

## PARENTAL RESILIENCE MECHANISMS AND INVOLVEMENT IN THE EDUCATION PROCESS IN ELEMENTARY SCHOOLS

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### ABSTRACT

*This study sought to find out the level of parental resilience mechanisms and their involvement in the education process of 314 randomly selected parents in the District of Dao for the school year 2023-2024 to be able to solve problems, keep calm and collected when upset, and make it through challenging times to build strong and resilient families. A validated and reliability-tested researcher-made questionnaire was used to gather the needed data. The statistical tools used to analyze and interpret the data were frequency count, percentage, mean, t-test, analysis of variance (ANOVA), and Pearson r. The findings established a very high level of parental resilience mechanisms and the extent of parental involvement in the educational process of intermediate pupils. There was no significant difference in the level of parental support as a whole or when grouped according to selected profiles. There was no significant difference in the extent of parental involvement in the educational process as a whole or when respondents were grouped according to sex, age, civil status, and educational attainment. There was a significant relationship between the two dependent variables. Thus, proper information dissemination through seminars and trainings on parental resilience mechanisms may be considered.*

**Keywords:** Parental Resilience Mechanism, Parental Management, Descriptive-Correlational Quantitative Study In The Intermediate Level

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### 1. Introduction

Resilience is the ability to manage your reactions to stress and to function well even when bad things happen. When you are raising children, resilience is about finding a way to be the parent you want to be, no matter what else is going on around you. Luckily, resilience isn't something you either have or don't have. And it's not something you use up and lose. Rather, resilience is a skill we build throughout our lives—especially when we find ways to get through a challenge. This idea is grounded in viewpoints and examines family stress, integrating an environmental and developmental viewpoint to perceive the family in relation to the sociocultural background (Kazi et al., 2020). When facing challenges or hardships, both individuals and families have the ability to adapt, recover, and thrive despite the difficulties they may encounter. Anderson (2022) analyzes the effects of difficult and upsetting life circumstances. It brings about uninvited alterations in the way people used to live their lives. The new typical way of life has an impact on the activities that individuals used to do. It is an interaction between personal and family risk and resilience, as well as the ability to deal with stressful situations and experience them over the course of a lifetime.

In the Philippines, the Filipino spirit is unbreakable, tough, and, above all, triumphant. Family is a strong

source of resilience. As the foundation of society, it is the focus of all attention and commitment, even to the point of self-sacrifice, in order to meet needs and satisfy wants. It is a parent's inner resources and coping skills that assist them in dealing with stress and emergencies (Arroyo, 2019). Understanding parental resilience mechanisms and involvement can lead to interventions and programs that enhance child development, can provide insights into how to support parents in fostering resilience in children, improving academic outcomes, and overall well-being. Parental resilience mechanisms can serve as powerful role models for children. When parents demonstrate resilience in the face of challenges, they show their children how to cope with adversity, problem –solve, and persevere. This can positively influence children's attitudes toward challenges and their own ability to overcome obstacles in the education process. Parental involvement in the education process is essential for academic success. It can facilitate effective communication and collaboration between parents, teacher, and students. This active involvement can foster a positive school home partnership that benefits the child's learning and development. With these, the researcher, an elementary school teacher and had seen and overcome all of this resilience encountered, was inspired to conduct this research to determine how parent resilience is and to become knowledgeable about management in the educational process of intermediate pupils. She yearns that this study can contribute meaningful ideas that can help improve parental resilience mechanisms, programs, and development not only in the school where she was but also in all schools comprising the Capiz Division. The goal of this investigation was to look into the level of parental resilience mechanisms and the extent of parental management in the educational process in the District of Dao for the school year 2023-2024.

**Specifically, it sought answers to the following questions:**

1. What is the level of parental resilience mechanisms as a whole and in terms of active coping, cognitive flexibility, and social support?
2. What is the extent of parental management in the educational process in the District of Dao as a whole and in terms of logical consequences, conscious discipline, and imposed discipline?
3. Is there a significant difference in the level of parental resilience mechanisms when respondents are grouped according to sex, age, civil status, and educational attainment?
4. Is there a significant difference in the extent of management in the educational process in the District of Dao and when respondents are grouped according to sex, age, civil status, and educational attainment?
5. Is there a significant relationship between the level of parental resilience mechanisms and the extent of parental management in the educational process in the District of Dao?

**Hypotheses**

1. There is no significant difference in the level of parental resilience mechanisms when respondents are grouped according to sex, age, civil status, and educational attainment.
2. There is no significant difference in the extent of management in the educational process in the District of Dao when respondents are grouped according to sex, age, civil status, and educational attainment.
3. There is no significant relationship between the level of parental resilience mechanisms and the extent of parental management in the educational process in the District of Dao.
4. There is no significant difference in the level of parental resilience mechanisms when respondents are grouped according to sex, age, civil status, and educational attainment.
5. There is no significant difference in the extent of management in the educational process in the District of Dao when respondents are grouped according to sex, age, civil status, and educational attainment.
6. There is no significant relationship between the level of parental resilience mechanisms and the extent of parental management in the educational process in the District of Dao.

**Conceptual Framework**

The variables of the study are as follows:

The independent variable was the socio-demographic outline of the respondents' such as sex, age, civil status and educational attainment that would predict the outcomes in the level of parental resilience mechanisms and the extent of parental management in the educative process in the District of Dao in terms of logical consequences, conscious discipline and imposed discipline by the respondents. Sociodemographic on the respondents' profile were determinant factors for parental resilience mechanisms in terms of active coping, cognitive flexibility, and social

support that affects educative process in the District of Dao. The dependent variables forecast in the level of parental resilience mechanisms in terms of active coping, cognitive flexibility, and social support and the extent of management in the educative process in the District of Dao in terms of logical consequences, conscious discipline and imposed discipline as demonstrated in the lower box of schematic diagram of the study. All these are in a diagram shown below (Figure 1).

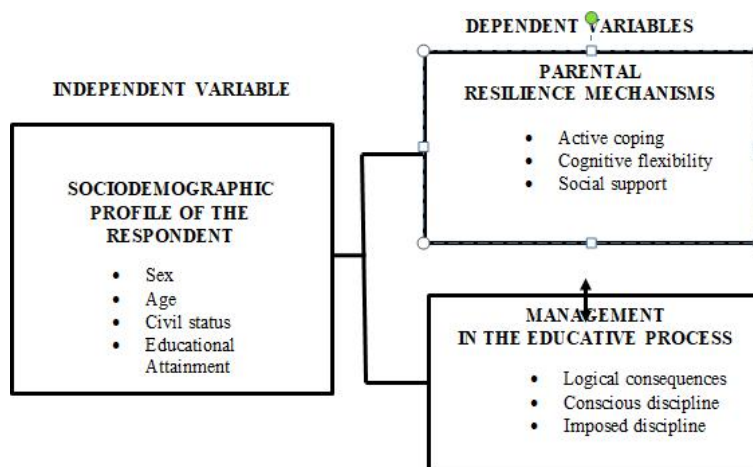


Figure 1. Schematic diagram of the study

The double-headed arrow represented the correlations on the level of parental resilience mechanisms and the extent of management in the educative process in the District of Dao relying with their socio-personal factors or characteristics. However, a connected line, signify the probability association among independent and dependent variables of the study.

### Foreign Literature

Active coping. In Malaysia, National Institute of Health, disclosed that specific responses can be separated out from active coping mechanisms. Eliminating the stressor or withdrawing from a situation are two examples of active coping, sometimes referred to as confrontive coping. A person's ability to cope also depends on whether they accept the situation or acknowledge their part in it (Krishna Gopal Rampal, 2022). It highlights the effects of learning fatigue on students' learning and wellbeing are detrimental. Students' strength and speculative recital are thoroughly tangled to their slumber patterns. According to investigation, Chunming (2019) knowledge exhaustion may be accompanying to handling devices and slumber sanitariness. But more research is needed to determine how learning exhaustion, sleep quality, and coping mechanisms interact. The strength and speculative presentation of kids may be impacted by stress. Coping mechanisms are particular actions people take to control their stress. It is categorized by problem explaining, information looking for, societal backing, expert assistance, shifting locations, organizing events, and redefining the meaning of difficulties. For many people, college life is stressful. Students gain knowledge on in what way to adjust to their innovative speculative and societal settings in college. Roughly apprentices seem to be able to handle difficult circumstances well. Some people appear more helpless and struggle. Researchers have studied how people respond to stressful circumstances (Dickinson-Delaporte and Holmes, 2019). It interplays between stressful circumstances and adaptations appears to include coping in a substantial way. On the other hand, active coping can be cognitive or behavioral mechanism. For instance, students who dread failing a test could ask for help (behavior coping) or reinterpret what failing a test means (cognitive coping). As a stress and adaption mediator, active coping has been explored. But just a small number of studies have looked at the mediators between stress and proactive coping (Holmes, 2020).

