

The Impacts of Materialism on the Academic Behavior of Students due to Parental

Overseas Employment

Rei Joshua R. Amante

Rashela C. Ballesteros

John Kenneth S. Lopez

Yiana Maristela L. Mislant

Ashley Nicole M. Rosario

Junalyn C. Seguin

Virgen Milagrosa University Foundation Special Science High School

Bobby B. Dela Cruz, LPT, MEd

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Dedication

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Abstract

Students left behind by their overseas employed parents has become a common phenomenon in the Philippines. Most parents practice materialism to compensate for their absence. However, materialism may result to prevalent impacts on the students' academic behavior. The study used phenomenological design to determine the influences of materialism on the Grade 9 students' academic behavior enrolled at Virgen Milagrosa University Foundation Special Science High School. The sample population was obtained by non-probability quota sampling whereby only 20 students who have overseas employed parents and have been affected by materialism were the participants. The study used a profile form and an unstructured interview as tools for data collection. The data gathered were analyzed to answer the study's research questions. The major findings of the study showed that materialism positively affects the students' academic behavior primarily because of the advantages, rewards, and parental inspiration. Materialism also negatively affects the students' academic behavior mainly by causing distractions, wrong priorities, and poor conducts. Additional results relevant to the study were the different insights of the students about parental materialism and the leading materials they receive. The study concluded that materialism influences the students' academic behavior both positively and negatively based on different conditions. It was recommended that the findings of this study would be useful to the relative persons in understanding their situation broadly and in making solutions to resist the stated dilemma.

Keywords: overseas employed parents, materialism, pros and cons, students, academic behavior, school, education

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The Impacts of Materialism on the Academic Behavior of Students due to Parental Overseas Employment

Philippines is one of the countries that have the greatest number of Overseas Workers in the world. Overseas employment of parents may have positive or negative impacts on their family. Parents want to give their children an easy life. They migrate to other country just to earn high income for their designated job so that they can give their children the basic needs they have to acquire. In connection to this, we cannot escape the fact that working abroad means high probability of getting a lot of provisions because their income is much higher and most of the things are inexpensive in other country. One of the main reasons for overseas employment is the aim for having a financially stable life that would often lead to materialism on their children as a way to compensate parental absence. This will eventually have observable impacts to their children's academic behavior.

The parents are aware of their parental absence which in return, results to materialism. They can use this for a good purpose but sometimes, the students may be used to this and may live their life in materialism which subsequently results to negativities. Materialism is taking a constant concern over material possessions and wealth or a great or excessive regard for worldly concerns, and this is one of the effects of being employed overseas.

Mostly, parents compensate their absence by practicing materialism (Bernardo et al., 2018) to their children. Children who have an OFW Parent may have positive or

negative impacts on their academic behaviors (Arguillas & Williams, 2010) based on some circumstances and one of these is materialism. This part may lead to some students having lack of discipline or poor academic behavior. On the other hand, having a lot of materialistic belongings may motivate the students to engage in their study, if they are guided well. Children may be more motivated to learn, knowing that parents have gone abroad to work in order to provide them additional material and educational resources. But in contrast, this can also result to materialistic expectations to the parents rather than parental affection and will also afterward lead to adverse behaviors (Botezat & Pfeiffer, 2014).

Materialistic students may lead to poor academic behavior. They might be distracted by their own materialistic possessions and their worldly life. Conversely, some students may understand this as their parents' motivation for them to study well, thus, encouraging them to perform good academic behavior. The students may think that they should be studying well to also pay off for their parents' hard work and sacrifices for them. This will affect the emotional and mental aspect of the students which may also have significant effects on their study. As a result of the increasing numbers of overseas Filipino employed parents, the dilemma on the academic behaviors of the students also continues to prevail.

Given this kind of situation, the researchers opted to conduct a study investigating the impacts of materialism on the academic behavior of students due to parental overseas employment in Virgen Milagrosa University Foundation Special Science High School to

raise awareness not only to the overseas Filipino employed parents and students but also to the community.

Statement of the Problem

This study was conducted to find out the impacts of materialism on the academic behavior of Grade 9 students due to parental overseas employment in Virgen Milagrosa University Foundation Special Science High School in San Carlos City, Pangasinan during the school year 2019-2020.

It answered the following questions:

General question. What are the influences of materialism on the academic behavior of students who have overseas employed parents?

Specific questions.

1. What are the profiles of the respondents in terms of
 - a. Grades
 - b. Age
 - c. Duration of their overseas employed parents abroad?
2. How do the Grade 9 students perceive the concept of parental materialism?
3. What are the three leading materials received by the Grade 9 students from their overseas employed parents?
4. How does materialism compensate for the absence of the Grade 9 students' overseas employed parents?

5. What are the positive impacts of materialism on the academic behaviors of Grade 9 students with regards to their
 - a. Grades
 - b. Educational resources
 - c. Self-esteem
 - d. Motivation in learning
 - e. Class participation?
6. What are the negative impacts of materialism on the academic behaviors of Grade 9 students with regards to their
 - a. Grades
 - b. Educational resources
 - c. Self-esteem
 - d. Motivation in learning
 - e. Class participation?

Scope and Delimitation

This phenomenological study aimed to determine the impacts of materialism on the academic behavior of students due to parental overseas employment among the Grade 9 high school students in Virgen Milagrosa University Foundation Special Science High School in San Carlos City, Pangasinan. The study used non-probability sampling method and participants were asked through unstructured interview. The researchers limited this study to only assess the 20 Grade 9 students enrolled during the school year 2019-2020

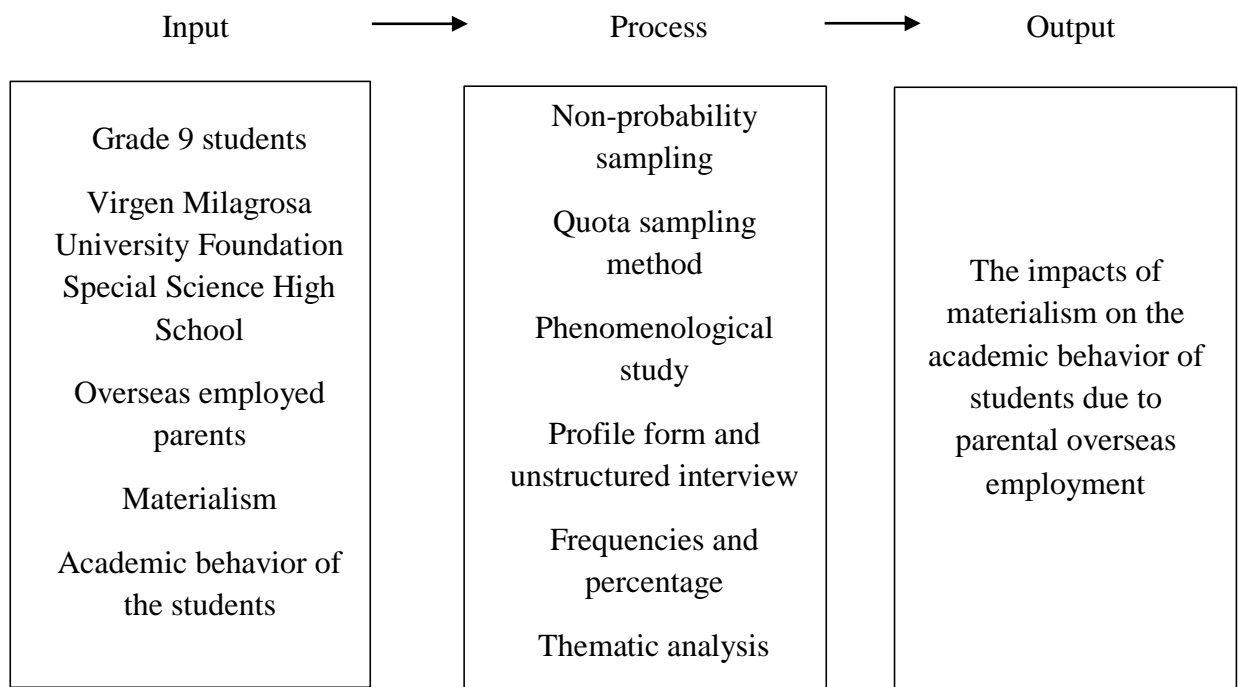
who have overseas employed parents and have been affected by materialism to discern the positive and negative impacts of materialism on their academic behavior.

Conceptual Framework

The researchers conceptualized and constructed Figure 1 to represent the relationship among the variables used in the study. It included the input, process, and output of the study.

Figure 1

Conceptual Framework



The paradigm showed the relationship between the respondents, other inputs and the data gathering processes in order to find the outputs, which were the impacts of materialism on the academic behavior of students due to parental overseas employment.

Significance of the Study

This study has significance to several areas and numerous benefactors. Generally, the results of this study are advantageous to bring awareness to the school, overseas employed parents, other family members, and students about the academic behavioral impacts of materialism. The outcomes of the study were significant to the different sectors, which are as follows:

School. It can provide deeper knowledge on what strategies they can use to educate or counsel the students about the conditions of having overseas employed parents. It can also give the teachers another perspective on why the children would act a certain way.

Parents. This study may push the parents to give more parental attention and guidance to their children, as well as giving enough but not abounding financial or material assistance.

Family members. This study may help other family members to decide to be the bridge for the overseas employed parents and the students, for better understanding and monitoring of their current condition.

Students. The study can help the students to be open-minded and matured thinkers. The results and findings of this study could provide the students more knowledge and understanding about the effects of having materialism, their current situation, and their responsibility to consequently help them to demeanor good discipline. It can also give the student a different point of views or realization towards the topic. Moreover, the findings of this study may similarly provide a useful tool for realizing, by

helping the students understand that having an OFW parent should not be a hindrance to their education.

Future researchers. The findings of this study can be additional references for the future researchers regarding on this topic. The ideas presented in this research may be used as reference data conducting new researches or in testing the validity of other related findings.

Review of Related Literature and Studies

This section presented the literatures and studies relevant to the concept of this study. It analyzed the studies and materials to provide sufficient background and information essential for this study.

Foreign Related Literature

A study by (Lu, 2014) asserted that the outmigration of parents has become a common childhood experience worldwide. It can confer both economic benefits and social costs on children. The study also examined how the relationship between parental out-migration and children's education. The results showed that children left behind by international migrant parents are worse off in educational attainment than those living with both parents.

According to one study conducted by (Richins & Chaplin, 2015), parents use material goods every day in their interactions with children. Other than providing their children with basic needs, parents may also give them things or goods like toys, electronic devices, clothes, and other materialistic possessions. Often, these discretionary items have a practical purpose. Sometimes, parents do this to show their love to their children. They want their children to be happy. Also, parents use material things to shape their children's behavior. For example, parents may give reward to their children because of their accomplishments or parents may take things as a consequence of disobedience or neglect of responsibilities.

These researches imply that students can acquire good academic behavior for being financially stable by sending them into a preferably exclusive school to have the best education. Observed studies show how later level of materialism is associated with psychological need's satisfaction (Wang et al., 2016), and coping with loneliness (Elodie et al., 2018).

In contrasting opinion, a study by (Tian & Lu, 2015) stated that people with high materialism play a negative role in which their life would normally show low life satisfaction and excessively chasing the material world. In addition to this, (Datu, 2017) articulated that students high in materialism have poorer engagement and achievement, and these associations are partially mediated by lower motivation. The pursuit of extrinsic goals may thwart the fulfilment of one's basic psychological needs there leading to poorer outcomes.

Nevertheless, a research study by (Moshahid & Vadakkayil, 2016) claimed that an academically favorable home environment is likely to enhance the child's motivation to achieve academic success which in turn will contribute to good performance in school. Similarly, (Tian & Lu, 2015) revealed one theory on positive emotions from Fredrickson's the broaden-and-build theory of positive emotions, which suggests that positive emotions can not only expand the scope of people's awareness, but also help to build people's individual resources. Additionally, the study outlines that when people foster the positive emotions, they cannot only be counterbalanced to the hostile fondness

which the materialism brings, but also have a new understanding of the life satisfaction and change the preference to make decisions.

