited by Serido et al. (2011), influences of parental financial socialization includes parents' SES, parental financial behaviors, parental direct teaching, parental modelling, and parental financial communication.

There are five areas in which parents could provide financial assistance (tuition, books, housing, daily expenses, and recreation), and divided the parents into four groups depending on the patters financial assistance provision (Padilla and Walker, 2012).

Parents play an important role in financing moratorium. Most young adults receive cash assistance from their parents (Siennick & Widdowson, 2017). This assistance has a positive interpretation as indicating parents' support of youths' extended education, career exploration, and general self-discovery.

Johnson (2013) mention that financial support is an important aspect of intergeneration relations but typically occurs periodically. He suggest that a greater stake of parents in their relationships with adult children, which could also mean higher material investments and financial support to their adult children.

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The above studies are related to the present study because that financial assistance from parents could be a scaffold or safety net to allow children to negotiate this transitioning had elongated and become more varied in recent years, especially in industrialized nations. Parental financial support of young adult children is significantly tied to the financial resources and other characteristics of the family of origin. Young adults from middle- and upper class families receive greater financial support than to those from poor and working-class families.

Regular communication builds understanding and trust. When you and parents or cares understand and trust each other, you'll all be better able to work together to support children's wellbeing and development. This will lead to a happier and healthier relationship between both parties, prevent problems that may arise in the future or minimize troubles.

According to Platt et al. (2014), in order to avoid marital conflicts and wayward children, migrants actively worked at maintaining relationships through regular communications such as phone calls, letters, and other means of long distance communication.

The frequency and the quality of communication between the migrant parents and the left-behind children vary due to circumstances that are not within the control of both left-behind children and migrant parents (Racidon et al., 2015). Inadequate or infrequent use of communication can sometimes lead to misunderstanding between two parties and it might escalate into conflict and it could not be resolved easily because of the distance separating them.

Yeoh et al. (2012) explain that when migrant parents lack or fail to make contact or communicate with the people they left-behind in their home country, often times it is interpreted as an act of not caring or abandonment.

Even though the technology and way to communicate from different parts of the world this past decade have developed tremendously it seems to still be a very complex situation for the families, and especially the children, that are affected by the consequences of the migration for work purposes, (Madaianou & Miller, 2012).

Graham et al. (2012) state that new ways of communication does not only allow a more frequent contact between the left-behind children and migrant parents but it also transformed the expectation between them in terms of their relation.

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The above studies are related to the present study because frequent communication between parent and children is extremely enables members to express their needs, wants, and concerns to each other, especially those with parent working abroad. It is through communication that family members are able to resolve the unavoidable problems that arise in all families. Open and honest communication creates an atmosphere that allows family members to express themselves.

RESULTS AND DISCUSSIONS

This study aimed to determine the impact of parent migration to the socio-emotional condition of selected 21st century adolescents in Luisiana, Laguna. The descriptive method of research was utilized. Thirty (30) 21st century adolescents from the said locale served as the respondents.

Table 1 displays the level of parent migration in terms of financial support. Respondents receive “Very Evident” Financial Support with an overall mean of 4.41.

Table 1. Level of Parent Migration in terms of Financial Support

STATEMENT	WM	SD	INTERPRETATION
1. My parent/s supports me financially to sustain my personal needs and wants.	4.70	0.53	Very Evident
2. My parent/s sends remittances regularly to finance my daily expenses.	4.33	0.71	Very Evident
3. My parent/s provides enough money for my basic necessities and maintenance.	4.37	0.61	Very Evident
4. My parent/s gives extra money so I could save it for future expenses.	4.17	0.74	Evident
5. My parent/s provides money immediately when there are emergency or sudden bills/payments.	4.50	0.57	Very Evident
Overall Mean	4.41	0.66	Very Evident

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Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very Evident
4	3.40 - 4.19	Agree	Evident
3	2.60 - 3.39	Moderately Agree	Moderately Evident
2	1.80 - 2.59	Disagree	Less Evident
1	1.00 - 1.79	Strongly Disagree	Not Evident

Four statements measuring the level of parent migration in terms of financial support resulted in "Very Evident" Financial Support. The first statement "My parent/s supports me financially to sustain my personal needs and wants" obtained the highest mean of 4.70. However, only two statements obtained an average higher than the overall mean. A slightly large standard deviation in all statements indicates that respondents have varied and dispersed responses, but most of them responded Agree to Strongly Agree as reflected in the computed means.