This problem was explored in the current study by looking at the relationships between stress and proactive coping. According to Robertson and Cooper (2020) elucidate the conclusions of this investigation can deliver intellectual strength analysts with evidence to support university apprentices energetically manage with worrying conditions and avoid them from trusting on dodging surviving slants such as by means of preparations to agreement with demanding circumstances. People choose best responses to events on the basis of the evaluation. Cognitive evaluation is a human mental process that helps people analyze strange situations and determine if they pose a hazard (Khan, 2022). An illustration might be when someone faces an exertion inspiring task. If this person has a high level of self-efficacy, he or she can see this assignment as a chance to prove their supervisor competence. On the differing, due to the duty's probable to depiction the individual's

inadequacies somebody with low-slung self-efficacy may sight it as a menace to their reputé, Pilyoung (2022) it highpoint the active coping strategies included making an effort to deal with difficulties, looking for or receiving emotional support, framing difficult circumstances in an effort to overcome them, making plans, using humor, tending to accept rather than deny a problem, occasionally being able to divert oneself from a current burden, and leaning on religious beliefs as a support.

Cognitive flexibility. In Canadian University, according by Scott (2022) clearly elucidated that cognitive flexibility as the capacity to switch between two concepts at once, to think about multiple concepts at once, or to choose between various object representations, strategies, or tasks depending on the circumstances. The dual ways that cognitive flexibility manifests itself. The first is the capacity to think about several things at once. the capacity to adapt one's thoughts in response to shifting demands or expectations. At all stages of life, it is crucial to executive functioning (Jacobsen, 2021), and it appears to be significantly dependent on dopamine levels in the prefrontal cortex. Studies published in China discloses that conditions in children's mental health and physical health can also have a negative impact on cognitive flexibility. Previous studies have shown that children with upsetting mind grievances, intake conditions, infatuated incontrollable conditions, and autism spectrum conditions have less cognitive flexibility among children's, Chow (2019) as well as eating disorders, eating disorders, and obsessive-compulsive disorders. Two earlier studies that are more pertinent to the current goal discovered that children with learning disabilities or attention deficit disorders had lower levels of cognitive flexibility than their peers who did not have these learning differences and variations (Geurts, 2021). Although research has found disparities in cognitive flexibility among populations of kids and teens with various disorders and backgrounds, prior study has not concentrated on how the personality traits of college students may be related to their cognitive flexibility. Increased cognitive flexibility is related to self-regulation of attention and mindfulness, according to Moore's (2019) study of the relationships.

Building students cognitive flexibility, Barkley (2022) students need clear guidance and opportunities to exercise flexible thinking in order to fully use the fertile adolescent development stage of their brains. This transitory state's special architecture and chemistry include more dopamine receptors and quicker neuroplasticity. This develops in their minds a quicker desire to explore, a stronger passion for subjects of great interest, and a greater inclination to put forth effort and push boundaries when motivated (Clearfield and Niman, 2021). They will have more access to the possibilities you offer to develop these skill sets for broader perspectives, more optimistic outlooks, better creativity, eager collaboration, and inspired invention. In order to complete complicated tasks, a learner needs to build internal processes. A cognitive flexibility and strategy help with this process, Rosenshine (2019) cognitive techniques are critical for reading comprehension. Students can better comprehend what they read by using the self-questioning technique. Further, college students, gender may also have an impact on cognitive flexibility. Men and women have both participated in the majority of previous studies on cognitive flexibility in this demographic, but gender differences were not specifically considered while the studies' findings were being analyzed (Kercood, 2020). It is possible to argue that students who score higher on cognitive suppleness balances also have more satisfactory insolences about education counting a neediness to acquire and a practice of reviewing. A study by Kim and Omizo (2022) that looked at the impact of cognitive flexibility on the assimilation of immigrants of college age is an exception. They took gender into account when conducting their studies, however they did not discover any gender differences in the Asian-American kids they studied when it came to cognitive flexibility. However, this does not eliminate out gender disparities among college students as a whole. So, in our study, they also evaluated how gender and cognitive flexibility relate to one another. Social support. By providing such a system of educational assistance, it ensures that communication between students, academic staff, and administrators is facilitated in order to meet the administrative demands of the students.

In Colorado State University, a solid support network has psychological and emotional advantages, including enhanced self-esteem and lowered blood pressure. Social backing schemes similarly assistance followers in dropping emotional anguish and refining their volume to switch interesting situations. People with strong social networks or support systems tend to live longer and typically have higher immune systems, which affects their general health (Zimet, 2020). It also supports the fact that once a student has a greater support system when it comes to psychosocial development he or she will excel in many areas of his or her life. It appears that getting high-quality, encouraging social support can diminish remedial indisposition and impermanence, support to avert the emergence of trauma-related psychopathology, and increase stress resistance (Cheune, 2019). Furthermore, it can help to lessen purposeful impacts of suffering related illnesses such as posttraumatic anxiety condition. Although psychoanalysis has made comparatively slight progress in emerging, challenging and executing efficient backing the advantageous influences of societal provision on therapeutic and emotional consequences making evidence grounded interferences besieged at enlightening societal support for affected role and at peril inhabitants' well-being (Coppersmith, 2022). Social support system directly influences how

well students perform academically, and students' perceptions of teacher support encourage self-directed learning and a love of learning (Deci and Ryan, 2000). Parents and teachers are important factors when it comes to students' conducive spaces for learning. The collective thoughtful that fortifies the school-community association consents both parties to cooperate toward the mutual goals. A social and community setting is crucial for children's improved learning situation of the communal inspirations among the teenagers' education. An increasing body of indication opinions to a quantity of consistent features that backing and uphold constructive school-community relations. A common goal for kids' educational and progressive consequences, Copper (2021) aids cohorts dodges working affiliation. Studies proving the efficacy of any proposed systems for use in university counseling services are required. If such studies are successful in demonstrating their efficacy and acceptability among the intended audiences, they will probably offer a practical means of addressing the needs of students with mental health issues while reducing the financial burden of mental health care on university counseling services. This network of people can offer resources to support, aid, and comfort the person in need (Cohen, 2019). While, self-reported confidence in their ability to satisfy the academic requirements for secondary education is improved by the findings of Morison and Cowley's (2021) study. The results may help secondary educational institutions better understand how students view advice and their own strengths and areas for development, enabling them to fulfill the needs of their students and offer the required from external support services (Yorke, 2019). Understanding of how social support programs impact student progress. The results of this quantitative analysis have significance for future support services in schools' study, theory, practice, and policy and other people with whom they interact. Additionally, it offers guidance for future plans to increase understanding of social support services, with a focus on populations with high rates of poverty.

Logical consequences. According to clinical psychologist in Malaysia, Clinical works grounded in a humanitarian paradigm and dependable with self-determination theory Ginott (2019) suggest that logical consequences are a promising alternative to light penalties. Constraints that are grounded on logic address the problem fetched on by teenagers' misconduct moderately than daunting them with the entirely encompassing goal of constructing adequate adversity to produce compliance (Brady, 2020). In order to stop their misbehavior, changes must be made, such as removing a misrepresented entity until progenies have confirmed that they will not recurrence the destructive comportment (Mageau, 2019). Limitations in the arrangement of reasonable significances classically entail progenies to actively participate in solving the problems caused by their misdeeds; stitching a shattered item; changing an undesirable behavior. As a result, reasonable significances have a strong problem-constraint link because they are essentially connected to transgression-induced issues (Schwab, 2019).

Logical significance is a non-punitive response to inappropriate behavior that enables educators to clearly and evidently define expectations and students to correct and learn from their errors with respect for themselves, Nelson (2021) it is a decisive constituent of the reactive schoolroom slant to discipline is the use of reasonable significances. An illustration of a rational response in the rule-violation scenario outlined above would be to switch off the TV and mandate that kids complete their homework before they may watch it again. This constraint would force kids to do their homework and take responsibility for their actions, thereby establishing a solid and logical problem-constraint link, Nucci (2019) for a more in-depth explanation of logical consequences). It would also straight discourse the issue caused by the transgression; the fact that TV is watched before homework completion.