These researches suggest that regardless of the parents' work, income, or financial assistance, they should not repudiate their responsibility on their children's emotional aspect whether they are far or not physically in touched with their children. The researches also pertain to the migration of the parents to gain money and to give the things that their children want or need. The parents give things to their children to overcome their lack of parental attention. The parents should also focus on the emotional aspect of their children, not merely on the materialistic ones, to provoke good discipline within the children. They need more positivity in their lives for them to attain health connection with each other, so as fostering good behavior or discipline of the students.

Foreign Related Studies

A study by (Botezat & Pfeiffer, 2014) explained that migration of parents abroad for working purposes may be an important way of generating income and reducing unemployment in the sending countries. Migration may have also positive and/or negative consequences for children left at home. On the one hand parents often get better paid jobs abroad, providing their children with more financial and educational resources and fostering social and school achievement. On the other hand, however, missing the main adult caregiver may be harmful for children's well-being. Children may be more motivated to learn, knowing that parents have gone abroad to work in order to provide them additional material and educational resources. But in contrast, this can also result to

materialistic expectations to the parent(s) rather than parental affection and will also afterward lead to adverse behaviors.

In the same way, (Mutie, 2015) claimed parents believe that the best way to compensate their parental absence is to reward excessive material necessities to their children. This has changed many children's perception or understanding that their parents are nothing but just material providers. Due to this, the mutual cohesiveness that is supposed to exist between parents and children may have been also greatly eroded. It also assumes that when parents superfluously provide their children with material things, the discipline of children may erode.

An article about how materialism can hinder maturity in students by (Elmore, 2013) presented that today's teenagers are being more materialistic and the reason for this is likely the fault of adults who created a culture that breeds materialism. It has been also said that teens who experience materialism tend to be lazy and less willing to work hard for their selves instead of being motivated. As a result, parents may feel that they are compelled to get those stuffs for their children. This indicates a poor relationship between the students and the parents and would often lead to falsely behavior. Another commentary by (Kohli, 2015) stressed the effects of material parenting in which parents use material goods to express their love or to shape the behavior or their children. Their children tend to be more responsible to earn the things they want through good behavior.

To sum it all up, different researchers formulated that being materialistic can be a way of motivation to their children to study well or a way of shaping their children's

behavior. It correspondingly summarizes both positive and negative impacts of materialism.

Local Related Literature

Based on the results from (Philippine Statistics Authority, 2019) survey on overseas Filipino workers on 2018, it was estimated that approximately 2.3 million people of Filipino descents lived or worked abroad or Overseas Filipino Workers (OFWs). In behalf of this, the Department of Foreign Affairs (DFA) is the prime agency of government responsible for the pursuit of the state's foreign policy. It has been also said that the economic benefits of OFWs are emphasized on the Chapter II-Section 6 of R.A. 10801 or the OWWA Act. It is the Act Governing the Operations and Administration of the Overseas Workers Welfare Administration. But, with this continuing huge number of Filipino migrants, a more pressing concern is about the children left behind.

A research on the topic by (Arguillas & Williams, 2010) exposed the possible circumstances of overseas employments of parents to their children. It has been said that overseas migration of parents from the Philippines has resulted in increasing numbers of long-term separations of parents from each other and from their children. Western-based analyses might predict negative education outcomes for children as a result of parental absence. We find the effects of separations caused by overseas migration are often neutral or can have positive effects on schooling outcomes.

A research by (Bernardo et al., 2018) explained that children left behind by parents who are overseas Filipino workers (OFW) benefit from parental migration because their financial status improves. However, OFW families might emphasize the economic benefits to compensate for their separation, which might lead to materialism among children left behind. Previous research indicates that materialism is associated with lower well-being. Moreover, materialism focuses attention on comparing one's possessions to others, making one constantly dissatisfied and wanting more.

Local Related Studies

Overseas Filipino Workers are occurring in conformity here in the Philippines. These individuals work overseas because of the perks of having higher salary and several opportunities given in other countries than staying in the Philippines. These people work strenuously, and they endure the pain in order to sustain the needs of their families which are the food, clothing, rent, medical fund, education, recreation fund and extra money for emergency purposes. The main and utmost reason why the parents decided to work abroad is to send their children to a preferably school and to sustain their needs in everyday life. Thus, this motivated the students to study hard and pursue their studies. If the students pursue their studies, they can make their parents proud and when that happens their parents will support them more and this would lead to further betterment of students' academic performance. (Alegria et al., 2018)

A study conducted by (Iso, 2017) stated that most Filipino migrant parents think that the closeness of their relationship cannot be measured by physical relation, but it is

how parents do their role to make their children's lives good. The migrations of the parents have a lot of effects to those children left behind. It affects the child emotional aspect, social aspect and the perception in life of the child. These children are vulnerable to lots of problem and also becoming self-doubting because of the lack of attention from parents. Additionally, it explained that children who left behind are more likely to be materialistic. It has been said that most of the OFW children have become so materialistic and spend their parent's money on gadgets and internet gaming from lack of guidance. The remittance is being wasted on self-absorption.

A piece of writing by (Espiritu, 2015) also asserted that materialism has psychological effects, such as low self-esteem, and vulnerability to peer pressure. Many young people have a strong desire to fit in with their peers. They believe that one way to do so is to have the same things that others have. And if they don't, they fear being ousted or left alone, youths with low self-esteem are more likely to be more materialistic. They use things to make themselves happy. Materialism may also affect the brain development of young people. Once a young person becomes used to getting what he wants, he tends to want more and more, instead of appreciating what he has. He doesn't think about the consequences, such as arrested development from focusing on unnecessary things instead of developing his brain, finding out who he is and learning what he can give to the world.

In recompense to this, a research by (Atienza et al, 2012) explained that it is emotionally and physically challenging for the children to accept that their family set-up

is not the same with other families. However, as the child begins to understand the rationale why the parent has to work abroad and is able to get back on track and take on the responsibility of managing their own. In addition, In the Philippines, having a blue-collared job, one would not be able to financially support their families unlike when they work abroad.

Researchers revealed that parental overseas employment can effectuate materialism especially on their children, thus it can affect the behavior of the students negatively or positively through various circumstances. These reviewed literatures contributed facts and results from previous studies that will help in the strong justification of the present study, focusing on the impacts of materialism on the academic behavior of students due to parental overseas employment.

Methodology

The methods and procedures of the study was presented in this section. It showed the research design, respondents of the study, sampling and sampling technique, data gathering procedure, instruments of the study, and the treatment of the data.

Research Design

For this research study about the impacts of materialism on the academic behavior of students due to parental overseas employment, the researchers used phenomenology research design.

According to the evaluated study of (De Mey, 2013), design is a word which means a plan or something that is conceptualized by the mind whereas research design serves as a blueprint or a skeletal framework of the research study. Phenomenology research is used to recognize the ways of how people undergo unavoidable happenings in their life to get a clue or pattern of their techniques in coming to terms with the positive or negative results of their life experience stated in the study of (Baracerros, 2016).

The design sought to know the certain impacts of materialism on the academic behavior of the Grade 9 students due to parental overseas employment in Virgen Milagrosa Special Science High School. The researchers gathered the data from the Grade 9 students who have this experience to know the circumstances in their lives. It enabled the researchers to explore experiences and perception of the research phenomenon, and the realization of understanding based on the experiences and perceptions of the students.

Respondents of the Study and Sampling Procedure

In this study that investigated the impacts of materialism on the academic behavior of students due to parental overseas employment, the researchers' target population were the Grade 9 students enrolled at Virgen Milagrosa University Foundation Special Science High School for the school year 2019-2020, who have overseas employed parents and have been affected by materialism. The source population were the 50 Grade 9 students who have overseas employed parents, whereas the samples were the 20 Grade 9 students who have overseas employed parents and have been affected with materialism.

Non-probability sampling was used to gather the sample data needed by the researchers. As defined by (Baraceros, 2016), sampling refers to the method or process of selecting respondents or people to answer questions meant to yield data for a research study. Non-probability sampling or biased sampling is a sampling method where in the subjects are selected based on the purpose of the study.

The type of non-probability sampling used was quota sampling where the researchers pursued to identify participants who could correspond to the strict objectives and criteria of the study. Quota sampling method was also used in this study to get the agreeable representative and number of respondents. Foley (2018), defined that quota sampling technique is a type of non-probability sampling in which researchers look for a specific characteristic in their respondents, and then take a tailored sample that is in proportion to a population of interest.

From the entire population of 126 Grade 9 students, 5 students who have overseas employed parents were chosen from each of the four (4) sections of Virgen Milagrosa University Foundation Special Science High School. Only 20 students were selected as the samples since they were the qualified subject of the study.

Research Instrument

For this study, a profile structure and an unstructured interview were given to the Grade 9 Students of Virgen Milagrosa University Foundation Special Science High School. In an unstructured sort of interview, the respondents answer the inquiries openly all alone and there are no proposed answers (Baracerros, 2016).

The meeting offered expected to survey the Grade 9 students who have abroad utilized guardians to assess the effects of realism on their scholastic conduct. It included open-finished inquiries to enable the understudies to yield the information about their circumstance and conduct.

Unstructured interviews do not use any set questions, instead, the interviewer asks open-ended questions based on a specific research topic, and will try to let the interview flow like a natural conversation. The interviewer modifies his or her questions to suit the candidate's specific experiences.

Data Gathering Procedure

In this study, the data was gathered through a profile form and an unstructured interview. The researchers carefully constructed the questions and asked approval from the research adviser, the principal, and other experts to conduct the interview. After the

approval of the research adviser, the researchers started to formally conduct the study.

The study was thoroughly explained to the respondents. Their permission was first asked through a consent letter and the researchers published only the data they would want to appear. The interview questions were administered online to the respondents to assess their specific behaviors, views or opinions toward materialism brought by their overseas employed parents.

Considering ethical aspect of research, this research was accomplished with appropriate guidelines. Enough time was given to the respondents of the study so that they could depict their views on research questions. Consent from the respondents were taken and appropriate permission were also ensured for usage of their given data. The disclosure of the respondents' identities was based on their permission. Hence, the ethical aspect of research is followed very strictly in this study.

Treatment of the Study

The overall data of the Grade 9 students who have overseas employed parents were gathered from the interview and were treated in utmost confidentiality. In analyzing and comparing the data or the frequency that were collected from the study, the responses that identified the Grade 9 students' behavior, understanding, situations, and experiences towards materialism due to overseas employment were collected, tallied, and presented.

This qualitative research study concentrated on non-statistical measurement of data. However, the profiles of the respondents were presented in tables to show the frequencies and percentages. The presentation of data was focused on analyzing and

interpreting the gathered subjective data. The positive and negative impacts of materialism on the academic behavior of the Grade 9 students who have overseas employed parents that came the answers, opinions and results from the study were shown in tabularized and narrative form.

Presentation, Analysis, and Interpretation of Findings

This section encompassed the presentation, analysis, and interpretation of collected data about the impacts of materialism on the academic behavior of students due to parental overseas employment. It further decoded the most imperative knowledge and understandings necessary for drawing conclusions and recommendations. Findings were presented in tables and sequence of simplified specific interpretations for an easy and better understanding of the results.

Table 1

Profile of the Respondents in terms of Gender

Gender	Frequency	Percentage (%)
Male	9	45%
Female	11	55%
Total	20	100%

Table 1 presented that in majority, 11(55%) of the respondents were females while 9(45%) were males. According to (Mutie, 2015) females are more responsive on opening to matters regarding their private lives than males; hence it appeared that more females opted to partake in this research than males.

Table 2

Profile of the Respondents in terms of Age

Age	Frequency	Percentage (%)
14	8	40%
15	12	60%
Total	20	100%

Table 2 showed the ages of Grade 9 students of Virgen Milagrosa University Foundation Special Science High School who participated in this study. In majority, 12(60%) of the respondents were aged 15 years while 8(40%) were aged 14 years. The Discussion Paper on the Enhanced K+12 Basic Education Program by the (Department of Education of the Philippines, 2010), presented K-6-4-2 Model Implementation which states that the onset standard age for Grade 9 students is at 14 years old, therefore supporting the age bracket 14 to 15 years old.