There are five areas in which parents could provide financial assistance (tuition, books, housing, daily expenses, and recreation), and divided the parents into groups depending on the patterns financial assistance provision (Padilla and Walker, 2012).

Table 2 reports the level of parent migration in terms of Communication. Respondents reveal to have "Evident" Communication with an overall mean of 4.18.

STATEMENT	WM	SD	INTERPRETATION
1. My parent/s allots time regularly to communicate openly and effectively with me despite our different time zones.	4.27	0.69	Very Evident
2. My parent/s gives time to listen when I have a problem or when I need someone to express and share my feelings.	4.30	0.65	Very Evident
3. My parent/s encourages, comfort, and give pieces of advice every time we have a talk.	4.03	0.92	Evident
4. My parent/s often ask me about my daily scenarios or happenings and the people I have always encountered.	3.90	0.80	Evident
5. My parent/s stays updated and connected with me on Social Media platforms such as Facebook and Messenger.	4.40	0.62	Very Evident
Overall Mean	4.18	0.66	Evident

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Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very Evident
4	3.40 - 4.19	Agree	Evident
3	2.60 - 3.39	Moderately Agree	Moderately Evident
2	1.80 - 2.59	Disagree	Less Evident
1	1.00 - 1.79	Strongly Disagree	Not Evident

Compared to the overall mean of 4.18 which translated to “Evident” Communication only, three statements measuring the level of parent migration in terms of Communication resulted in “Very Evident” Communication. The fifth statement “My parent/s stays updated and connected with me on Social Media platforms such as Facebook and Messenger” obtained the highest mean of 4.40. The same three statements also obtained an average higher than the overall mean. A large standard deviation in all statements indicates that respondents have varied and highly dispersed responses, mostly ranging from Moderately Agree to Strongly Agree as reflected in the computed means.

The frequency and the quality of communication between the migrant parents and the left-behind children vary due to circumstances that are not within the control of both left-behind children and migrant parents (Racidon et al., 2015). Inadequate or infrequent use of communication can sometimes lead to misunderstanding between two parties and it might escalate into conflict and it could not be resolved easily because of the distance separating them.

Table 3 shows the level of socio-emotional condition of selected 21st-century Adolescents in terms of Self- esteem. Respondents have a “High” level of Self-esteem with an overall mean of 4.12.

Table 3. Level of Socio-Emotional Condition in terms of Self-esteem

Four statements measuring the level of socio-emotional condition of selected 21st century Adolescents in terms of Self-esteem imply that respondents have “High” a level of Self-esteem. The third statement “I am able to build my sense of self-worth and self-respect” obtained the highest mean of 4.43, and the only statement resulted in a “Very High” level of Self-esteem. In addition, three statements obtained an average higher than the overall mean. A slightly large standard deviation in all statements indicates that respondents have varied and dispersed responses, but most of them responded Moderately Agree to Agree as reflected in the computed means.

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Bajaj (2016) explains that self-esteem acted as mediator of the relationship between mindfulness and anxiety and depression. In other words, individuals with higher levels of mindfulness are likely to engage in a greater self-esteem, which in turn contributes to decrease in anxiety and depression. A high level of self-esteem supplies individuals with the ability to accept happy moments, to handle unpleasant situations, to cope effectively with challenges, to engage in close relationships and to improve their strength. Self-esteem is the overall sense of a person's value and worth. It can be considered as a sort of measure of how much a person values, approves of, appreciates or likes themselves.