In Canada clinical publications also opine that the methods by logical consequences operate to promote compliance may nurture children's internalization to a higher extent than what can be accomplished by moderate punishment, particularly by evoking a different emotional experience in youngsters (James, 2022). For instance, logical consequences are not painstaking to require eliciting, provoking aversiveness as light punishments do in order to motivate compliance because they concentrate on correcting the issues brought about by infractions (Patrick, 2022). As a result, parents may lessen this part of limitations when enforcing rational punishments and remain more readily in touch with and behaviorally consistent with their own empathic impulses, decreasing children's feelings of rage and serving as an example of empathy (Philippe, 2020). Additionally, Faber and Mazlish, (2019) it is believed that by letting kids experience the logical consequences of their bad behavior, parents can better communicate their message and point of view to their kids and encourage empathy in the process.

In fact, logical consequences appear to contain the three key elements proposed to make a behavior autonomy-supportive: (1) allowing parents to remain sympathetic to their children's feelings while imposing the constraint; (2) requiring kids to actively help solve the issue their behavior caused; and (3) giving kids a hands-on chance to learn development and significance of the broken rule (Brood, 2020). Naturally arising consequences are the finest ones (and inherently the most logical and linked) (Dreikurs, 2020). However, if these are insufficient given the needs of the scenario, the teacher must fabricate a consequence that is as closely tied to the situational

conduct as possible. The student who arrived late for the bus, for instance, experienced a natural outcome (Burney, 2021). Nobody had to put it into practice. The pupil was the only one impacted in that situation. If there are no obvious and direct natural consequences, the teacher must create one with the aid of the students, if they so choose. In life, generally consequences are things that happens as a result of our actions.

**Conscious discipline.** Conscious Discipline's parenting education program was found in a ChildTrends study in Australia to enhance parenting knowledge and abilities, parents' capacity to control their own emotions and respond to their children's challenging behaviors, and children's emotional regulation and behavior. Setting the tone for a safe and caring classroom, physically constructing the classroom, and establishing norms of behavior early on are all part of managing classroom behavior, Weinstein (2022) continuously adhering to the rules, engaging in proactive work and communication with students, and making the most of class time. The physical environment of the learning environment can be set in favorably influence how pupils behave. On the other hand, Bailey (2019) elucidated that conscious discipline is a brain-based self-regulation approach for trauma survivors that is based on studies in psychology, neuroscience, and child development. In order to unleash children's potential for learning and problem-solving, Conscious Discipline educates adults how to promote safety and how to build meaningful relationships between people; adults and children.

Children can acquire self-regulation and problem-solving skills by developing trustworthy, pleasant interactions and reducing the need of external rewards and punishments. Both kids and grownups can achieve their goals by learning to control their feelings, ideas, and behaviors. Conscious Discipline promotes everyone's mental health by forging deep connections and attending to the needs of both the teachers and the pupils. However, Johnson and Johnson (2022) elucidated that Conscious Discipline has three main tenets: safety, connection, and problem-solving. This is a way of teaching social emotional control abilities that is integrated because each component is present in everyday encounters. The first fundamental element of safety focuses on the school's community making it physically and psychologically safe for children to learn and adults to work. The second element of connection is cultivating empathy for members of the school community, training kids to have constructive conversations about relationships, and assisting in the transformation of conflict perception, Mcready (2020) problem-solving is the third essential element. Changing how conflict is seen and handled can help people and students become more resilient able to adjust to problems as they arise. Conflict is a useful teaching tool to teach problem solving and self-regulation skills. Understanding how the brain processes information is essential for adults working with children because each of the components is linked to a specific area of the brain and various brain states: executive state occurs in the frontal lobe, emotional state occurs in the midbrain, and survival state occurs in the brain stem (Finn, 2019).

Conscious discipline incorporates the understanding of how the brain processes information, trauma, and emotions. Applying the Conscious Discipline techniques correctly encourages both children's and adults' healthy social and emotional development. Overall, with careful preparation and the implementation of suitable educational and organizational measures, the frequency of disruptions can be reduced and techniques for the physical environment. For adults and kids to feel comfortable talking openly about their emotional well-being in a secure context, it's vital to adopt techniques like conscious discipline, mindfulness, and restorative practices. The demands placed on both adults and kids are always shifting as everyone's workload rises. The development of emotional control in both children and adults depends on the environment that is created (Gullio, 2019). The need for teaching students how to manage their emotions and develop a sense of community has been acknowledged by society as a requirement for schools. Part of developing children's ability to appropriately control their emotions is teaching them to talk about their feelings and recognize them.

**Imposed discipline.** A variety of laws and rules govern the imposition proceedings of corrective against staff of pre-trial detention facilities, and these laws and regulations provide the parameters in regard to which analytical and statistical research on this topic is conducted. In this paper, the scientific research on the use of disciplinary measures against pre-trial detention center personnel in Germany, Poland, and Ukraine is analyzed. It should be emphasized that in Germany, the results of the practice are compiled annually in a report that includes disciplinary statistics and details the imposition of corrective procedures against staff members of pre-trial detention facilities (Federal Ministry of Justice and Consumer Protection of Germany, 2019). Thus, Miller (2021) educator desires a few strategies at their disposal to curtail or stop disruptive behavior from students in the classroom. There are various strategies to deal with undesirable behavior, from misbehaving in the classroom to failing to complete the allotted job, including punishment, discipline, or even employing rewards, Johnson (2021) emphasizes that engaging beneficial correction is the most efficient way to deal with pupils who are misbehaving in the classroom. In contrast, constructive correction is the process of instructing or training a pupil to abide by the code of conduct or rules over the short and long terms. Teachers can employ constructive discipline to help kids learn self-control and how to make good decisions rather than trying to control their behavior. It will be challenging and take time to go from physical punishment of children to constructive

discipline. As children can be receiving conflicting messages at home, the educational community will need to assist their instructors in order for this to be possible (Mark, 2021). Teachers will require assistance from the management of their school, from other interested groups, and from their other colleagues. This introduction on implementing constructive correction in everyday teaching is designed to assist educators who have received training in this area by providing guidance on how to apply constructive punishment in unremarkable coaching to typical scenarios that educators encounter on a daily basis of teaching among students (Jones et al., 2020). Thus, intend to actually transform the way we treat kids in families, schools, and other contexts by publishing this primer in print and online.

### Local Literature

Active coping. In local context, according to Lustre (2019) active coping mechanism and techniques are divided into two broad and comprehensive categories: problem-focused coping and emotion-focused coping. Problem-focused coping is a type of coping that specifically seeks to alter the stressor. This can be achieved through preparation, conflict, and subsequent problem-solving. The term "emotion-focused coping" refers to altering the emotional load of stress through asking for help, expressing one's emotions, or positively reevaluating the stressor (Gonzales, 2019). Additionally, earlier attempts to evaluate Filipino coping mechanisms were only modifications and translations of Western scales and concepts. The coping dispositions of Filipinos developed from the local people do not yet have a scale. The scale would not only be created locally, but it would also include specific Filipino-specific coping strategies that have been identified through qualitative research that has already been conducted (Marciano, 2023). In order to allow for additional factors to be analyzed, the respondents were given the freedom to name and rank any other coping mechanisms they explicitly employ but are not included on the scale. Each coping technique's level of use is graded as follows: never, very rarely, occasionally, or frequently used (Depla, 2019). The estimation of each coping strategy's efficiency. The applied tactic has been graded as: not helpful, slightly in coping with the designated stressor beneficial, a little helpful, or a lot of help. It also produces eight subscales: confrontational, avoidant, upbeat, fatalistic, sensitive, supportive, and independent. Complex individuals with complex lives are occasionally unable to handle the challenges we encounter thus, experience sensations of strain and stress, Rosario (2020) shared the view that stress came in several forms and affected people of all ages and walks of life.