Table 3

Profile of the Respondents in terms of the Duration of Their Overseas Employed Parents Abroad

Age	Frequency	Percentage (%)
11 Months and Below	6	30%
1-2 Years	4	20%
3-4 Years	2	10%
5-6 Years	0	0%
7 Years and Above	8	40%
Total	20	100%

Table 3 showed that in majority, 8(40%) of the respondents had their parents working abroad for 7 years or above, followed by 6(30%) for 11 months and below, next was 4(20%) for 1-2 years and 2 (10%) for 3-4 years, while 0(0%) or no respondents had their parents working for 5-6 years abroad. Thus, the students who had longer-term OFW parents were in majority. A research on the topic by (Arguillas & Williams, 2010) has

explained that overseas migration of parents from the Philippines has resulted in increasing numbers of long-term separations from their children.

Table 4

Phase 1: Perceptions of the Students on the Concept of Parental Materialism

Question 1: What can you say about parental materialism?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	Parental materialism can greatly help the children in acquiring their needs.	Sustenance	Stn
Par 2	Being materialistic could produce issues that parents and children may not agree with. Sometimes materialistic attitude among parents could impede harmonious relationship for both. For example, I requested something I really want, but they couldn't give it to me. It would hurt my feeling and it could lead us to sulk.	Relational	Rln
Par 3	It can affect one's growth and development because of being used to materialism, positively and negatively.	Equitable Impacts	EIm
Par 4	It's how OFW parents show their kids that they care and still think of them and their needs when they're abroad.	Concern	Cnc
Par 5	It affects me because we are not living together in the same house. If I have problems, I do not know whom I should talk to—they're not here to personally give me advices, but I do understand why they chose to work overseas.	Relational	Rln
Par 6	It is okay to give materialistic provisions, but it needs limitations. Parents should not always give what	All Right	ARg

	their children ask. Also, children should not always request materials to their parents. The children might become used to it.	Restraint	Rst
Par 7	For me, parental materialism is the basis of the parent's capability to give the needs of their children.	Sustenance	Stn
Par 8	It both helps positively & negatively to my life.	Equitable Impacts	Elm
Par 9	For me, it is okay because my parent provides me what I need and what I want.	Sustenance	Stn
Par 10	It shouldn't be too much. Parents should not also neglect giving attention to their children such as talking to them like video calls.	Restrain	Rst
Par 11	I think parental materialism should also be limited. Parents should not just give all their children's wants; they shouldn't spoil their kids.	Restrain	Rst
Par 12	Parental materialism is most common in those families, where the parents do not spend a lot of time with their children. Materialism in those families is inevitable because parents will always give what their children want in order to make up for their lack of time in bonding with their children. I do not approve of the ways some parents to deal with the lack of time to bond with their children. They will always end up spoiling the child because they keep on giving the wants of their child thinking that they have made up for their absence.	Spoil	Spl
		Compensation	Cps

Par 13	Children like us should not be dependable on our parent's materialistic provisions. Rather, we should always be thankful for their love for us.	Restraint	Rst
Par 14	Parental materialism is about something that the parents of an individual must go abroad for the needs of their daughter or son. So, it is hard for me, as an individual, to see my father go away from my side.	Equitable Impacts	EIm
Par 15	It brings positive and negative impact to the behavior of the child.	Equitable Impacts	EIm
Par 16	Because of the too much love of the parents for their children, sometimes they become unmindful that they just always give what their kids want.	Spoil	Spl
Par 17	Parental materialism is the OFW parents' coping mechanism when they're physically absent from their children. It is how they show their love even if they are in other country.	Concern	Cnc
Par 18	It is okay as long as we know our limitations because it has pros and cons.	Equitable Impacts	EIm
Par 19	I think parental materialism is a fair thing. It is how the parents show that the reason they chose to work abroad is to provide their children's needs.	Sustenance	Stn
Par 20	Parental materialism is just fine unless it becomes too much. It should be balanced.	All Right	ARg
		Balance	Bln

Table 4. 1*Phase 2: Tallying of Perceptions of the Students on the Concept of Parental Materialism*

Perception of the Students	N
Stn	4
ARg	2
Cnc	2
Cps	1
EIm	5
Rst	4
Bln	1
Spl	2
Rln	2

Table 4. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Perception of Satisfaction	Sustenance (PS-Stn) All Right (PS-ARg)
Perception of Coping Mechanism	Concern (PCM-Cnc) Compensation (PCM-Cps)
Perception of Neutral Perception	Equitable Impacts (PN-EIm)
Perception of Limitation	Restraint (PL-Rst) Balance (PL-Bln)
Perception of Disadvantage	Spoil (PD-Spl) Relational (PD-Rln)

The presented data showed that the key-participants were expressing five major different perceptions toward materialism. These themes were Satisfaction, Coping Mechanism, Neutral Perception, Limitation, and Disadvantage. In majority, the key-participants expressed their Satisfaction towards materialism; (5) responses on Sustenance and (2) responses on All Right. They said that materialism helped them in their everyday lives and they agreed with it. This was followed by neutral perception, which they stated that materialism could lead to both positive and negative effects on their lives; (5) responses on Equitable Impacts. Others claimed that it needs to be limited in some ways; (4) responses on Restraint and (1) response on Balanced. Some claimed that materialism is a disadvantage for them; (2) responses on Spoil and (2) also responses on Relational. Whereas few stated that parents use materialism as a coping mechanism; (2) responses on Concern and (1) response on Compensation. These results implied that the students' perception towards materialism varies.

One study of (Bernardo et al., 2018) has stated that children left behind by parents who are overseas Filipino workers (OFW) benefit from parental migration. While (Arguillas & Williams, 2010) has claimed that children who have an OFW parent may have positive or negative impacts on them. Additionally, (Mutie, 2015) claims that when parents superfluously provide their children with material things, the discipline of children and the mutual cohesiveness that is supposed to exist between parents and children may greatly erode. Observed studies show how later level of materialism is associated with coping with loneliness (Elodie et al., 2018). Moreover, one study conducted by (Richins & Chaplin, 2015) has explained that these discretionary items

often have a practical purpose and sometimes, parents do this to show their love to their children.

Table 5

Phase 1: Leading Materials Received by the Students

Question 2: What are the three leading materials that you receive from your parents?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	Cash, Food, Clothing/shoes	Money	Mny
		Food	Fd
		Clothes	Cth
		Footwear	Ftw
Par 2	Shoes, Clothes, and Cash	Footwear	Ftw
		Clothes	Cth
		Money	Mny
Par 3	Chocolate, Cell phone, Bag	Chocolates	Chc
		Cellphone	Cph
		Bag	Bg
Par 4	Books, clothes, shoes	Books	Bks
		Clothes	Cth
		Footwear	Ftw
Par 5	Everyday expenses, Laptop, School supplies	Money	Mny
		Laptop	Ltp
		School Supplies	SSp
Par 6	Phone, BP light stick, AirPods	Cellphone	Cph
		Light Stick	LSt
		Earphones	Eph
Par 7	Food, Clothes, Personal Needs	Food	Fd
		Clothes	Cth
		Personal	Prs

Par 8	Gadgets, Musical Instruments, Books	Gadgets	Gdg
		Musical Instrument	MIn
		Books	Bks
Par 9	Money, Clothes, Food	Money	Mny
		Clothes	Cth
		Food	Fd
Par 10	Clothes, Money, Food	Clothes	Cth
		Money	Mny
		Food	Fd
Par 11	Clothes, Bag, Shoes	Clothes	Cth
		Bag	Bg
		Footwear	Ftw
Par 12	Clothes, Food, Expenses	Clothes	Cth
		Food	Fd
		Money	Mny
Par 13	Cell phone, Bluetooth Earphones, Laptop	Cell Phone	Cph
		Earphones	Eph
		Laptop	Ltp
Par 14	Gadgets, Wearable things, Money	Gadgets	Gdg
		Wearables	Wrb
		Money	Mny
Par 15	Laptop, Drone, Chocolates	Laptop	Ltp
		Drone	Drn
		Chocolates	Chc
Par 16	Gadgets, Clothes, Footwear	Gadgets	Gdg
		Clothes	Cth
		Footwear	Ftw
Par 17	Cellphone, Portable Piano, Film camera	Cellphone	Cph
		Musical Instruments	MIn
		Film Camera	FCm
Par 18	Laptop, Shoes, Cell Phone	Laptop	Ltp
		Footwear	Ftw
		Cellphone	Cph

Par 19	Gadgets, Jewelries, Money	Gadgets	Gdg
		Jewelries	Jwl
		Money	Mny
Par 20	Chocolates, Cash, Gifts	Chocolates	Chc
		Money	Mny
		Gifts	Gft

Table 5. 1

Phase 2: Tallying of Leading Materials Received by the Students

Leading Materials	N
Mny	9
Fd	5
Cth	9
Ftw	6
Chc	3
Cph	5
Bg	2
Bks	2
Ltp	4
SSp	1
LSt	1
Eph	2
Prs	1
Gdg	4
MIn	2
Wrb	1
Drn	1
FCm	1

Jwl	1
Gft	1

Table 5. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Apparel	Clothes (A-Cth) Footwear (A-Ftw) Bag (A-Bg) Jewelries (A-Jwl)
Electronic Devices	Cellphone (E-Cph) Laptop (E-Ltp) Earphones (E-Eph) Gadgets (E-Gdg) Drone (E-Drn)
Financial Assistance	Money (FA-Mny)
Food	Food (F-Fd) Chocolates (F-Chc)
Personal Things	Personal (PT-Prs) Musical Instruments (PT-MIn) Film Camera (PT-FCm) Gifts (PT-Gft)
Educational Resources	Books (ER-Bks) School Supplies (ER-SSp)

Based on the presented data, there were six major materials received by the students from their parents. These were apparel, electronic devices, financial assistance,

food, personal things, and educational resources. The first leading material that they receive was apparel with (9) responses on *Clothes*, (6) responses on *Footwear*, (2) responses on *Bag*, and (1) response on *Jewelries*. The second leading material was electronic devices with a total of (16) responses on its sub-categories. The third leading material was financial assistance with (9) responses on *Money*. Some materials mentioned were food with (8) responses on its sub-categories, personal things with (4) responses on its sub-categories, and educational resources with (3) responses on its sub-categories. This results implied that the students received various materialistic materials from their overseas employed parents.

Other than providing their children with basic needs, parents may also give them things or goods like toys, electronic devices, clothes, and other materialistic possessions (Richins & Chaplin, 2015).