	STATEMENT	WM	SD	INTERPRETATION
1.	I become more independent and responsible.	4.10	0.66	High
2.	I am confident to make wise decisions for myself.	4.17	0.79	High
3.	I am able to build my sense of self-worth and self-respect.	4.43	0.62	Very High
4.	I can easily handle situations and address problems.	3.73	0.69	High
5.	I become more resilient and learn to accept challenges in life.	4.17	0.64	High
	Overall Mean	4.12	0.71	High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Agree	High
3	2.60 - 3.39	Moderately Agree	Moderately High
2	1.80 - 2.59	Disagree	Low
1	1.00 - 1.79	Strongly Disagree	Very Low

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Table 4 presents the level of socio-emotional condition of selected 21st century adolescents in terms of Peer Relationship. Respondents have “High” level of Peer Relationship with an overall mean of 3.80.

Table 4. Level of Socio-Emotional Condition in terms of Peer Relationship

	STATEMENT	WM	SD	INTERPRETATION
1.	I spend most of my time with my friends.	3.67	0.80	High
2.	I enjoy and feel comfortable with my friends’ company.	4.10	0.71	High
3.	I am open with my peers and share with them what I feel.	3.73	0.78	High
4.	I am having a harmonious relationship with my peers.	3.70	0.60	High
5.	I consider the people I regularly interact with to be my friends.	3.80	0.81	High
Overall Mean				High
		3.80	0.75	

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Agree	High
3	2.60 - 3.39	Moderately Agree	Moderately High
2	1.80 - 2.59	Disagree	Low
1	1.00 - 1.79	Strongly Disagree	Very Low

All statements measuring the level of socio-emotional condition of selected 21st-century adolescents in terms of Peer Relationship imply that respondents have a “High” level of Peer Relationships. The second statement “I enjoy and feel comfortable with my friends’ company” obtained the highest mean of 4.10, and is also the only statement that obtained an average higher than the overall mean. A large standard deviation in all statements indicates that respondents have varied and highly dispersed responses, but most of them responded Moderately Agree to Agree as reflected in the computed means.

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Gottman and Mettetal (2017) say that in order for children to maintain close friendships, they have to be able to have fun getting excited together, know when to calm down, and know how to resolve disputes when they arise. Children expect to experience positive affect with peers and to receive emotional support from friends when needed. When interacting with close friends' children expected inclusion and acceptance in non- competitive activities, and support for self-evaluation in competitive contexts. When asked to describe upsetting events, adolescents often mentioned social situations, but reported feeling better after talking with friends.

Table 5 exhibits the level of socio-emotional condition of sele21st-century adolescents in terms of Emotion Regulation. Respondents have a "High" level of Emotion Regulation with an overall mean of 3.99.

Table 5. Level of Socio-Emotional Condition in terms of Emotion Regulation

STATEMENT	WM	SD	INTERPRETATION
1. I generally feel free to express my emotions with my family and friends.	4.13	0.86	High
2. I can manage my emotions in the way I think about the situation I am in.	4.10	0.60	High
3. I am able to strengthen my emotions and get encouraged.	3.97	0.49	High
4. I am able to modify strategies for managing emotions according to situational demands.	3.90	0.55	High
5. I am emotionally tough and I can deal emotional issues.	3.87	0.63	High
Overall Mean	3.99	0.64	High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	Very High
4	3.40 - 4.19	Agree	High
3	2.60 - 3.39	Moderately Agree	Moderately High
2	1.80 - 2.59	Disagree	Low
1	1.00 - 1.79	Strongly Disagree	Very Low

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All statements measuring the level of socio-emotional condition of selected 21st century adolescents in terms of Emotion Regulation imply that respondents have a “High” level of Emotion Regulation. The first statement “I generally feel free to express my emotions with my family and friends.” obtained the highest mean of 4.13, and, together with the second statement, are the only statements obtained an average higher than the overall mean. A slightly large standard deviation in all statements indicates that respondents have varied and dispersed responses, but most of them responded Agree as reflected in the computed means.

Gross et al. (2014) state that the study of emotion regulation has impacted numerous subfields of psychology including developmental, organizational, social, cognitive, neurobiological, and health investigations. The subfield of clinical psychology was initially slower to utilize an emotion regulation perspective but has now substantially incorporated this perspective into theoretical, experimental, assessment, and intervention contexts.