This implies that stress is a part of life and has many causes, and that the degree of stress in our lives is greatly dependent on factors such as the physical health of the individual, the quality of interpersonal relationships, the number of commitments and responsibilities we shoulder, the degree of others' dependence on and expectations of us, the amount of support we receive from others, and the number of changes of traumatic events we go through. This means that life itself is stress related, depending on the individual's lifestyle and the level of cultural development (Javier, 2022). Opined that active coping skills improve class attendance, participation, persistence even when faced with setbacks or failure in general, and arm them with stronger more resilient self who can lead to a much more positive learning experience, Advincula (2022) academic coping strategies helped undergraduate students to perform in their academic through academic coping strategies factors; approach, avoidance, and social support (Solivin, 2020). In addition, academic coping strategies was also design to help undergraduate students to cope their life those that include physical well-being, emotional, spiritual, and psychological well-being. Normally, emotional coping strategy is usually practiced in the first year of undergraduate students while in later years the trend is changing towards cognitive, confrontive and painful problem solving. Cognitive flexibility. Cognitive flexibility was first conceptualized in sociology as the capacity for a person's concept system to alter selectively in response to the right contextual cues (Vargas, 2022). Because of this, cognitive flexibility is a product of both how knowledge is represented—along numerous rather than single conceptual dimensions—and the processes that work on those mental representations—processes of schema building rather than intact schema retrieval (Villaflor, 2019). An individual must have self-efficacy and confidence in their ability to produce the desired behavior in order to be cognitively flexible. As a result, according to the result of the study by Benito (2019) cognitive flexibility can be conceptualized from two different perspectives: 1) an objectively measured, neuropsychological dimension that focuses on the executive process of mental flexibility and set-shifting, and 2) a subjective dimension that focuses on perceived self-efficacy.

Thus, San Juan (2019) examined in his study the various facets of cognitive flexibility in connection to cognitive schemas of pain and showed that there was no significant correlation between the Trail Making Test B (TMT-B; Reitan-Wolfson, 2015) and the Cognitive Flexibility Scale ( $r = .201$ ;  $p = .148$ ). Further elucidated the different paradigm and premise, but his findings imply that the neuropsychological and subjective dimensions of cognitive flexibility are not statistically connected. Cognitive

flexibility refers to a person's capacity to modify their cognitive processing processes in response to novel and unexpected environmental circumstances. According to Spina (2019), it can also be described as the capacity to spontaneously restructure one's knowledge, in a variety of ways, in adaptive response to radically changing situational demands. The ability to quickly switch between tasks or stimulus sets demonstrates cognitive flexibility, which is a key component of human intelligence (Manuel, 2022). Researchers have shown a link between this skill and students' academic success, cognitive development, and creative growth and development. The number-letter switching task measures cognitive flexibility well, Pantaleon (2020) the findings demonstrated that the high flexibility group acquired rules at a higher level and had much higher post-learning accuracy than the low flexibility group. These results show a relationship between cognitive flexibility and performance following rule acquisition and achievements in the probabilistic rule task (Villafuerte, 2021). Although the mechanisms behind cognitive flexibility are still unclear, many experts believe that it is a requirement for many psychological processes and one of the most significant elements impacting intelligence and creativity. Social support. In home-grown context, according to Montes (2022), having access to social support has frequently been linked to a positive adjustment in times of stress after exposure to a life stressor. The positive effects of social support have been discovered consistently across a range of populations, including those who are well and those who are recovering from acute or chronic disease, independent of racial or religious affiliation, sexual orientation, or socioeconomic level. Friends, family, coworkers, and other people can soothe you on a physical and emotional level. It is the understanding that you belong to a group of individuals that esteem, admire, and care for you.

Study conducted in Cebu, Santos (2022) revealed the findings of the study where majority of the respondents had a strong perception of social support which meant that the respondents felt that they have a supportive, caring, and trustworthy network of family, friends, and significant others. Ninety-five-point five percent (95.5%) of the respondents had strong perceived social support. Accordingly, minority of the respondents got a weak perception of social support. The researchers also found out that most of the students tend to rely on friends than their family. Based on the findings majority of the respondents had low level of loneliness which meant that social support influences the level of loneliness. Fifty-three-point eight percent (53.8%) of the respondents had a low level of loneliness. It found out that these two (2) variables were significantly related (Mongaya, 2019).

While, Benjamin (2022) dealing with stressful work or circumstances, social support can have a favorable impact on your emotional and physical health. According to studies, social support can strengthen your immune system and lower your blood pressure while undertaking difficult jobs. Strong bonds with friends and family can also uplift your mood, broaden your perspective, and protect your mental health. According to research, those who receive a lot of social support appear to be more resilient when faced with challenging circumstances (Dela Cruz, 2023). In fact, Bayes (2019) disclosed that mental, emotional, and physical health are all associated with having supportive social networks. Positive social support is crucial and beneficial for recovering from depression, according to research using brain imaging. Negative thought patterns will lessen with a decreased sense of isolation and a heightened sense of community and support (Fausto, 2019). Even people without depression can benefit from social support because it can stop unpleasant thought patterns from festering for too long. Expressions of confidence or encouragement are examples of this kind of social assistance. Someone who is offering you esteem support could remind you of your positive qualities or just express their confidence and expressing confidence-building affirmations.

Logical consequences. In local context, parental punishment for children can take many different forms, including verbal abuse, withholding, Manalo (2019) is the application of logical consequences, grounding, and isolation. However, corporal or physical punishment is the most popular type of punishment utilized by Filipino parents. In order to correct a child's behavior, mold his or her character, and establish discipline as they grow, this type of punishment uses physical force. Parents or guardians typically use their open hand to spank or slap a youngster, but occasionally they will also use a belt, slipper, cane, broomstick, or ruler (Valenzuela, 2020). The authoritarian parenting style is the type of discipline used here. Physical punishment is sometimes described as harsh, brutal, and disturbing, but these are just three of the many other adjectives that are frequently used to describe it. It's true that this type of discipline is hard to receive (Becera, 2021). However, the ongoing debate around this type of discipline is whether using physical force to change a child's behavior while correcting them is acceptable. Every day in the classroom, students deal with a variety of repercussions. Most take place naturally and without the help of teachers. For instance, a hasty or careless student can misspell a word or calculate a math problem incorrectly. Or a student might be seen as likeable because they are kind to other classmates. Every day, an unlimited number of events have an impact on every one of us (Isiderio, 2021). In actuality, a student's perception of a punishment or consequence may be what separates it from a consequence. Even if an event is intended to be a clear and logical result, it becomes a punishment if the learner interprets it as an external reaction or something that is meant to hurt them. It could be perplexing however, Denaga (2019) keeping in mind that being able to defend oneself is not a prerequisite for managing success. Thus, it has to do



with the outcomes one obtains. It was perceived as being about making a decision and assisted the thinking about how a better decision might have been made; it was probably a positive outcome (Pagayon, 2020). Thus, building a social compact that feels democratic and is based on encouraging responsibility requires developing logical and linked consequences. Students may see teacher interventions as being excessively arbitrary and external if there are no logical or linked outcomes (Tamayo, 2020). The contract will have little significance if students see penalties to be subjective or arbitrary, and they will likely feel forced and contrived. Students must believe that upholding their promises would improve the class and provide them the satisfaction of growing more responsible while accomplishing their inclusion and achievement goals for the social contract to be effective (Duro, 2022). It is crucial to distinguish between the increasingly potent (consequences) and the increasingly agonizing (punishments). According to the logic of pain, if one punch to the head is ineffective, perhaps two will (Constantino, 2019). The issue with this reasoning is that since the punishment is unrelated to the wrongdoing, no lesson will be learnt from it (e.g., standards, shame, lecture, picking up trash, etc.). A bigger level of pain will only serve to make the student more hostile and defiant because the modest amount of pain had no effect on the student's behavior pattern.

The idea that consequences are less stressful for the student than punishments is another common fallacy. This viewpoint is shared by some educators who abhor sanctions for moral reasons. But it's just plain untrue. The hardest and most painful lessons one has ever learned in life almost all came in the form of consequences, if one were to study them. Life's repercussions include close calls with nature, the loss of loved ones, failing to make the cut, unpleasant relationships, lost employment, and missed opportunities (Macalintal, 2019). Few of the sanctions that have been applied to us have had the same ability to influence or impart knowledge. Consequences have power because they have meaning. There is a cost associated with them. While punishments might be unpleasant, in.