Table 6

Phase 1: Materialism as Compensation for Parental Absence

Question 3: How does materialism compensate for your parent's absence?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	Even though they're far from me, it is just fine because materialism helps me in my life and studies.	Life	Lf
		Education	Edc
Par 2	It can express the love of my parents through giving materials or rewards.	Love	Lv

Par 3	Materialism cannot compensate for my parent's absence. I still feel different when they're around, but I am grateful that they give me such things.	Deny	Dny
Par 4	It shows that they still care about my wellbeing and shows that in the place of their absence are the products of their hard work in abroad that will help me while they're gone.	Care	Cr
		Provision	Prv
Par 5	It helps me in my studies and daily Life.	Life	Lf
		Education	Edc
Par 6	It entertains me while they're not here.	Entertainment	Ent
Par 7	It is their way to show that they still care for me even though they are far. Because of materialism, I can feel that they are always with me and they support me.	Care	Cr
		Provision	Prv
Par 8	The games on my laptop entertain me, so it's okay.	Entertainment	Ent
Par 9	They give me material provisions so that I can remember them though they're not here.	Association	Asc
Par 10	It draws my attention towards other things in order to lessen my longing for them.	Entertainment	Ent
Par 11	For me, it doesn't compensate for my parent's absence. The materials they are giving are just like the things that they can give me while they work here but it is 'upgraded'.	Deny	Dny
Par 12	They provide the needs and wants completely. They have more opportunities in working abroad than here in the Philippines.	Provision	Prv

Par 13	Because of what they give to me, I can be more focused on my studies. It becomes easier for me to answer my homework.	Education	Edc
Par 14	I am not with my father that's why I become more independent and the provisions make it easier.	Provision	Prv
Par 15	Materialism helps us know that my father still remembers us.	Association	Asc
Par 16	It makes me happy. But the truth is, materialism can never change the feeling of being with your parents every single day. Because you feel secured and protected when they are around.	Entertainment	Ent
Par 17	It reminds the child of parental love while they're absent. But in a good way, they can provide the child's needs.	Love	Lv
Par 18	Material things don't really have value for me. But if it is from my parents, it means a lot to me. Through materialism, I can see their hardships in working.	Association	Asc
Par 19	It represents the effort of my father abroad to provide our needs and wants.	Provision	Prv
Par 20	Materialism shows their love for me.	Love	Lv

Table 6. 1

Phase 2: Tallying of Materialism as Compensation for Parental Absence

Materialism as Compensation	N
Prv	5
Edc	3
Lf	2
Lv	3

Asc	3
Cr	2
Ent	4
Dny	2

Table 6. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Compensated by Benefit	Provision (CB-Prv) Education (CB-Edc) Life (CB-Lf)
Compensated by Affection	Love (CA-Lv) Association (CA-Asc) Care (CA-C)
Compensated by Divertissement	Entertainment (CD-Ent)
Deny	Deny (D-Dny)

The presented data showed that the key-participants were expressing three major ways on how materialism compensate for their parents' absence. These were benefit, affection, and divertissement. In majority, the key-participants expressed that their parents' absence was compensated by the benefits they acquire from their parents; (5) responses on *Provision*, (3) responses on *Education*, and (2) responses on *Life*. This was followed by compensation by affection, which they stated that through materialism, parents could show or express their love, association, and care; (8) responses on its sub-categories. Others claimed that the materialistic provisions compensate for their parents' absence by divertissement or entertainment; (4) responses on *Entertainment*. The parental absence was compensated because on how the students live with materialism. Most of the

students stated that materialism could benefit them, others claimed that materialism is how their parents show their love to them, and few stated that materialism diverts their attention and brings them entertainment.

A study by (Mutie, 2015) claims that parents believe that the best way to compensate their parental absence is to reward excessive material necessities to their children. In a similar way, a research by (Bernardo et al., 2015) has stated OFW families might emphasize the economic benefits to compensate for their separation, which might lead to materialism among children left behind. In connection with this, a study conducted by (Iso, 2017) also stated that most Filipino migrant parents think that the closeness of their relationship cannot be measured by physical relation, but it is how parents do their role to make their children's lives good.

Table 7

Phase 1: Positive Impacts of Materialism on Grades

Question 4: How does parental materialism impact your grades positively?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	It helps me in understanding and remembering the lessons by eating foods that improve brain functions such as sweet desserts and nuts.	Cognitive	Cgn
Par 2	I am motivated in other subject because they give me my wish, or at least I think I must work hard to not waste what they give.	Reward	Rwd
Par 3	It boosts my confidence and self-esteem to study well.	Self-confidence	Sen

Par 4	It can act as a motivation for me to do my best in school because it acts as an exchange, for example if I improve my grades in my subjects, they will buy me the book that I've been wanting for a long time.	Reward	Rwd
Par 5	It is helpful because I am doing better in school for I know that my parents are working hard to provide my needs.	Parental	Par
Par 6	I get higher grades for doing all I can do to study, so that I can pay off what they give to me.	Parental	Par
Par 7	It serves as my inspiration to fix my studies to show that their hard works are not wasted.	Parental	Par
Par 8	Books provided me basic knowledge, wider vocabulary, and laptop for making powerpoints and paperworks.	Knowledge	Kwl
		Convenience	Cvn
Par 9	I earn high grades because I don't want to waste their expenses for my education. I also have resources to study well.	Parental	Par
		Convenience	Cvn
Par 10	I think of all their hardships in working that's why I do all I can to pass. I want them to be proud.	Parental	Par
Par 11	It helps me acquire high grades and it makes studying easier, such as using cell phone. Plus, other art materials help me in doing projects.	Convenience	Cvn
Par 12	It gives me inspiration and reason to study well.	Incentive	ICn
Par 13	It helps because I don't need to go to a computer shop outside to finish my projects.	Convenience	Cvn
Par 14	It makes me review my lessons easier and communicate to my other family members not living here in	Convenience	Cvn
		Parental	Par

	our house.		
Par 15	It acts as a motivational support.	Incentive	ICN
Par 16	It motivates me to do better in school. Because whenever I have projects or assignments, I could easily access different ideas through internet using the materials/gadgets that I have	Convenience	Cvn
Par 17	For me, the child can study well in school to attain the 'reward'. It teaches to also strive and work hard to get what he wants.	Reward	Rwd
Par 18	I am motivated to do things when I have material provision especially I know that these are from my parents.	Parental	Par
Par 19	I use gadgets to acquire knowledge and information. Gadgets also act as my stress reliever.	Knowledge	Kwl
		Stress Reliever	SRI
Par 20	It becomes a driving force to study well, knowing that you'll be rewarded.	Reward	Rwd

Table 7. 1*Phase 2: Tallying of Positive Impacts of Materialism on Grades*

Positive Impacts on Grades	N
Par	7
Cvn	6
Rwd	4
ICN	1
Cgn	1
Scn	1
Kwl	2
SRI	1

Table 7. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Positive Incentive	Parental (PI-Par) Convenience (PI-Cvn) Reward (PI-Rwd) Incentive (PI-Icn)
Positive Well-being	Cognitive (PW-Cgn) Self-confidence (PW-Scn) Knowledge (PW-Kwl) Stress Reliever (PW-SRI)

The presented data showed that the key-participants expressed two major positive impacts of materialism on their grades; positive effects on their incentive and well-being. The key-participants expressed that materialism helped in their learning for it spurs positive incentive because of their parents, convenience, and reward; a total of (18) responses on its sub-categories. The key-participants also expressed that materialism helped in their learning for it spurs positive well-being through increasing their cognitive performance, boosting their self-confidence, acquiring knowledge, and relieving their stress; a total of (5) responses on its sub-categories. Materialism helped the students in acquiring good grades because of its physical and mental benefit.

The main and utmost reason why the parents decided to work abroad is to send their -children to a preferably school and to sustain their needs in everyday life. Thus, this motivated the students to study hard and pursue their studies. If the students pursue their

studies, they can make their parents proud and when that happens their parents will support them more and this would lead to further betterment of students' academic performance. (Alegria et al., 2018)

Table 8

Phase 1: Positive Impacts of Materialism on Educational Resources

Question 5: How does materialism help you to gain more educational resources?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	It makes studying more convenient because I have cell phone and other school resources.	Electronic Device	EDv
Par 2	Anytime I can access the internet by using my laptop to accomplish projects, research, and other activities and of course, to easily understand lessons.	Internet Access	IAC
Par 3	It can increase my interest in studying because I have good materials. And they also give resources such as laptop that can help in our research.	Electronic Device	EDv
Par 4	By requesting my parents to buy me something for school like a school bag or a nice book about a particular subject that I'm interested in and isn't available anywhere near me.	Necessity	Ncs
Par 5	It helps me by buying school supplies using the money they're giving me.	Purposeful	Prp
Par 6	It helps to make studying easier such as using the laptop for research.	Electronic Device	EDv

Par 7	It helps because my parent also provides the supplies I needed as they support my study. This is an advantage.	Provision	Prv
Par 8	Books can give cut-outs of drawings.	Purposeful	Prp
Par 9	My mom works abroad so that they can give me what I needed in school esp. the materials so that I can study well.	Provision	Prv
Par 10	I can request them to buy me coloring materials or other uncommon project materials for school.	Necessity	Ncs
Par 11	I can use it to do projects and other school activities.	Purposeful	Prp
Par 12	They provide complete and good materials for studying.	Provision	Prv
Par 13	The activities become easier to do, for example in printing.	Electronic Device	EDv
Par 14	It enhances my creativity and consequently prepares us in the future.	Purposeful	Prp
Par 15	It connects me into the internet.	Internet Access	IAC
Par 16	It is really a big help. Because it becomes easier in my part to access the things that I need online because of my gadgets. Especially when I have assignments or projects, the ideas are just accessible online.	Electronic Devices	EDv
		Internet Access	IAC
Par 17	For me, it helps us to obtain things that we can use in school so that we may become motivated or we may participate in class.	Purposeful	Prp
Par 18	I can use my laptop in doing research and powerpoint presentations.	Electronic Devices	EDv

Par 19	I get materials whenever I request my parent about something specific that I needed in school.	Necessity	Ncs
Par 20	Because they have the capability to buy me other things, they can also buy me school supplies/materials.	Provision	Prv

Table 8. 1

Phase 2: Tallying of Positive Impacts of Materialism on Educational Resources

Positive Impacts on Educational Resources	N
Prp	5
EDv	6
IAC	3
Prv	4
Ncs	3

Table 8. 2

Phase 3: Recurrent Themes

Categories	Sub-categories
Attained by Purpose	Purposeful (AP-Prp) Electronic Devices (AP-EDv) Internet Access (AP-IAC)
Attained by Assurance	Provision (AA-Prv)
Attained by Request	Necessity (AR-Ncs)

The presented data showed that the key-participants were expressing three major positive impacts of materialism on their educational resources. The key-participants expressed that materialism helped in attaining educational resources by purpose, assurance, and request. Majority of the students purposefully used their materialistic provisions to help on their education such as their electronic devices, internet access, and other materials; (14) responses on its sub-categories. Other key-participants stated that their parents assure their educational resources; (4) responses on *Provisions*. While some attained educational resources by requesting their necessities to their parents; (3) responses on *Necessity*. The students had their different ways to use materialism as an educational resource.

Parents often get better paid jobs abroad, providing their children with more financial and educational resources and fostering social and school achievement (Botezat & Pfeiffer, 2014).

Table 9

Phase 1: Positive Impacts of Materialism on Self-esteem

Question Number 6: How can materialism positively affect your self-esteem?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	I can do what I want like wearing nice clothes.	Apparel	Apl
Par 2	My attitude changes when I get what I want, sometimes good, sometimes abusive, it affects my self-esteem thru thinking that I am financially stable and proud of what I have.	Pleasure	Pls

Par 3	It boosts my confidence because it brings me joy and happiness.	Pleasure	Pls
Par 4	Materialism can make me feel at ease and somewhat still important to the person who's abroad because it makes me think that they still care about me and my needs or think of me even when they're far away and have other responsibilities.	Importance	Imp
Par 5	It helps because I recognize that the sacrifices of my parents are for my future.	Assertion	As
Par 6	The things my parents give me are important because I know they work hard for those. And I value myself, too, just as I value my things.	Self-care	Scr
Par 7	The materials that they give bring joy to me. That's why it boosts my self-esteem.	Pleasure	Pls
Par 8	By receiving gadgets, I can go-with-the-flow with other people that use the same gadgets.	Brand	Brn
Par 9	Because my mom isn't here, I learned how to be independent. I do this for them.	Independence	Ind
Par 10	It is like, my parents give me their trust by giving me materials. It also boosts my motivation.	Trust	Trs
		Inspiration	Ins
Par 11	I learn to be more fashionable and take care of myself. It boosts my self-esteem when I know that I'm presentable to look at.	Self-care	Scr