Table 6. Impact of Parent Migration to the Socio-emotional Condition of Selected 21^s Century Adolescents in terms of Self-esteem

Parent Migration	Socio-emotional Condition	Df	Computed t-value	Critical value	Analysis
Financial Support	Self-esteem	29	3.1102	2.0452	Significant
Communication			0.4390		Not Significant

In determining the impact of Financial Support which is under the independent variable Parent Migration on the dependent variables used in this study, the data presented in table 6 were statistically treated using a t- test. For the impact of Financial Support on Self-esteem, the computed value of 3.1102 is greater than the critical value of 2.0452 regardless of the sign which implies that there is a significant impact between Financial Support and Self-esteem. Based on the analyzed data, the interpretation of the result is Significant.

Furthermore, in determining the impact of Communication on Self-esteem, the computed value of 0.4390 is less than the critical value of 2.0452 regardless of the sign which

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implies that there is no significant impact between unification and Self-esteem. Based on the analyzed data, the interpretation of the result is Not Significant.

Table 7. Impact of Parent Migration to the Socio-emotional Condition of Selected 21st Century Adolescents in terms of Peer Relationship

Parent Migration	Socio-emotional Condition	Df	Computed t-value	Critical value	Analysis
Financial Support	Peer Relationship	29	5.1385	2.0452	Significant
Communication			2.9266		Significant

In determining the impact of Financial Support which is under the independent variable Parent Migration to the dependent variables used in this study, the data presented in table 7 were statistically treated using t-test. For the impact of Financial Support to Peer Relationship, the computed value of 5.1385 is greater than the critical value of 2.0452 regardless of the sign which implies that there is a significant impact between the Financial Support and Peer Relationship. Based on the analyzed data, the interpretation of the result is Significant.

Furthermore, in determining the impact of Communication to Peer Relationship, the computed value of 2.9266 is greater than the critical value of 2.0452 regardless of the sign which implies that there is a significant impact between the Communication and Peer Relationship. Based on the analyzed data, the interpretation of the result is Significant.

Table 8. Impact of Parent Migration to the Socio-emotional Condition of Selected 21st Century Adolescents in terms of Emotion Regulation

Parent Migration	Socio-emotional Condition	Df	Computed t-value	Critical value	Analysis
Financial Support	Emotion Regulation	29	4.7134	2.0452	Significant
Communication			1.5539		Not Significant

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In determining the impact of Financial Support which is under the independent variable Parent Migration to the dependent variables used in this study, the data presented in table 8 were statistically treated using t-test. For the impact of Financial Support to Emotion Regulation, the computed value of 4.7134 is greater than the critical value of 2.0452 regardless of the sign which implies that there is a significant impact between the Financial Support and Emotion Regulation. Based on the analyzed data, the interpretation of the result is Significant.

Furthermore, in determining the impact of Communication to Emotion Regulation, the computed value of 1.5539 is less than the critical value of 2.0452 regardless of the sign which implies that there is no significant impact between the Communication and Emotion Regulation. Based on the analyzed data, the interpretation of the result is Not Significant.

Overall, the hypothesis stating that there is no significant impact of parent migration to the socio-emotional condition of selected 21st-century adolescents is rejected.

CONCLUSION AND RECOMMENDATIONS:

Based on the data gathered, the conclusion was that: there was a significant impact of parent migration in terms of financial support and communication on the socio-emotional condition of selected 21st-century adolescents in terms of self-esteem, peer relationship, and emotion regulation. Therefore, the null hypothesis that there is no significant impact of parent migration on the socio-emotional condition of selected 21st-century adolescents was rejected.

In view of the findings and conclusions of the study, the following recommendations are given:

1. Parents abroad may spare some quality time or at least set schedules to communicate with their children via technological products such as cell phones and social media platforms.
2. The respondents may contact and share their experiences with their parents abroad.
3. Guardians or other family members may communicate with the parents abroad to properly supervise their children.
4. Peers may encourage and motivate the respondents in their academic and social life.

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5. The teachers may observe and guide the academic performance of the respondents.

6. The Philippine Government, especially the Department of Labor and Employment, may produce more employment opportunities for every Filipino family and promote higher salary standards such as enhancing or amending Republic Act No. 6727 otherwise known as "Wage Rationalization Act".



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