Conscious discipline. According by Labargan (2020). The school community and educators need to adopt a new way of thinking in order to implement conscious discipline. To achieve long-lasting behavioral change, all adults in the school must go through a transformational process. Changing from a system of dominance, norms that govern conduct and considering disagreement as something that stops the learning process. The success of the adults in the educational setting—who in turn produce successful students—depends on implementing conscious discipline and offering support, Javier (2020) promotes "School Family," which is important for the adults as much as it is for the students. This is important for the adults as much as it is for the students when the adult in the educational setting is going through the change in mindset. This is why it is so important to have good support from administration as well as other trained staff in the school (Denosta, 2019). Perhaps, classroom management techniques are the only aspect of education that hasn't altered over the past few decades despite the difficulty of courses, changes in family arrangements, and increased demands on teachers. As a teacher, it can be challenging to shift away from the conventional approach to classroom management, and putting Conscious Discipline into practice requires patience and comprehension if you want it to be successful (Honrado, 2019). A teacher cannot teach what they do not know how to do, thus conscious discipline needs the adult to become aware of their own emotional condition and what that brings to the classroom (Pesic, 2020). Since, it is believed that significant change does not occur overnight, teachers who wish to implement conscious discipline are trained in stages and in a logical sequence as Montalbo (2020) discloses. Most adults who receive training have stronger bonds with their friends, are more honest about their emotions, and want to help one another improve their conscious discipline skills. In an educational setting, connecting the adults fosters good supports for their social and emotional wellbeing, which subsequently permeates interactions with the kids, Amador (2019) utilizing Conscious Discipline techniques can help teachers understand what is really going through students' minds while they are in class, and gaining this information from them increases teachers' empathy for various situations as well as their awareness of how they interact with students. Positive social-emotional learning practices should be incorporated into early childhood education and special education because giving young children this kind of support will encourage them to develop resilience (Habig, 2019). Building resilience and promoting positive social and emotional development in children requires teaching them effective methods for dealing with their emotions. Young children who struggle with emotional control can learn to succeed by being placed in a secure school environment with personnel that is well-trained in the principles of conscious discipline (Navarra, 2020).

Early on, children demonstrate a keen interest in their families and communities, thus it is crucial that educators foster the development of good social skills and self-control. As communities and schools become more diverse, it is essential to give kids the positive social and emotional support they need as well as an education that offers a variety of ways to express themselves. In fact, Matina (2020) highlights the conscious discipline has changed the culture of the school as a whole, and the development of the "School Family" has given both adults and kids a secure environment in which to flourish and improve their social and emotional health journey for adults, and

as the changes take place. Imposed discipline. In local context of imposing discipline, of our parents according by Murallo (2020) setting boundaries for the kids helps them learn the difference between right and wrong. Students' character improves as a result, and they grow stronger and more independent. Even the students' analytical abilities improve with discipline. Although positive discipline is founded on techniques that are safe, developmentally appropriate, and well-researched, there is some skepticism about how successful it is. Spanking, beating, humiliating, and/or threats are still heavily incorporated into the Filipino conception of discipline, and many justifications are used to support these actions (Parabas, 2019). In order for their children to develop positive character traits, Filipino parents consider the necessity of exerting control and demonstrating authority. According to Villaflor (2022) research on why Filipino parents choose punitive discipline, this preference stems from cultural notions that kids lack moral sense, parents must instill fear in order to exercise their power, or parents discipline kids in the same manner that their own parents did.

Understanding how Filipino teachers defend their opposition to good discipline has received less attention, Andama (2019) teachers' concerns that students' lack of self-discipline may be used as a cover for future criminal action could be one explanation. Another explanation comes from the punitive populist discourse, which advocates tougher penalties for disobedience and antisocial behavior in addition to tougher penalties for crime and antisocial behaviors.

While, Delos Reyes (2020) teachers say that they do not feel supported while using positive discipline and explain how it differs from the way they were disciplined. As a result, instances of punitive discipline and physical punishment persist, with up to 85% of Filipino children reporting hearing yells, 76% receiving buttocks slaps, 58% receiving finger pinches, and 12% receiving physical abuse (Bonsato, 2021). The most frequent kinds of punishment in the educational setting, according to a poll of 2,550 Filipino students, were verbal abuse (70%), physical abuse (60.7%), and emotional, non-verbal abuse (45.8%) correspondingly. On its effects and information of imposing discipline, the law was enacted by the Philippine Senate in October, and the House of Representatives passed its version on November 12 (Cepeda, 2019). President Rodrigo Duterte vetoed the joint bill in February 2019 after claiming that it "places such responsible disciplining of children in the same category as humiliating and degrading forms of punishment, and condemns them all in one broad stroke" (Ranada, 2019). Even the president's statement that "Corporal punishment produces law-abiding citizens" was the subject of a newspaper headline. While simultaneously teaching children how to make better decisions as adults, positive discipline enables students to learn and change their behaviors to meet expectations in the classroom. The options include taking some time to engage in in-depth reflection on oneself and life in order to be rooted in a choice (Baldoza, 2019).

Thus, Department Order 40, s., has been released by the Department of Education. which encourages the practice of Positive Discipline and forbids the use of corporal punishment as of 2012. This primer helps teachers carry out their duties in accordance with this Order. On the other hand, the Child Protection Policy and the anti-child abuse law, which were already strictly implemented by the Department of Education, were still in effect for both parents and teachers (Fernando, 2022). Even if teacher organizations oppose physical, verbal, and psychological punishment, they urged legislators to pay closer attention to the contexts and other elements that are present in school settings. However, the Family Code of 1987 recognizes those with parental authority over children as having the right and duty "to impose discipline on them as may be required under the circumstances" (art. 20); the Child and Youth Welfare Code of 1974 recognizes parents as having the right "to discipline the child as may be necessary for the formation of his good character" (art. 45); the Rules and Regulations on the Reporting and Investigation of Child Abuse Cases state that "discipline administered by a parent or legal guardian to a child does not constitute cruelty provided it is reasonable in manner and moderate in degree and does not constitute physical or psychological injury as defined." The Code of Muslim Personal Laws states that parents have "the power to correct, discipline, and punish them moderately" (art. 74); due to the almost ubiquitous acceptability of corporal punishment in childrearing, it is imperative that the legislation be clear that all forms of corporal punishment are prohibited. All corporal punishment and other cruel or degrading forms of punishment should be expressly forbidden by law in the home, schools, and any other place where adults have parental control over children. These provisions should be repealed.

## 2. Method

The descriptive-correlational research design was adopted in this study. A descriptive design was used to describe a population's status or condition as it exists or to determine and describe the features of the population represented by the respondents (Babol, 2020). The correlation method, on the other hand, looks at potential correlations between research variables without regard to context or situation. Furthermore, it was utilized to

establish whether there was a relationship between variables already or not in the present investigation of the study.

**Sampling Technique.** The study respondents were 314 parents from the total population of 1,468 parents in the District of Dao during the school year 2023-2024. The sample size for the study was determined through appropriate enumeration and statistical tools. A total sample of 314 parents out of one thousand four hundred sixty-eight (1,468) total population of parents in the District of Dao during school year 2023-2024. They were chosen as respondents for this study because the researcher believed that they are qualified to answer the constructed questionnaire and their experiences are enough to relate themselves in the objectives of this study (Bulos, 2023). The researcher was certain that the respondents would provide truthful and ethical responses based on their knowledge of the real world, genuine circumstances, and conscience. The sample size was taken from the total population based on their number in the province with a margin of error of 0.05. To determine the sample size, the study used Slovin's formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size      N = total population      e = margin of error

(0.05)

The illustration;

$$n = \frac{1,468}{1 + 1,468 (0.05)^2}$$

$$n = \frac{1,468}{1 + 1,468 (0.0025)} = 314.35 \text{ or } 314$$

The probability sampling was utilized in order to elucidate. The respondents were selected by means of simple random sampling and sample size formula (Ellen, 2017). The sample size from the schools were taken by dividing and distributing the population of each school's population size and then multiplied to the desired sample size. Thus, the researcher used lottery techniques and strategies along with sampling. Respondents' names were written on a piece of paper, placed in a box or container at each school, and pulled until the desired number of respondents was reached (Mark, 2020). The sample size was proportionately distributed among the study's parent-respondents of intermediate pupils. The ideal model size for the inquiry was strongminded using the Cochran formula. The sample size for parent-respondents in each school was determined using the proportionate allocation formula (Anastasi and Urbina, 2005). The formula was:

$$n_i = \frac{n (N_i)}{N}$$

Where:

n<sub>i</sub> = sample size of every  
school N = total population  
N<sub>i</sub> = population of each  
school n = appropriate

sample size

Sample computation for distribution of respondents (see Table 1).

$$n_i = \frac{473 (314)}{\text{or } 101} = \frac{101.17}{1,468}$$

Stratified random sampling was employed to choose the study's parent-respondents. The scheme of stratified random sampling was applied when there was a large population. In this sampling approach and strategy, the population was stratified, and participants from each stratum were selected at random to represent the total population in the research or study (Castillo, 2022). One thousand four hundred sixty-eight (1,468) total parent of intermediate pupils wherein, out of the 314 total respondents were; 101 or 32.22 percent came from School (A) Dao Central School; 33 or 10.56 percent participants were from School (B) Tabuc Elementary School; 32 or 10.15 percent came from School (C) Nicanor Escutin Elementary School; 24 or 7.64 parent-respondents' were from School (D) Ilas Norte Elementary School; 19 or 6.05 respondents were from School (E) Malonoy Elementary School correspondingly.