Par 12	Because the materials they're giving are nice and great, they are not 'local. Others won't tease the student because of the expensive things.	Societal	Sct
Par 13	Sometimes it acts as my stress reliever and I learn how to value my things.	Importance	Imp
Par 14	It boosts my self-esteem because it makes my life easier and makes my feelings well. Moreover, my confidence depends on the things I buy or request, because there are many judgmental people nowadays that's why I need to choose what really fits me.	Societal	Sct
Par 15	It makes me feel rewarded.	Pleasure	Pls
Par 16	I became more confident, more updated with the things that are happening around me and also, I became more expressive with my opinions. And I won't feel being left out.	Trend	Trn
		Openness	Opn
Par 17	It affects our confidence because we receive material provisions from our parents. It brings us happiness and importance about the things.	Pleasure	Pls
		Importance	Imp
Par 18	I can go with the trend. Also, whenever I receive materials from my parent, I become more motivated to do things I want, and it boosts my confidence.	Trend	Trn
		Inspiration	Ins
Par 19	I can get along with the people I know who have branded things.	Brand	Brn
Par 20	Because of my parent's provisions, I can feel that they love me.	Love	Lv

Table 9. 1*Phase 2: Tallying of Positive Impacts of Materialism on Self-esteem*

Positive Impacts on Self-esteem	N
Pls	5
Imp	3
As	1
Trs	1
Lv	1
Ins	2
Scr	2
Apl	1
Opn	1
Ind	1
Sct	2
Brn	2
Trn	2

Table 9. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Boosted by Conviction	Pleasure (BC-Pls) Importance (BC-Imp) Assertion (BC-As) Trust (BC-Trs) Love (BC-Lv)
Boosted by Conformity	Societal (BC-Sct) Brand (BC-Brn) Trend (BC-Trn)

Boosted by Assertiveness	Inspiration (BA-Ins) Self-care (BA-Scr) Apparel (BA-Apl) Openness (BA-Opn) Independence (BA-Ind)
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The presented data showed that the key-participants were expressing three major positive impacts of materialism on their self-esteem. The key-participants expressed that materialism helped in boosting their self-esteem by conviction, assertiveness, and conformity. Majority of the key-participants said that having materialistic provisions influence conviction by thinking of the pleasure they experience, their own importance, assertion of their future, and trust and love of their parents; a total of (11) responses on its sub-categories. Other key-participants claimed that materialism helped them boost their self-esteem by having conformity in our society— because of brand and trend; a total of (6) responses on its sub-categories. The key-participants also stated that materialism boosted their assertiveness or confidence because of having inspiration, self-care, apparel, openness, and independence; a total of (5) responses on its sub-categories. The participants use materialism to build their self-esteem in many ways, such as believing in themselves and conforming to others.

A piece of writing by (Espiritu, 2015) asserts many young people have a strong desire to fit in with their peers. They use things to make themselves happy. They believe that one way to do so is to have the same things that others have. And if they don't, they fear being ousted or left alone. They use things to make themselves happy.

Table 10*Phase 1: Positive Impacts of Materialism on Motivation in Learning*

Question Number 7: How does materialism drive your motivation to study well?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	I'm being motivated because it makes me do things easier such as compass etc.	Convenience	Cvn
Par 2	It gives me motivation because the materials they give to me will just be wasted if I don't study well. It pushes me to study well, and this helps me to have the things I like that's why I do better in school. But not in all subjects though.	Reward	Rwd
		Value	Val
Par 3	I can be motivated like having G-tech pen to take down notes, and it can bring improvements in performance tasks.	Convenience	Cvn
Par 4	Material doesn't matter to me that much, but it can sometimes drive my motivation by acting as an inspiration, something to look forward to at the end of the tunnel of hardships and struggle while studying.	Reward	Rwd
Par 5	I just think about sacrifices abroad. I can only pay off those by studying well.	Return	Rtr
Par 6	I become more motivated to study and listen so that my passing grades will compensate for their hardships.	Return	Rtr
Par 7	The materials I receive from my parents give me inspiration because I see their hardships to give me those things.	Parental	Par
Par 8	The music from my phone motivates me. That's the only one.	Interest	Int

Par 9	I always remember all of the things they've done for me and in return, I will study well. I want them to be proud.	Return	Rtr
Par 10	I just remember that they worked hard for the things they gave me. Those things remind me that I must study hard so that I can also help them in the future.	Return	Rtr
Par 11	I am more motivated to do schoolworks because of the abundance of things.	Convenience	Cvn
Par 12	A child can think that studying well can be a way to acquire things therefore giving a motivation to study well in school.	Reward	Rwd
Par 13	I am motivated to study well because of the things they give to me.	Convenience	Cvn
Par 14	I feel that I needed to be good and hardworking because they also work hard to give me those nice things.	Return	Rtr
Par 15	It acts as a reward for me working hard.	Reward	Rwd
Par 16	It motivates me because it makes me entertained. And access the things I need online that could help me out with my studies.	Convenience Interest	Cvn Int
Par 17	It helps because we can be more diligent in studying, because it comes with a reward from the parents. We are being used to this because they are teaching us to work hard for the things we want.	Reward	Rwd
Par 18	The things they are giving to me aren't free, so I need to make them proud also.	Return	Rtr

Par 19	I am motivated to study because my parents say that in every award I get, they will give me nice things as a reward.	Reward	Rwd
Par 20	Because reward brings motivation.	Reward	Rwd

Table 10. 1

Phase 2: Tallying of Positive Impacts of Materialism on Motivation in Learning

Positive Impacts on Motivation	N
Rwd	7
Val	1
Rtr	6
Cvn	4
Int	2
Par	1

Table 10. 2

Phase 3: Recurrent Themes

Categories	Sub-categories
Motivated by Extraneous Reward	Reward (MER-Rwd)
Motivated by Reimbursement	Value (MR-Val) Return (MR-Rtr)
Motivated by Privilege	Convenience (MP-Cvn) Interest (MP-Int) Parental (MP-Par)

The presented data showed that the key-participants were expressing three major positive impacts of materialism on their motivation in learning. The key-participants expressed that materialism motivated them to study well by extraneous reward, sense of reimbursement, and privilege. The key-participants expressed that they were motivated to study because of the reward that their parents are giving them, while others expressed that they were being motivated because they want to reimburse or pay-off the hardships of their parents. The key-participants also claimed that they were motivated by the privilege (such as having convenience, interest, and parental inspiration) brought by the materialistic provisions from their parents. Each of the categories gained a total of (7) responses on their respective sub-categories. The students were motivated because of the reward they receive, parental inspiration, and privilege.

According to one study conducted by (Richins & Chaplin, 2015), parents use material goods every day in their interactions with children. Parents may give reward to their children because of their accomplishments. Additionally, (Alegria et al., 2018) claimed that the main and utmost reason why the parents decided to work abroad is to send their children to a preferably school and to sustain their needs in everyday life. Thus, this motivated the students to study hard and pursue their studies. If the students pursue their studies, they can make their parents proud and when that happens their parents will support them more and this would lead to further betterment of students' academic performance.

Table 11*Phase 1: Positive Impacts of Materialism on Class Participation*

Question 8: How does materialism positively influence your participation in the class?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	It helps me to contribute when I am in a group work like giving necessary money.	Contribution	Cnt
Par 2	I can easily access my cellphone when the teachers give activities.	Convenience	Cvn
Par 3	I can acquire new books or school materials for studying.	Convenience	Cvn
Par 4	By acting as a motivation and driving me to act well and do my best because of the reward that I can get when I do well in class.	Reward	Rwd
Par 5	I just think of their sacrifices. And This is for my parents, so I need to excel.	Parental	Par
Par 6	I often recite because of the things my parents give me.	Inspiration	Ins
Par 7	I study to return their hardship and make them happy.	Parental	Par
Par 8	For example, there was an activity in our group that I can participate with the rest of the class because I have cell phone.	Convenience	Cvn
Par 9	I participate, I listen, I answer and recite, and I cooperate in the activities so that I'll have good grades because my mother gives me reward.	Reward	Rwd

Par 10	It helps when I don't know something, I can just search it. Or I can have an advance reading.	Convenience	Cvn
Par 11	Because of the reward, you will do better in class.	Reward	Rwd
Par 12	As I said, the thought that our parents are working hard in abroad for us gives inspiration. Therefore, strengthening the motivation to participate class. Materialism also motivates me to participate in class sometimes.	Parental	Par
		Inspiration	Ins
Par 13	I can easily know the meaning of deep words.	Convenience	Cvn
Par 14	It eases my feeling and it gives me confidence.	Convenience	Cvn
		Confidence	Cnf
Par 15	It makes me more active in classes because it helps me in my studies, and it acts as a reward.	Convenience	Cvn
		Reward	Rwd
Par 16	Because of the materials that I have, especially my gadgets, I became more motivated and it gives me a positive aura inside the class specially in participating inside the school activities with all the knowledge that I am getting with this material. Because of the influence of the online world, I became more reasonable and knowledgeable at some point. Because of this, I became more expressive in graded recitation and could finally show my creativity confidently.	Convenience	Cvn
		Confidence	Cnf

Par 17	It positively affects because we get along with other people. We can share these to them, and we can be confident to join different activities in our school. It can also cause communication and having friends.	Confidence	Cnf
Par 18	I know that at the end of the day, everything is worth it.	Inspiration	Ins
Par 19	It motivates me because I have things to use if there are activities.	Convenience	Cvn
Par 20	It motivates me to do my best in class.	Inspiration	Ins

Table 11. 1

Phase 2: Tallying of Positive Impacts of Materialism on Class Participation

Positive Impacts on Participation	N
Cvn	9
Cnf	3
Cnt	1
Rwd	4
Par	4
Ins	4

Table 11. 2

Phase 3: Recurrent Themes

Categories	Sub-categories
Encouraged by Advantage	Convenience (EA-Cvn) Confidence (EA-Cnf) Contribution (EA-Cnt)

Encouraged by Inducement	Reward (EI-Rwd) Parental (EI-Par) Inspiration (EI-Ins)
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The presented data shows that the key-participants were expressing two major positive impacts of materialism on their class participation. The key-participants expressed that materialism helps improve their class participation because it acts as an advantage and inducement. Materialism is advantageous for them to have convenience, confidence, and financial contribution in the class; a total of (13) responses on its sub-categories. Materialism also induces them to participate better because it acts as an inspiration to them, such as receiving reward or parental inspiration; a total of (12) responses on its sub-categories. Students tended to participate more in class because of the advantage and motivation from materialism.

Similarly, the main and utmost reason why the parents decided to work abroad is to send their children to a preferably school and to sustain their needs in everyday life. Thus, this motivated the students to study hard and pursue their studies. (Alegria et al., 2018)

Table 12

Phase 1: Negative Impacts of Materialism on Grades

Question 9: How does parental materialism impact your grades negatively?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	I might give more time using my phone than studying.	Electronic device	EDv

Par 2	Sometimes I just focus on their luxurious offerings one example is cycling, so it's just that I disregard my studies.	Deflection	Dfl
Par 3	I sometimes agitated about the things they're about to give, I feel distracted.	Distress	Dst
Par 4	It can impact me negatively if the things that they've bought me to compensate for their absence are bad for my grades, for example something that I could get addicted to like a game or something that I will probably prioritize instead of my studies.	Deflection	Dfl
Par 5	It affects negatively in my education because it reminds me that I am not with my parents.	Distress	Dst
Par 6	It doesn't affect negatively.	Deny	Dny
Par 7	Sometimes I do not study well because of the things that they give to me. For example, cell phone and laptop. I prioritize playing games than to study.	Electronic Device	EDv
Par 8	Gadgets distract me in every way, also reducing my time to sleep.	Electronic Device	EDv
Par 9	It doesn't affect negatively because I don't want to disappoint my mom, so I study really hard.	Deny	Dny
Par 10	I give more attention on materialistic things than studying. In most cases, using cell phone.	Electronic Device	EDv
Par 11	Overuse of gadgets. I give more attention to those things that studying.	Electronic Device	EDv
Par 12	It can also give reasons not to study because of being dependent to what the parents give, that they could provide everything that the child needs.	Reliance	Rlc
Par 13	Sometimes I forget to do assignments because of watching in YouTube.	Electronic device	EDv