However, seventeen or 5.45 percent intermediate pupils' parent- respondents from School (F and G) Agtanguay Elementary School and Lacaron Elementary School. Only, fourteen or 4.46 percent parent respondents were from School (H) Doroteo Eslaban Elementary School accordingly. Thirteen or 4.14 percent came from School (I) Manhoy Elementary School; 12 or 3.82 percent of parent respondent were from School (J) Antonio Elementary School; 11 or 3.50 percent came from School (K and L) Andres Quintia Sr., Elementary School and Matagnop Elementary School respectively. Finally, 10 or 3.20 percent parent of intermediate pupils' respondents came from School (M) Quinayuya Elementary School in the District of Dao, Division of Capiz as specified in Table 1.

Table 1. Distribution of parent-respondents by school in the District of Dao.

Schools	Population	Sample Size	Percentage (%)
A	473	101	32.22
B	155	33	10.56
C	149	32	10.15
D	110	24	7.49
E	89	19	6.06
F	80	17	5.45
G	78	17	5.31
H	67	14	4.56
I	61	13	4.16
J	55	12	3.75
K	52	11	3.54
L	52	11	3.54

M	47	10	3.20
Total	1,468	314	100.00%

### Research Instrument Used

To come up with the needed data, the researcher used the researcher-made questionnaire that was patterned after some models and improved through the scrutiny of the research adviser, co-adviser, a grammarian, panel of expert and research experts to the field of investigation. The survey questionnaire consisted of 3 parts, namely:

Part I. The sociodemographic profile of the respondents. The purpose of this section of the questionnaire was to gather information about the respondents' sex, age, civil status, and level of education. The parent-respondents would check the appropriate line or boxes.

Part II. It was incorporating on the level of parental resilience mechanisms. The questionnaire consists of three mechanisms namely; active coping, cognitive flexibility, and social support.

Part III. The extent of parental management in the educative process. It was encompassing of three components namely; logical consequences, conscious discipline and imposed discipline.

In order to measure and provide responses to the questions in parts II and III of the questionnaires regarding active coping, cognitive flexibility, and social support, on the level of parental resilience mechanisms and the extent of management in the educational process among parents of intermediate pupils in terms of logical consequences, conscious discipline and imposed discipline, the five-point scoring interval was used. After finalizing the questionnaire with rating scale, it underwent validity, pilot testing and reliability testing. The questionnaire was subjected to content validity by experts in the field of research, English critic, and statistician. Constructive comments, revisions and inputs were unified for final copy of the questionnaire. For the reliability, the researcher made sure to secure a request letter duly signed by Dean of the School of Graduate Studies, research adviser, follow protocols and guideline as prescribe by IATF and request letter signed with the approval by the Schools Division Superintendent to utilized parents of intermediate pupils at Vicente F. Fabuna Elementary School, district of Cuartero in the Division of Capiz as respondents in the pilot testing in this study (see Appendix A, page 104). Thirty (30) parents of intermediate pupils were not included as respondents for reliability testing. According to Biggs (2019), this number was suitable and appropriate enough for reliability testing. A reliability coefficient of 0.80 and above but not more than 1.0 was considered reliable (Anastasi and Urbina, 2005).

### Data Gathering Procedures

The researcher sought approval to formally float the instrument from the Office of the Schools Division Superintendent of the Capiz Division and the relevant school heads for Schools A and M before starting the official data collecting (see Appendix A, pages 102 – 103). Following approval of the authority to conduct the study, the researcher gave the instrument to parents of intermediate pupils in the District of Dao area in person. The researcher carefully went over and double-checked the responses after collecting the surveys. They were informed that their responses would be kept private and used solely for research. The completed surveys were then retrieved, the replies were coded in Microsoft Excel, and they were sent to the statistician to be processed using SPSS. The researcher ensured that each indicator's verbal interpretation was assigned to the appropriate response, and that the replies were accurately scored. The statistical techniques that were utilized to evaluate and interpret the collected data were frequency, percentage, mean, t-test, F-test, and Pearson r product moment correlation coefficient. A descriptive design was used to describe a population's status or condition as it exists, or to determine and describe the features of the population represented by the respondents (Babol, 2020). While, the correlation method, on the other hand, looks at potential correlations between research variables without regard to context or situation. Furthermore, it was utilized to establish whether there was a relationship between variables already or not in the present investigation of the study (Conde, 2019).

This research method was used in this study because it seeks to describe the: (1) sociodemographic of respondents' profile such as sex, age, civil status and educational attainment; (2) the level of parental resilience mechanisms in terms of active coping, cognitive flexibility, and social support and; (3) the extent of management in the educative process in terms of logical consequences, conscious discipline and imposed discipline in the Dao district. The study was correlational because it looked into the following considerations: (1) the significant difference in the level of parental resilience mechanisms as a whole and when grouped according to their profile; (2) the significant difference in the extent of management in the educative process in the District of Dao as a whole and when grouped according to the respondents' selected profile; and (3) significant

relationship between the level of parental resilience mechanisms and the extent of management in the educative process in the district of Dao.

**Data collection Procedure.** First, the researcher wrote a letter to the Office of the Superintendent in the Division of Capiz, requesting permission to perform the study prior to the formal data collection. The researcher, the dean of the graduate program, as well as her dissertation adviser and co-adviser, signed this letter. The authorized request letter was sent to basic education organizations to request a list of intermediate pupils and parents or guardians for the academic year 2023–2024 in the District of Dao. The sample size for the study was determined once the appropriate information had been collected.

**Ethical Issues.** The right to conduct the study was strictly adhered to through the principal's approval, the approval of the superintendent of the division, and the approval of the office under research guidelines for graduate studies. The orientation of parent-respondents was done separately. In the orientation, the issue of an informed consent form was addressed prior to the distribution of questionnaires. The secondary data needed written permission, which was sought from the principal and parents or guardians. As such, voluntary participation, confidentiality, and anonymity were followed.

**Data Analysis.** Weighted Mean: This was used to determine the level of parental resilience mechanisms and the extent of 314 parents' management in the educational process in the District of Dao. T-test for mean difference: this was used to determine the test of difference in the two dependent variables as a whole and when parent-respondents are grouped according to their profiles. Pearson r product correlation was utilized to measure the relationship between the two dependent variables.

### 3. Results and Discussion

The five-point scoring interval for parental resilience mechanisms and the extent of parental management in the educative process among parents of intermediate pupils were as follows;

SCORE	VERBAL INTERPRETATION	MEANING OF VERBAL INTERPRETATION
5 4.45 – 5.00	Very High	The specified statement and indicator are excellently manifested; there is extra evidence to prove that they are demonstrated with very high participation at all the time.
4 3.45 – 4.44	High	The specified statement and indicator are satisfactorily manifested; there is consistent evidences to prove that they are demonstrated participation with quality most of the time.
3 2.45 – 3.44	Average	The specified statement and indicator are manifested in an average manner; there are evidences to prove that they are demonstrated participation only with certain quality and on a regular basis.
2 1.45 – 2.44	Low	The specified statement and indicator are manifested below average; there are inconsistent evidences to prove that they are demonstrated participation most of the time.
1 1.00 – 1.44	Non-Existent	The specified statement and indicator are not manifested at all; there are no evidence to support it. The situation needs serious attention.

Note: Negative statements are to be treated in reverse.

Table 1.

Level of parental resilience mechanisms as a whole.

Components	Mean	Interpretation
Active Coping	4.517	Very High

Cognitive Flexibility	4.517	Very High
Social Support	4.511	Very High
Grand Mean	4.515	Very High

Table 1 discloses the level of parental resilience mechanisms in terms of active coping, cognitive flexibility, and social support. When taken as a whole, they had a grand mean of 4.515 with a verbal interpretation of "very high.". In the three components, the highest mean score was 4.517, which was verbally interpreted as "very high" in terms of active coping and cognitive flexibility as unveiled by the respondents. Succeeding was on social support with a mean score of 4.511, which was verbally interpreted as "very high," as exposed by the respondents.

Table 1-A  
Level of parental resilience mechanisms in terms of active coping.