Par 14	It affects me when sometimes I do not have sufficient materials in school.	Insufficiency	Isf
Par 15	It always disrupts my concentration in my studies.	Out of focus	OFs
Par 16	Nothing. Because I am always doing my best even if there's no materialism involved.	Deny	Dny
Par 17	If it is being abused like being spoiled. Or sometimes, materialism makes students dependable on the things and will consequently ignore their studies.	Deflection	Dfl
		Reliance	Rlc
Par 18	I admit that when I use laptop/cell phone, I can be tempted to use FB and just ignore my works.	Electronic Devices	EDv
Par 19	I often browse the internet than to do school activities.	Electronic Devices	EDv
Par 20	It becomes a distraction in studying.	Out of focus	OFs

Table 12. 1*Phase 2: Tallying of Negative Impacts of Materialism on Grades*

Negative Impacts on Grades	N
EDv	8
Dfl	3
OFs	2
Dst	2
Rlc	2
Isf	1
Dny	3

Table 12. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Cause of Deflection	Electronic Device (CD-EDv) Deflection (CD-Dfl)
Cause of Disturbance	Out of Focus (CD-OFs) Distress (CD-Dst)
Cause of Demotivation	Reliance (CD-Rlc)
Cause of Insufficiency	Insufficiency (CI-Isf)
Deny	Deny (D-Dny)

The presented data showed that the key-participants were expressing four major negative impacts of materialism on their grades. The key-participants expressed that materialism caused deflection, disturbance, demotivation, and insufficiency. The key-participants expressed that materialism deflected them from studying and they choose to prioritize their materialistic provisions, especially electronic devices, than to prioritize their studies; a total of (11) responses on its sub-categories. Materialism also caused disturbance. The key-participants claimed that materialism made them out of focused or distressed; (2) responses on *Out of Focus* and (2) responses on *Distress*. Some key-participants also confessed being demotivated because of just merely relying on their materialistic provisions instead of studying hard and not being dependable; (2) responses on *Reliance*. A key-participant stated that materialism caused insufficiency on his

educational resources. The students' grades were affected negatively by materialism mainly because of prioritizing materialistic possessions.

(Mutie, 2015) claims that when parents superfluously provide their children with material things, the discipline of children may erode.

Table 13

Phase 1: Negative Impacts of Materialism on Educational Resources

Question 10: What are the bad effects of materialism on your educational resources?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	I sometimes lend my things to others and they won't return it back anymore.	Taken Advantage	TAd
Par 2	It negatively affects because sometimes I give more of my attention in the materials than to study.	Out of focus	OFs
Par 3	I might be envy with other students' things or be ashamed of my things and lose confidence in studying.	Dissatisfaction	Dsf
Par 4	People may view me as a showoff or rich kid and just depend on me to do the project or to pay for expenses on school projects and such and people may take advantage of my resources and not see them as valuable or something to take good care of because I have nothing to lose and I can just easily buy a new one.	Taken Advantage	TAd
Par 5	I pity my parents because they work very hard to buy me things. I think buying school supplies is very costly.	Costly	Cst
Par 6	It doesn't affect negatively.	Deny	Dny

Par 7	I am used to have educational resources in our house already because of my parent's provisions. That's why I do not find it comfortable to request them new things. And sometimes instead of using my phone in helping to study, it becomes a distraction.	Reticent	Rtc
		Out of Focus	OFs
Par 8	I prioritize playing games rather than studying.	Out of focus	OFs
Par 9	Sometimes I lose my materials in school when I bring them. That's why it is better not to use them.	Loss	Lss
Par 10	The things I request for educational purposes, such as cellphone, just mainly become entertainment instead of using it for education.	Out of focus	OFs
Par 11	It doesn't negatively affect.	Deny	Dny
Par 12	Sometimes it brings high expectation towards the materials that can cause disconnection of the student to the parents.	Expectations	Exp
Par 13	It doesn't affect me, but sometimes other students just use gadgets to play games, which is not allowed in school.	Deny	Dny
Par 14	The laptop is heavy. And sometimes, instead of making my work easier, I become more stressed because of modern technology it is complicated to use.	Inconvenience	Icv
Par 15	It just makes us dependent in it.	Reliance	Rlc
Par 16	Both motivation and sometimes distractions. But it depends on your controlling skills, and how will you handle the situation.	Out of focus	OFs
Par 17	The negative effect of materialism to me, is when I lend my things to	Loss	Lss

	others, it will rarely come back to me. And sometimes, I misplace it and lose it.	Taken advantage	TAd
Par 18	I give more attention to my laptop and cellphone, sometimes I do not read my books anymore.	Out of focus	OFs
Par 19	They buy me too much. Some materials aren't really needed in school, they are just being unused.	Excessive	Exc
Par 20	The money is just being wasted because they buy me too many materials.	Excessive	Exc

Table 13. 1

Phase 2: Tallying of Negative Impacts of Materialism on Educational Resources

Negative Impacts on Educational Resources	N
OFs	6
Lss	2
Exc	2
TAd	2
Exp	1
Dsf	1
Cst	1
Rlc	1
Rtc	1
Icv	1
Dny	3

Table 13. 2

Phase 3: Recurrent Themes

Categories	Sub-categories
Affected by Misusage	Out of Focus (AM-OFs)

Affected by Immoderation	Excessive (AI-Exc) Costly (AI-Cst)
Affected by Exploitation	Taken Advantage (AE-TAd)
Affected by Carelessness	Loss (AC-Lss)
Affected by Dissatisfaction	Expectations (AD-Exp) Dissatisfaction (AD-Dsf)
Affected by Dependence	Reliance (AD-Rlc)
Affected by Reticence	Reticent (AR-Rtc)
Affected by Difficulty	Inconvenience (AD-Icv)
Deny	Deny (AD-Dny)

Based on the presented data, eight major negative impacts of materialism on educational resources were shown by the participants. The key-participants expressed that they were affected by misuse, exploitation, carelessness, immoderation, dependence, dissatisfaction, reticence, and difficulty. The key-participants expressed that they misuse their resources by just using them for recreation instead of using them for education; (6) responses on *Out of Focus*. The key-participants also claimed immoderation on their educational resources because their parents were giving them costly and excessive unnecessary educational materials. (2) responses on *Excessive* and (1) response on *Costly*. Others experienced exploitation from their fellow students because of the materials they have; (2) responses on *Taken Advantage*. The key-participants also showed carelessness for losing the materials they have; (2) responses on *Loss*. Some claimed that they were dissatisfied by the things they receive because the materials did not meet their expectations; a total of (2) responses on its sub-categories. Some also expressed being dependable on the materialistic provisions, being reticent or

shy for requesting resources, and having difficulties due to the inconvenience of the materialistic provisions; each of the categories gained a total of (1) response on their respective sub-categories.

Table 14

Phase 1: Negative Impacts of Materialism on Self-esteem

Question 11: Give some negative impacts of materialism on your self-esteem.			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	It can affect attitude by being boastful.	Boastful	Bsf
Par 2	Sometimes I become boastful, but I can control it because I feel ashamed that it is not really my money. Sometimes abusive and not being showy.	Boastful	Bsf
		Abusive	Abv
		Dependence	Dpd
Par 3	Being ashamed and feeling depressed. Because sometimes others become bully toward the disagreeable material.	Shamefulness	Shm
Par 4	It negatively affects me by making me feel bad about myself because as they supply me with material they sometimes also use that against me whenever I act out or get emotional or something saying I just acted nicely because I wanted them to buy me something and guilt tripping, using material to gain something from me, for bribing and such. It can also make me feel bad because it makes me feel that I am a shallow person that can be easily bought or satisfied with material even when I'm not; it can also make me feel like a bad daughter for not returning their efforts and buying them stuff or doing something nice for them.	Actions	Act

Par 5	It affects because I feel like our relationship is weakening because they're not here with me.	Relational	Rln
Par 6	It doesn't affect.	Deny	Dny
Par 7	I might become used to the materials and I might be dependent to others always. It will worsen self-esteem because of not knowing how to work hard for the personal wants.	Dependence	Dpd
Par 8	By playing inside of my room, I create a barrier that distances me to other people.	Remoteness	Rmt
Par 9	I avoid doing mistakes because I don't want them to be disappointed. Because they're working abroad and I'm only living with my aunt, I can't tell them my problems.	Perfection	Pfc
		Remoteness	Rmt
Par 10	It confines me from talking to other people in person that's why I lost my confidence to speak up. They consider that I am not important because they think I don't receive any attention.	Remoteness	Rmt
Par 11	Sometimes I give more importance on the things and it makes me also feel like I don't deserve those.	Self-doubt	Sdt
Par 12	The child might be boastful because of the luxury received from the OFW parent.	Boastful	Bsf
Par 13	It doesn't negatively affect my self-esteem. But sometimes other people forget to do things like using the soap.	Self-negligence	Snl
Par 14	I give more attention to the materials than to myself. It ruins socialization with other people.	Self-negligence	Snl
		Remoteness	Rmt

Par 15	It distracts me from my responsibilities because it takes my time too much.	Self-negligence	Snl
Par 16	Can't think of a negative impact, but with others, they are becoming more unreasonable because of the things that they are seeing online for using their gadgets.	Irrational	Irr
Par 17	Being used to having materialistic provisions and being dependent in receiving such. Always looking for reward or pay-off in different things. Lack of satisfaction on the materials they are giving. Self-negligence because of things they give like gadgets. Being abusive in using the things.	Dependence	Dpd
		Self-negligence	Snl
		Discontentment	Dsc
Par 18	It makes me selfish. I overuse or misuse my things.	Egotistical	Egt
		Abusive	Abv
Par 19	My insecurity and pride increase. I'm also losing my interest in other people.	Egotistical	Egt
Par 20	Greediness.	Greediness	Grd

Table 14. 1

Phase 2: Tallying of Negative Impacts of Materialism on Self-esteem

Negative Impacts on Self-esteem	N
Bsf	3
Abv	2
Pfc	1
Irr	1
Dsc	1

Grd	1
Egt	2
Dpd	3
Shm	1
Act	1
Rln	1
Tsd	1
Sdt	1
Snl	4
Rmt	4
Dny	1

Table 14. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Driven by Egotism	Boastful (DE-Bsf) Abusive (DE-Abv) Perfection (DE-Pfc) Irrational (DE-Irr) Discontentment (DE-Dsc) Greediness (DE-Grd) Egotistical (DE-Egt)
Driven by Guilt	Dependence (DG-Dpd) Shamefulness (DG-Shm) Actions (DG-Act) Relational (DG-Rln) Teased (DG-Tsd) Self-doubt (DG-Sdt)

Driven by Self-negligence	Self-negligence (DS-Snl)
Driven by Poor Socialization	Remoteness (DPS-Rmt)
Deny	Deny (D-Dny)

Based on the presented data, four major negative impacts of materialism on self-esteem were shown by the participants. Key-participants expressed that they were driven by egotism, guilt, self-negligence, and poor socialization because of materialism. In majority, students expressed that they were driven by egotism just as by being boastful, abusive, perfectionists, irrational, discontented, and greedy; a total of (11) responses on its sub-categories. The respondents also claimed that materialism made them feel guilty because of being dependable, shameful, teased, and having self-doubt. Others are also guilt-ridden because of their actions and their relationship with their parents. This category gained a total of (8) responses on its sub-categories. Some also stated that they experienced self-negligence and poor socialization. They tended to ignore their selves or other people because of prioritizing materialism; each of the categories gained a total of (4) responses on their respective sub-categories. Materialism effectuates undesirable behaviors among the students that's why it could lower their self-esteem.

A study by (Mutie, 2015) claims that when parents superfluously provide their children with material things, the discipline of children and the mutual cohesiveness that is supposed to exist between parents and children may greatly erode. A study conducted by (Iso, 2017) stated that children are vulnerable to lots of problem and becoming self-doubting.