Indicators	Mean	Verbal Interpretation
5. I engage in activities to encourage creativity and critical thinking in my child outside of school hours.	4.576	Very high
9. I actively seek feedback from the teachers or school administrators to improve my support for my child's education.	4.551	Very high
6. I believe I can succeed at almost any endeavor to which I set my mind.	4.538	Very high
7. I adjust my parenting style to meet the changing demands of my child's education.	4.535	Very high
1. When my child feels discouraged at school, I make an effort for him/her to consider positive options.	4.509	Very high
3. I didn't let my setbacks slow me down in taking action toward parenting my child.	4.509	Very high
8. When I experience a failure, I think of it as an opportunity to improve more.	4.509	Very high
4. When something bad happens, I tend to focus only on the worst possible cause.	4.487	Very high
2. Even when parenting becomes stressful and hectic, I still try to look for alternatives to work for my child/children.	4.481	Very high
10. I provide immediate solutions when my child encounters challenges or difficulties at school.	4.471	Very high
Grand Mean	4.517	Very high

Table 1-A The grand mean of 4.517 revealed that the parent-respondents in the District of Dao who were the subject of this study had a "very high" level of parental resilience mechanisms in terms of active coping. The highest mean score of 4.576 was on the statement, "I engage in activities to encourage creativity and critical thinking in my child outside of school hours," which the parent-respondents verbally interpreted as "very high." The lowest mean score of 4.471 was on the statement and indicator, "I provide immediate solutions when my child encounters challenges or difficulties at school," which were all rated by the parent-respondents verbally as "very high." The findings regarding that activity included parental instruction, controlling, and raising children to become look-forward links in their societies. Along similar lines, parents' active coping plays a vital role in their children's instructive and edifying endeavors. Espejo (2023) found that motivating school and home learning conditions inspires pupils learning, and parental involvement in in-school events was vital for a child's reasoning, social, and emotional development.

Table 1-B  
Level of parental resilience mechanisms in terms of cognitive flexibility.

Indicators	Mean	Verbal Interpretation
2. I use new parenting methods or strategies based on new studies or advice from experts, even if they go against what I already believe or do.	4.573	Very high
8. In my stressful parenting moments, I can step back and notice negative thoughts and feelings without reacting to them.	4.557	Very high
10. Even when I stumble in my efforts as a parent, I didn't quit working toward what is important for my child's future.	4.535	Very high
1. When I am faced with a parenting decision, I am willing to adapt my initial thoughts or plans based on new information or changing circumstances.	4.535	Very high
4. Even when times get tough, I am still able to take steps for my child's future.	4.509	Very high
3. When my child's life goes through sudden changes or problems, I change the way I think and deal with my own beliefs to deal with them successfully.	4.506	Very high
6. When I was upset with my child's school performance, I was able to let those negative thoughts pass through me without clinging to them.	4.506	Very high
7. When something painful happened with my child's upbringing, I try to take a balanced view of the situation.	4.500	Very high
9. I am open to engaging discussions with my child about diverse perspectives to promote open-mindedness.	4.487	Very high
5. In tough situations about my child's studies, I can notice my thoughts and feelings without getting overwhelmed by them.	4.462	Very high
Grand Mean	4.517	Very high

Table 1-B released the mean scores for the indicators on the level of parental resilience mechanisms of parent-respondents in terms of cognitive flexibility ranged from 4.462 to 4.573, all were rated by the respondents with the verbal interpretation of "Very high". These entitlements were supported with the highest mean score in cognitive flexibility on the statement and indicators "I use new parenting methods or strategies based on new studies or advice from experts, even if they go against what I already believe or do", with a mean score of 4.573, with a verbal interpretation of "Very high" as professed by the respondents. The lowest mean score was on the statements and indicators "In tough situations about my child's studies, I can notice my thoughts and feelings without getting overwhelmed by them", rated by the respondents with the verbal interpretation of "Very high" in cognitive flexibility.

According to Oberhardt's (2020) results, parents are facing greater challenges than ever throughout their child's school journey when it comes to cognitive flexibility. These findings align with the real-life experiences of parents and a larger context.

Table 1-C  
Level of parental resilience mechanisms in terms of social support.

Indicators	Mean	Verbal Interpretation
5. I have someone whom I can count on to console me when I am very upset about the decisions I have to make for my child.	4.586	Very high
8. I engage in social activities or interactions with other parents or caregivers in the community.	4.583	Very high



10. In times of stress or emotional challenges related to parenting, I seek professional support from guidance counsellors, therapists, or psychologists.	4.535	Very high
1. When I feel overwhelmed with my parental role, I seek for my relative's advice.	4.522	Very high
3. I have someone to turn to for suggestions about how to deal with my child's concerns at school.	4.522	Very high
2. I have someone to talk to about problems with my child.	4.500	Very high
6. I am comfortable discussing my parenting experiences, concerns, or anxieties with other parents or support groups.	4.487	Very high
4. I have someone I can count on to support me in major decisions I make for my child.	4.484	Very high
9. I have someone whom I can count on to help me feel more relaxed when I am under pressure or tense.	4.455	Very high
7. I have someone whom I can count on to help me feel better when I feel down with how I handled my child.	4.436	Very high
Grand Mean	4.511	Very high

Table 1-C revealed a grand mean score of 4.511 on the level of parental resilience mechanisms in terms of social support in the District of Dao. This mean score implied that the parent-respondents covered in this study had “very high” participation in social support. Conversely, the mean score for the indicators on the level of parental resilience mechanisms of intermediate grade school parents in terms of social support ranged from 4.436 to 4.583; all were rated by the respondents with the verbal interpretation of “very high.” This assertion was reinforced with students interested both inherently and extrinsically by the parents social backing rendering by McCargo (2020) students who are inspired to learn achieve more at school, display better thoughtfulness of what they are taught, and are more satisfied with school progress. The statements and indications that had the lowest mean score were, “I have someone whom I can count on to help me feel better when I feel down with how I handled my child,” which the parent responses revealed to have a mean score of 4.436 and a verbal interpretation of “very high.”

Table 2  
Extent of management in the educational process in the district of Dao as a whole.

Components	Mean	Verbal Interpretation
Conscious Discipline	4.522	Very High
Imposed Discipline	4.520	Very High
Logical Consequence	4.513	Very High
Grand Mean	4.518	Very High

Table 2 presents the results on the extent of management in the educational process in the District of Dao as a whole and in terms of logical consequence, conscious discipline, and imposed discipline. In the presentation, analysis, and interpretation of the data when they were taken as a whole, the grand mean was 4.518, with a verbal interpretation of “very high.”

The highest mean score of 4.522 was in the component of conscious discipline, followed by a mean score of 4.520 on the component of imposed discipline, and logical consequence garnered a mean score of 4.520, which was interpreted as “very high” as perceived by the parent-respondents in the extent of management in the educational process in the District of Dao. Manifestly, the three components are vital in parental management's educational process among intermediate pupils' learning skills development. Thus, learning skills expansion must be made essential in school and home instruction (Coughlan, 2023). When it comes to the actual process

of learning and understanding, pupils may get quite combative.

Table 2-A  
Extent of management in the educational process in the district of Dao in terms of conscious discipline.

Indicators	Mean	Verbal Interpretation
2. I provide options for my child to make choices regarding his/her school-related activities.	4.548	Very high
10. I spend time telling inspiring stories and explaining the importance of this to my child.	4.541	Very high
1. I practice maintaining composure and self-regulation when dealing with challenging behaviors or conflicts with my child.	4.538	Very high
4. I provide specific praise and acknowledgment when my child does something good at school.	4.538	Very high
7. I consistently remind my child about the school tasks that he/she needs to accomplish.	4.526	Very high
8. I teach my child between acceptable and unacceptable behaviors at school.	4.526	Very high
6. I set and enforce boundaries for my child's behavior at home and school.	4.509	Very high
5. I actively listen when my child is experiencing difficult emotions or challenging situations.	4.506	Very high
3. I incorporate the principles of encouragement and positive reinforcement to motivate positive behavior in my child.	4.503	Very high
9. I make time to engage in meaningful conversations and activities with my child.	4.484	Very high
Grand Mean	4.522	Very high

Table 2-A elucidated the extent of management in the educational process in the District of Dao in terms of conscious discipline. The grand mean of 4.522 implies that the parent-respondents had a "very high" score on the extent of conscious discipline. These entitlements were supported with the statement and indicators, "I provide options for my child to make choices regarding his or her school-related activities," evaluated with a highest mean score of 4.548, rated with a verbal interpretation as "very high" accordingly.