Table 15*Phase 1: Negative Impacts of Materialism on Motivation in Learning*

Question 12: How does materialism distract you from studying?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	Cell phone causes bad effects if it is not used with limitations.	Limitless	Lml
Par 2	Sometimes I just focus on their luxury offerings, one example is cycling, so it's just that I neglected my studies.	Negligence	Ngl
Par 3	We can become agitated and distracted. For example, if I have new plaything in the house, I would be excited to go home and forget my studies without being aware of it.	Agitation	Agt
Par 4	It can act as a distraction when I'm too focused on the material that I will get instead of the act that I have to do to get it such as studying.	Agitation	Agt
Par 5	Because when I study, I think of their absence. They're not here to help and guide me.	Anxiety	Anx
Par 6	I often give attention more to the material provisions. And because of that, sometimes, I cannot review well.	Engrossment	Egm
Par 7	It becomes distraction sometimes because I give more attention to those and I neglect my studies and I can't focus anymore.	Negligence	Ngl

Par 8	Addiction in playing games, I lose time to study.	Engrossment	Egm
Par 9	Because of the electronic devices they give, I give more attention to those instead of doing homeworks.	Negligence	Ngl
Par 10	Sometimes using cell phone during classes before.	Negligence	Ngl
Par 11	I give more attention to it sometimes, than to study.	Negligence	Ngl
Par 12	The child might focus more on the entertainment of the materials; this will cause laziness in studying.	Entertainment	Ent
Par 13	I am sometimes being tempted to use YouTube.	Entertainment	Ent
Par 14	If the materials are being overused and being prioritized than to study.	Negligence	Ngl
		Limitless	Lml
Par 15	It eats up my time because I play instead of studying.	Engrossment	Egm
Par 16	Due to being so much entertained. Sometimes I am making my study time shortened so that I can go back to my gadgets already.	Engrossment	Egm

Par 17	One of the reasons for being materialistic is the lack of contentment. So, you are being more focused on the things your parents might give to you than studying. You give more attention to the things because you don't want to be left out with the trend.	Negligence	Ngl
Par 18	Instead of doing activities/schoolworks, I am tempted to watch k-drama or use FB.	Entertainment	Ent
Par 19	As time goes by, my standards get higher in all things I receive.	Dissatisfaction	Dsf
Par 20	I'm having no time in studying because of it.	Engrossment	Egm

Table 15. 1

Phase 2: Tallying of Negative Impacts of Materialism on Motivation in Learning

Negative Impacts on Motivation	N
Ngl	7
Ent	3
Egm	5
Agt	2
Anx	1
Lml	2
Dsf	1

Table 15. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Discouraged by Temptation	Negligence (DT-Ngl) Entertainment (DT-Ent)
Discouraged by Time Constraint	Engrossment (DTC-Egm)
Discouraged by Bothersome	Agitation (DB-Agt) Anxiety (DB-Anx)
Discouraged by Overuse	Limitless (DO-Lml)
Discouraged by Dissatisfaction	Dissatisfaction (DD-Dsf)

Based on the presented data, five major negative impacts of materialism on motivation in learning were shown by the participants. The key-participants expressed that they were discouraged by temptation, overuse, time constraint, bothersome, and dissatisfaction. In majority, key-participants expressed that they were discouraged by temptation brought by materialism because of being entertained that would consequently lead them to neglect their education; a total of (10) responses on its sub-categories. Others also claimed that they were discouraged by time-constraint because of being engrossed to their materialistic provisions; a total of (5) responses on its sub-categories. Some key-participants expressed that they were discouraged by bothersome because of being agitated and anxious about materialism; a total of (3) responses on its sub-categories. The key-respondents also claimed that they were discouraged because they overuse their materialistic possessions; (2) responses on *Limitless*. A key-respondent

expressed being discouraged because of dissatisfaction. Materialism demotivated the students because of having wrong priorities and diverted thinking.

A study conducted by (Iso, 2017) said that most of the OFW children have become so materialistic and spend their parent's money on gadgets and internet gaming from lack of guidance. The remittance is being wasted on self-absorption.

Table 16

Phase 1: Negative Impacts of Materialism on Class Participation

Question 13: How does materialism cause adverse effects on your class participation?			
Key-respondents	Retrieved Data	Preliminary Codes	Codes
Par 1	I use my time on unnecessary things such as cell phone.	Unfocused	Unf
Par 2	Like playing games on my cell phone, I use my cell phone more than taking down notes.	Electronic device	EDv
Par 3	It causes bad manners. If we have new things at our home, we can become impatient and rude towards our classmates and teachers.	Discourteous	Dcr
Par 4	It can affect my participation negatively when I'm too distracted by the reward and not focused on the process of how I'm going to achieve that reward.	Reward	Rwd

Par 5	It negatively affects my class participation because sometimes it reminds me about their situation, if they are just okay working there, if they eat at the right time, if they are being abused by their employer. When I think about those, I feel weak.	Parental	Par
Par 6	I am often being entertained by the parental materialism and sometimes I don't listen anymore or being sleep deprived because of gadgets.	Unfocused	Unf
Par 7	Sometimes I lose my motivation to participate when I'm prioritizing other things such as using my phone, which causes me not to participate.	Electronic Devices	EDv
Par 8	I rarely speak in class thanks to isolating myself in my room because I'm only focused on virtual socializing and I don't intend to socialize through verbal.	Unsociability	Uns
Par 9	I spend my money in other things.	Financial	Fnc
Par 10	Sometimes I use my cell phone during classes before.	Electronic Device	EDv
Par 11	For example, my art materials, I'll just draw and not participate anymore. And then will just ignore the class.	Unfocused	Unf
Par 12	The child can focus on the material things. It can cause isolation and a hindrance to become sociable.	Unfocused	Unf
		Unsociability	Uns
Par 13	Sometimes I forget to read my books because of using cell phone.	Electronic Device	EDv

Par 14	Sometimes you'll just don't understand the other things clearly because you prioritize material provisions.	Unfocused	Unf
Par 15	It makes me distracted sometimes because I think about what I will be doing with that particular thing.	Unfocused	Unf
Par 16	Distractions. Because when you have all the resources with you there's a tendency that you will be out of focus	Unfocused	Unf
Par 17	Loss of focus in studying and participating in class because of the materials that you receive from OFW parents.	Unfocused	Unf
Par 18	If I'm not in the mood, I'm tempted to use my cell phone or to give attention to other things.	Unfocused	Unf
Par 19	I lose motivation when they give me things or clothes, I don't like despite of having high grades.	Discontentment	Dsc
Par 20	I play games during classes.	Electronic devices	EDv

Table 16. 1

Phase 2: Tallying of Negative Impacts of Materialism on Class Participation

Negative Impacts on Participation	N
Unf	10
EDv	5
Rwd	1
Fnc	1
Uns	2
Dcr	1
Dsc	1

Table 16. 2*Phase 3: Recurrent Themes*

Categories	Sub-categories
Effect of Diversion	Unfocused (ED-Unf) Electronic Device (ED-EDv) Reward (ED-Rwd) Financial (ED-Fnc)
Effect of Misdemeanor	Unsociability (EM-Uns) Discourteous (EM-Dcr)
Effect of Regression	Discontentment (ER-Dsc)

Based on the presented data, three major negative impacts of materialism on class participation were shown by the participants. Key-participants expressed that materialism effectuates diversion, misdemeanor, and regression. In majority, key-participants expressed that materialism diverted their attention toward their materialistic possessions or about the reward they would get; (10) responses on *Unfocused*, (5) responses on *Electronic Device*, (1) response on *Reward*, and (1) response on *Financial*. Key-participants also claimed that materialism effectuated misdemeanor inside the class; (2) responses on *Unsociability* and (1) response on *Discourteous*. A key-respondent expressed being demotivated to take part because of dissatisfaction. The students' class participation were degraded by materialism because of being unfocused and having bad behaviors.

A study conducted by (Iso, 2017) said that most of the OFW children have become so materialistic and spend their parent's money on gadgets and internet gaming from lack of guidance. The remittance is being wasted on self-absorption. (Mutie, 2015) claims that when parents superfluously provide their children with material things, the discipline of children may erode.

Summary, Findings, Conclusions, and Recommendations

This section provided the summary of the research work undertaken and its findings, and discussed the conclusions based on the study findings and limitations. In addition, the recommendations made as an outgrowth of this study was presented.

Summary

This phenomenological study was focused on investigating the impacts of materialism on the academic behavior of students due to parental overseas employment. It was conducted in order to determine the positive and negative academic behavioral impacts of materialism towards the students. There were 20 students in Virgen Milagrosa University Foundation Special Science High School of the school year 2019-2020 who became the respondents of the study.

The research designed and utilized an unstructured interview. Frequency and percentage distribution were used in presenting the demographic profile of the respondents. Moreover, thematic analysis and tallying assessed the dominant indicators and factors of key-respondents' answers.

Findings

Considering the data gathered and the objectives of this study based on the statement of the problem, this study came with the following summarized findings based on themes:

1. Profile of the Respondents

- a. Gender

From the data gathered, 11 were females and 9 were males. Majority of the students who participated the research were females.

b. Age

The 12 participants were aged 15 years old while 8 participants were aged 14 years old.

c. Duration of their Overseas Employed Parents Abroad

There were 8 participants who responded that their parents were working abroad for 7 years and above. 6 participants responded being 11 months and under. There were 4 participants who responded 1-2 years and 2 participants on 3-4 years.

2. Perceptions of the Students about the Concept of Parental Materialism

Majority of the key-participants precepted satisfaction; 7 responses. Next to this were the perception of neutral perception with 5 responses, and perception of limitation also with 5 responses. Followed by perception of disadvantage with 4 responses, then perception of coping mechanism with 3 responses.

3. Leading Materials Received by the Students

The leading materials received by the key-respondents were categorized. The top three materials were apparel with 18 responses, electronic devices with 16 responses, and financial assistance with 9 responses. The lesser three materials

were food with 8 responses, personal things with 4 responses, and educational resources with 3 responses.

4. Positive Impacts of Materialism

a. Grades

Key-participants showed positive effects on their grades through having good incentive with 18 responses and well-being with 5 responses.

b. Educational resources

In majority, 14 responses of the key-participants showed that they purposefully use their materialistic provisions to help on their education. 4 responses of the key-participants expressed that their parents assure their educational resources. While 3 responses expressed that they attain educational resources by requesting their necessities to their parents.

c. Self-esteem

The key-participants expressed that materialism helps in boosting their self-esteem by conviction on their selves— 11 responses, assertiveness on what they do— 6 responses, and conformity to the society and peer groups— 5 responses.

d. Motivation in learning

The key-participants expressed that materialism motivates them to study well by extraneous reward, sense of reimbursement to their parents, and

privilege. Each of these categories gained the same number of responses which was 7.

e. Class participation

The key-participants expressed that materialism helps improve their class participation because it acts as an advantage— 13 responses and inducement to them— 12 responses.

5. Negative Impacts of Materialism

a. Grades

In majority, 11 responses of the key-participants expressed that materialism caused deflection. Then 4 responses on disturbance, 2 responses on demotivation, and 1 response on insufficiency.

b. Educational resources

The key-participants expressed that they were affected by misuse caused by being out of focus— 6 responses, exploitation among fellow students— 3 responses, carelessness in handling things— 2 responses, immoderation or superfluous materials— 2 responses, dependence on the provision— 2 responses, dissatisfaction— 1 responses, reticence on parents, and difficulty or inconvenience— 1 response.

c. Self-esteem

Key-participants expressed that they were driven by egotism— 11 responses, guilt— 8 responses, self-negligence— 4 responses, and poor socialization— 4 responses, because of materialism.

d. Motivation in learning

In majority, 10 responses of the key-participants expressed that they were discouraged by temptation brought by materialism. Moreover, 5 responses stated that they were also discouraged by overuse of materials especially gadgets, 3 responses on time constraint, 2 responses on bothersome, and 1 response on dissatisfaction.

e. Class participation

Key-participants expressed that materialism effectuates diversion from the class— 17 responses, misdemeanor— 3 responses, and regression because of discontentment— 1 response.

Conclusions

Based on the findings of the study and the specific research questions, the researchers constructed the following conclusions comprehensively.

1. The profiles of the respondents gave additional information in the phenomena.
 - a. The students were aged 14 to 15 years old and on their adolescence period.
 - b. More female students opted to partake than male students.
 - c. Majority of the students has experienced long-term separations from their overseas employed parents.
2. The students understand that parental materialism from their overseas employed parents has purposeful advantages and aimless disadvantages.

3. The academic behavior of the students was positively influenced by materialism due to parental overseas employment.
 - a. Materialism positively affected the grades of the students by effectuating good impacts on their incentive and well-being.
 - b. The students used the advantage of materialism to acquire educational resources.
 - c. Materialism swayed the students' thoughts in boosting their self-esteem.
 - d. Materialism drove the students' motivation in learning by rewards, along with parental inspiration and privilege.
 - e. The students used materialism as advantage and inducement in class participation.
4. The academic behavior of the students was negatively influenced by materialism due to parental overseas employment.
 - a. The students gave more priority to materialism— especially electronic devices, than to studying. Materialism has negative effects on their attitudes and behaviors.
 - b. Educational resources became superfluous and recreational. Materialism also negatively affected the students' satisfaction levels and conducts.
 - c. Materialism caused deprivation of the students' social life and personal aspect of their selves.
 - d. The students were demotivated by means of the sidetracks and dissatisfaction caused by materialism.

- e. The students were diverted from the class and are hindered to participate because of materialism. Materialism caused misconducts of the students among other people, as well as discontentment.

Recommendations

With thorough and in-depth conclusions of the study, recommendations were made for the different sectors, such as the school, parents, other family members, and students. These recommendations were as follows.

1. The school and teachers should have additional techniques on how to improve the academic performances of the students. They could also guide their students to be more responsible in school.
2. Parents should guide their children about proper self-control and limitations, but there must be also a strong relationship between them.
3. Other family members could decide to be the bridge for the overseas employed parents and the students, for better understanding and monitoring of their current condition.
4. Students are advised to appreciate their parents' love for them. They should also focus more on their studies than their materialistic provisions.

The following recommendations were also formulated for revalidation and expansion of future researches relevant to this study:

1. Include whether only their mother, father, or both of their parents are working abroad and indicate their socio-economic status.

2. Future researchers might give emphasis to the effect of materialism on parent-child relationship.
3. Future researches relevant to this study might focus more on the coping mechanisms of the students with regards to the negative academic behavioral impacts of materialism.
4. Further researches might involve statements from the overseas employed parents.
5. Further researches might correspondingly be done by the influence of the emotional needs of the students.

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Appendices

Research Letters



Virgen Milagrosa University Foundation
Special Science High School
Martin P. Posadas Avenue, San Carlos City, Pangasinan, Philippines, 2420
S.Y. 2019-2020



Letter of Approval

March 10, 2020

RIA S. CAGUIOA, MSc.

Principal

VMUF-Special Science High School

Dear Ma'am:

Good day!

We, the undersigned, are currently conducting a research study entitled "The Impacts of Materialism on the Academic Behavior of Students due to Parental Overseas Employment", as deemed required for our subject Practical Research 1.

In this regard, we are humbly asking your good office for permission to interview 20 Grade 9 students of Virgen Milagrosa University Foundation Special Science High School. We believe that their insights and experiences regarding our research will be significant upon ensuring a sound and reliable result.

Furthermore, we assure you that the identity of the respondents and the data we will be gathering shall be treated with absolute discretion and confidentiality and will be used for academic purposes only.

We hope for your positive response on this humble request.

Sincerely Yours,

Researchers:

Rei Joshua R. Amante

Rashela C. Ballesteros

John Kenneth S. Lopez

Yiana Maristela L. Mislang

Ashley Nicole M. Rosario

Junalyn C. Seguin

Noted by:

BOBBY B. DELA CRUZ

Research Adviser

Approved by:

RIA S. CAGUIOA, MSc.

Principal



Virgen Milagrosa University Foundation
Special Science High School
Martin P. Posadas Avenue, San Carlos City, Pangasinan, Philippines, 2420
S.Y. 2019-2020



Letter of Consent

Dear Respondent:

We, the undersigned researchers, are currently conducting a research study entitled "The Impacts of Materialism on the Academic Behavior of Students due to Parental Overseas Employment", as deemed required for our subject Practical Research 1.

In connection with this, we are humbly asking you to partake and help us in providing the necessary data for this study. We believe that your insights and experiences regarding our study will be of great help. Rest assured that any information will be treated with utmost confidentiality. Your assistance and support will be appreciated in this particular research endeavor.

Thank you for sharing your time with us.

Sincerely Yours,

Researchers:

Rei Joshua R. Amante
Rashela C. Ballesteros
John Kenneth S. Lopez
Yiana Maristela L. Misleng
Ashley Nicole M. Rosario
Junalyn C. Seguin

SIGNATURE OVER PRINTED NAME

Qualifications of the Key-respondents

Virgen Milagrosa University Foundation
Special Science High School
Martin P. Posadas Avenue, San Carlos City, Pangasinan, Philippines, 2420
S.Y. 2019-2020

**The Impacts of Materialism on the Academic Behavior of Students due to Parental
Overseas Employment**

Qualifications of the Key-respondents:

1. The respondent must be enrolled at Virgen Milagrosa University Foundation Special Science High School for the school year 2019-2020.
2. The respondent must be a Grade 9 Student of Virgen Milagrosa University Foundation Special Science High School.
3. The respondent must be one of the five (5) respondents from the four (4) sections of Acacia, Cedar, Molave, and Narra.
4. The respondent must have (an) Overseas Filipino Worker (OFW) Parent/s.
5. The respondent has been experiencing parental materialism.
6. The respondent's academic behavior is influenced by parental materialism.
7. The respondent is willing to partake in the research interview.

Data Gathering Tools

Virgen Milagrosa University Foundation
Special Science High School
Martin P. Posadas Avenue, San Carlos City, Pangasinan, Philippines, 2420
S.Y. 2019-2020

**The Impacts of Materialism on the Academic Behavior of Students due to Parental
Overseas Employment**

QUESTIONNAIRE

Directions: Kindly respond to the following questions by filling out and placing a check mark in the answer box that corresponds to your answer.

PART I: RESPONDENT'S PROFILE

Name: _____ (optional)

Age:

- ☐ 13 years old & below
- ☐ 14 years old
- ☐ 15 years old
- ☐ 16 years old
- ☐ 17 years old & above

Gender:

- ☐ Male
- ☐ Female

Select the duration of your OFW parents abroad:

- ☐ 0 – 11 months
- ☐ 1 – 2 years
- ☐ 3 – 4 years

- ☐ 5 – 6 years
- ☐ 7 years above

PART II: INTERVIEW GUIDE QUESTIONS

1. What can you say about parental materialism?
2. What are the three leading materials that you receive from your parents?
3. How does materialism compensate for your parent's absence?
4. How does parental materialism impact your grades positively?
5. How does materialism help you to gain more educational resources?
6. How can materialism positively affect your self-esteem?
7. How does materialism drive your motivation to study well?
8. How does materialism positively influence your participation in the class?
9. How does parental materialism impact your grades negatively?
10. What do you think are the bad effects of materialism on your educational resources?
11. Give some negative impacts of materialism on your self-esteem.
12. How does materialism distract you from studying?
13. How does materialism cause adverse effects on your class participation?

**REI JOSHUA ROSARIO AMANTE**

Bocboc, East Aguilar, Pangasinan, Philippines
girorc.ganer@gmail.com • 09397573564

Curriculum Vitae

PERSONAL INFORMATION

Age: 16
Date of Birth: April 16, 2004
Place of Birth: San Carlos City, Pangasinan
Civil Status: Single

EDUCATIONAL BACKGROUND

Secondary: Virgen Milagrosa University Foundation - Special Science HS
M. P. Posadas Ave., San Carlos City, Pangasinan
2017-Present

Primary: Virgen Milagrosa University Foundation Child Learning Center
M. P. Posadas Ave., San Carlos City, Pangasinan
2011-2017

Preschool: Saint Charles Academy
Palaris St., San Carlos City, Pangasinan
2008-2011



RASHELA CARIÑO BALLESTEROS

Ano, San Carlos City, Pangasinan, Philippines
rashelacarinoballesteros@gmail.com • 09959600511

Curriculum Vitae

PERSONAL INFORMATION

Age: 15
Date of Birth: April 16, 2005
Place of Birth: San Carlos City, Pangasinan
Civil Status: Single

EDUCATIONAL BACKGROUND

Secondary: Virgen Milagrosa University Foundation - Special Science HS
M. P. Posadas Ave., San Carlos City, Pangasinan
2017-Present

Primary: Ano Elementary School
Brgy. Ano, San Carlos City, Pangasinan
2011-2017

Preschool: St. John's Cathedral School
Zamora St., Dagupan City, Pangasinan
2009-2011

Day Care Center
Brgy. Pantal, Dagupan City, Pangasinan
2008-2009

**JOHN KENNETH SEMANA LOPEZ**

Tandoc, San Carlos City, Pangasinan, Philippines
johnkenneth_lopez@yahoo.com • 09773716530

Curriculum Vitae

PERSONAL INFORMATION

Age: 14
Date of Birth: October 4, 2005
Place of Birth: San Carlos City, Pangasinan
Civil Status: Single

EDUCATIONAL BACKGROUND

Secondary: Virgen Milagrosa University Foundation - Special Science HS
M. P. Posadas Ave., San Carlos City, Pangasinan
2017-Present

Primary: Gospel of Christ School of San Carlos
M. P. Posadas Ave., San Carlos City, Pangasinan
2011-2017

Preschool: University of the East Caloocan
Samson Rd., Caloocan City, Kalakhang Maynila
2008-2011

**YIANA MARISTELA LINCOD MISLANG**

Ano, San Carlos City, Pangasinan, Philippines
maristelamislant@gmail.com • 09276547164

Curriculum Vitae

PERSONAL INFORMATION

Age: 15
Date of Birth: May 28, 2005
Place of Birth: San Carlos City, Pangasinan
Civil Status: Single

EDUCATIONAL BACKGROUND

Secondary: Virgen Milagrosa University Foundation - Special Science HS
M. P. Posadas Ave., San Carlos City, Pangasinan
2017-Present

Primary: Ano Elementary School
Brgy. Ano, San Carlos City, Pangasinan
2011-2017

Preschool: Ano Elementary School
Brgy. Ano, San Carlos City, Pangasinan
2010-2011

**ASHLEY NICOLE MEDENILLA ROSARIO**

Balaya, San Carlos City, Pangasinan, Philippines
ashleynicole.rosario@yahoo.com • 09729246440

Curriculum Vitae

PERSONAL INFORMATION

Age: 14
Date of Birth: February 10, 2006
Place of Birth: San Carlos City, Pangasinan
Civil Status: Single

EDUCATIONAL BACKGROUND

Secondary: Virgen Milagrosa University Foundation - Special Science HS
M. P. Posadas Ave., San Carlos City, Pangasinan
2019-Present

Saint Mary's Academy
Brgy. Andres Bonifacio, Diffun, Quirino
2017-2019

Primary: Saint Mary's Academy
Brgy. Andres Bonifacio, Diffun, Quirino
2011-2017

Preschool: Amazing West Kiddie Learning Center
Brgy. Aurora West, Diffun, Quirino
2009-2011

**JUNALYN CAUNCERAN SEGUIN**

Anambongan, Basista, Pangasinan, Philippines
junaseguin23@gmail.com • 09156824534

Curriculum Vitae

PERSONAL INFORMATION

Age: 15
Date of Birth: July 23, 2004
Place of Birth: San Carlos City, Pangasinan
Civil Status: Single

EDUCATIONAL BACKGROUND

Secondary: Virgen Milagrosa University Foundation - Special Science HS
M. P. Posadas Ave., San Carlos City, Pangasinan
2017-Present

Primary: Bancolita-Frias Family (BFF) Learning Academy
Brgy. Dumpay, Basista, Pangasinan
2011-2017

Preschool: Bancolita-Frias Family (BFF) Learning Academy
Brgy. Dumpay, Basista, Pangasinan
2008-2011