While the lowest statement and indicator, "I make time to engage in meaningful conversations and activities with my child," with a mean score of 4.484, were rated by the respondents with a verbal interpretation of "very high," Considering the situation, Holliday (2022) parent-respondents were never insufficient to accomplish their responsibility, as supported by the statement and indicators rated by the parent-respondents.

Table 2-B  
Extent of management in the educational process in the district of Dao in terms of imposed discipline.

Indicators	Mean	Verbal Interpretation
8. I discuss the reasons behind the action of discipline and guide the future behavior of my child.	4.579	Very high
1. I focus primarily on disciplinary measures when setting expected behavior from my child.	4.573	Very high
5. I use discipline as a way to assert authority and control over my child.	4.570	Very high
10. I set boundaries for my child's free will because he/she is young.	4.538	Very high

2. I dismiss my child's emotions and focus on how to solve problems when my child is experiencing challenging situations.	4.506	Very high
3. I implement strict punishment measures in addressing the challenging behavior of my child.	4.526	Very high
6. I set the rules for my child to follow.	4.516	Very high
4. I discourage emotional expression to maintain the discipline of my child.	4.484	Very high
9. I regularly evaluate the influence of discipline on the behavior of my child.	4.462	Very high
7. I tell my child the importance of taking on the punishment should he/she break a rule.	4.446	Very high
Grand Mean	4.520	Very high

Table 2-B clarifies the extent of management in the educational process in terms of imposed discipline. The result showed that the total grand mean score of 4.520 implies that the parent-respondents had "very high" participation in terms of imposed discipline. These entitlements were supported with the highest mean score of 4.579. The parent respondents recognized that the respondents gave the statement and indicators "I discuss the reasons behind the action of discipline and guide the future behavior of my child" a verbal interpretation of "very high." Tended by Zhibing (2020), setting boundaries for the kids helps them learn the difference between right and wrong. Students' character improves as a result, and they grow stronger and more independent. Even the students' analytical abilities improve with discipline.

These findings were supported by the result of the study by Salvador (2020). It's a significant approach to recall that imposing discipline on the students can be as difficult to evaluate and convey as it is to improve and acquire by the students. While the statement and indicators "I tell my child the importance of taking on the punishment should he/she break a rule," with a mean score of 4.446, displayed the lowest mean score with a verbal interpretation of "very high," as perceived by the respondents,.

Table 2-C  
Extent of management in the educational process in the district of Dao in terms of logical consequences.

Indicators	Mean	Verbal Interpretation
1. I clearly explain the connection between behavior and consequence to my child.	4.579	Very high
5. I integrate learning opportunities to help my child understand the context of discipline.	4.551	Very high
3. I consider the appropriateness of the consequence I decide in each situation that is appropriate for the age or developmental stage of my child.	4.535	Very high
7. I teach my child to accept the consequences of his/her actions.	4.532	Very high
9. I give my child the opportunity to make his/her own choice and take responsibility for it.	4.526	Very high
2. I dismiss emotions and focus on problem-solving as to how I discipline my child.	4.500	Very high
8. When my child gets a lower score in his examination, I limit the time for his games.	4.484	Very high
6. I evaluate the effectiveness of the consequences I put in the discipline of my child.	4.478	Very high
4. I allow my child to experience the natural consequences of his/her actions, without intervention, in certain situations.	4.475	Very high

10. When my child behaves well, I give him/her a reward, but when he/she misbehaves, I give consequences.	4.471	Very high
Grand Mean	4.513	Very high

Table 2-C portrays that the logical consequence elucidated a lowest grand mean of 4.513 among the three components as perceived by the parents in the District of Dao. These imply that the respondents had a “very high” level of management in the educational process. These claims were supported by the statements and indicators “I clearly explain the connection between behavior and consequence for my child,” with the highest mean score of 4.579, rated by the respondents as “very high” in terms of logical consequence. While the statement “When my child behaves well, I give him/her a reward, but when he/she misbehaves, I give consequences” garnered the lowest mean score of 4.471, rated by the respondents with a verbal interpretation of “very high,” as divulged by the respondents accordingly, With thoughtful instruction, Laguador (2019) will help children learn to deliver, to read, to recite, and to respond. Providing a child with undivided attention and thoughtfulness both at home and at school helps them develop their learning and doing patterns, learn new words more effectively, and feel more valuable.

Table 3  
Test the differences in the level of parental resilience mechanisms when respondents are grouped according to selected profiles

Variable	F-value/t-value	p-value	Probability
Sex	0.594	0.553	ns
Age	0.268	0.765	ns
Civil status	0.599	0.550	ns
Educational attainment	0.030	0.993	ns

Table 3 edifies that the socio-demographic profiles—sex garnered 0.553; age, 0.765; civil status, 0.550; and educational attainment, 0.993—are not significant because the p-value is greater than 0.05 alpha. This means that the personal profiles of parent-respondents, like sex, age, civil status, and educational attainment, are not significantly included in this study. Therefore, the null hypothesis was accepted in this study. The result implied that the level of parental resilience mechanisms of parents on management in the educational process was the same regardless of their profiles (Turingan, 2020).

Table 4  
Test the differences in the extent of management in the educational process when respondents are grouped according to selected profiles

Variable	F-value/t-value	p-value	Probability
Sex	0.962	0.337	ns
Age	0.224	0.799	ns
Civil status	1.154	0.317	ns
Educational attainment	0.029	0.993	ns

Table 4 released that for profile, sex, 0.337; age, 0.799; civil status, 0.317; and educational attainment, 0.993, the difference in the extent of management in the educational process was all significantly higher than 0.05 alpha. This implied that there was no significant difference in the extent of management in the educational process because the significant value was higher than 0.05 alpha.

On the other hand, the null hypothesis stating that there was no significant difference in the extent of management in the educational process of parent-respondents in the District of Dao and when respondents were grouped according to sex, age, civil status, and educational attainment was accepted in this study. According to the findings, Babol (2020) explains that parent-respondents' extent of management in the educational process was the same regardless of their profiles.

Table 5  
Test the relationship between the two dependent variables.

Variables	N	Person r-value	Significant Value	Probability
Level of Parental Resilience Mechanism	314			
		0.945	0.000	significant
Extent of Parental Management	314			

Table 5 discloses the relationship between the level of parental resilience mechanisms and the extent of management in the educational process in the District of Dao. The findings revealed that there was a significant relationship because the Pearson-r value of 0.945 had a significant value of 0.000, which was less than 0.05 alphas. Therefore, the null hypothesis was rejected.

The result implied that the level of parental resilience mechanisms is associated with the extent of parental management in the educational process of intermediate grade school parents-respondents. Further, the outcome concealed the fact that the parental resilience mechanism neither influences nor affects the parental management of their children's education in intermediate grade school. Likewise, parental resilience mechanisms encourage and support intermediate pupils to learn, resulting in the best degree of academic presentation that is supposedly possible (Allingham, 2022).

#### 4. Conclusion and Implications

The following conclusions are made in light of the study's findings.

1. The District of Dao's parents consistently shown "very high" levels of parental resilience mechanisms.
2. Parental supervision of the school system in the Dao District revealed "extremely high" involvement.
3. The parents who are responding have the same amount of parental resilience mechanism, regardless of their profile.
4. Parents in the District of Dao have explained that, regardless of their profile, there is a variation in the level of administration in the educational process.
5. In the educational process of intermediate-grade school students, the degree of parental management and the resilience mechanism of parents are interdependent. The degree to which parental resilience mechanisms are present at a high level. However, when the level of parental resilience mechanisms is low, the extent of parental management in the educational system is also low.

Since the parental resilience mechanism disclosed a "very high" participation rate, It is suggested that this resilience mechanism may be kept and maintained as the highest mechanism in the educational process among pupils. This could be done by allotting time and motivating them in a real-life context. The parent-respondents in this study may endure to inculcate in the minds of pupils the logical consequences. It could be done by teaching activities on how to stay focused on logical consequences while in the educational process. Also, the participation of parents and pupils in school activities may be documented and recognized for their effort and concern.

The parent-respondents' perceptions of the extent of parental management in the educational process of intermediate pupils were the same regardless of their profile. The researcher suggests that parent-respondents may constantly monitor their pupils progress, provide support, provide for their school needs, and impart words of

encouragement to the pupils. The school may look to stakeholders for assistance and support in improving school learning so that the parent-respondents will engage more in the educational process of their pupils. Since parental resilience mechanisms affect the management of educational processes among parents of intermediate pupils, awareness and promotion of resilience mechanisms are to be heightened among stakeholders. Proper information dissemination through seminars and trainings on parental resilience mechanisms may be considered by the school as part of their programs.

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