

**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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### 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

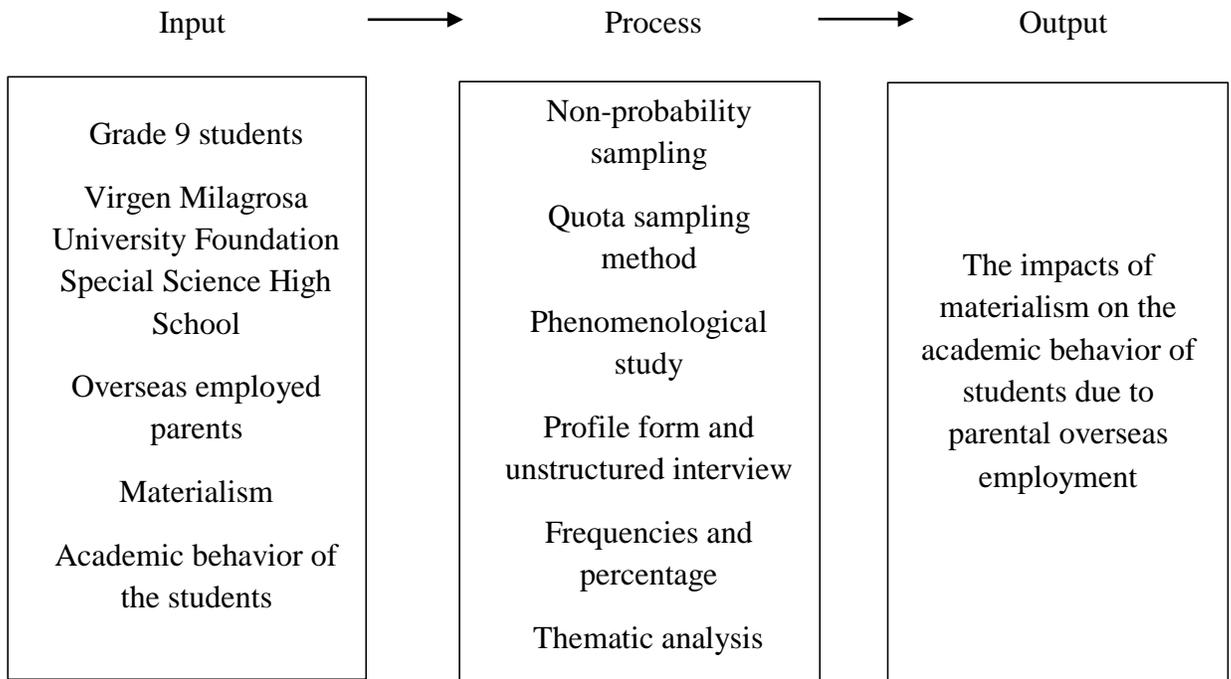
who have overseas employed parents and have been affected by materialism to discern the positive and negative impacts of materialism on their academic behavior.

**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 (Baraceros, 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 (Baraceros, 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)<br>All Right (PS-ARg)   |
| Perception of Coping Mechanism   | Concern (PCM-Cnc)<br>Compensation (PCM-Cps) |
| Perception of Neutral Perception | Equitable Impacts (PN-EIm)                  |
| Perception of Limitation         | Restraint (PL-Rst)<br>Balance (PL-Bln)      |
| Perception of Disadvantage       | Spoil (PD-Spl)<br>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)<br>Footwear (A-Ftw)<br>Bag (A-Bg)<br>Jewelries (A-Jwl)                       |
| Electronic Devices    | Cellphone (E-Cph)<br>Laptop (E-Ltp)<br>Earphones (E-Eph)<br>Gadgets (E-Gdg)<br>Drone (E-Drn) |
| Financial Assistance  | Money (FA-Mny)   |
| Food                  | Food (F-Fd)<br>Chocolates (F-Chc)  |
| Personal Things       | Personal (PT-Prs)<br>Musical Instruments (PT-MIn)<br>Film Camera (PT-FCm)<br>Gifts (PT-Gft)  |
| Educational Resources | Books (ER-Bks)<br>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)<br>Education (CB-Edc)<br>Life (CB-Lf) |
| Compensated by Affection      | Love (CA-Lv)<br>Association (CA-Asc)<br>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)<br>Convenience (PI-Cvn)<br>Reward (PI-Rwd)<br>Incentive (PI-Icn)               |
| Positive Well-being | Cognitive (PW-Cgn)<br>Self-confidence (PW-Scn)<br>Knowledge (PW-Kwl)<br>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'e 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)<br>Electronic Devices (AP-EDv)<br>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)<br>Importance (BC-Imp)<br>Assertion (BC-As)<br>Trust (BC-Trs)<br>Love (BC-Lv) |
| Boosted by Conformity | Societal (BC-Sct)<br>Brand (BC-Brn)<br>Trend (BC-Trn)   |

|                          |  |
|--------------------------|--|
| Boosted by Assertiveness | Inspiration (BA-Ins)<br>Self-care (BA-Scr)<br>Apparel (BA-Apl)<br>Openness (BA-Opn)<br>Independence (BA-Ind) |
|--------------------------|--|

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<br>Interest | Cvn<br>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)<br>Return (MR-Rtr)                              |
| Motivated by Privilege         | Convenience (MP-Cvn)<br>Interest (MP-Int)<br>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 chat 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)<br>Confidence (EA-Cnf)<br>Contribution (EA-Cnt) |

|                          |  |
|--------------------------|--|
| Encouraged by Inducement | Reward (EI-Rwd)<br>Parental (EI-Par)<br>Inspiration (EI-Ins) |
|--------------------------|--|

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)<br>Deflection (CD-Dfl) |
| Cause of Disturbance   | Out of Focus (CD-OFs)<br>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)<br>Costly (AI-Cst)             |
| Affected by Exploitation    | Taken Advantage (AE-TAd)                          |
| Affected by Carelessness    | Loss (AC-Lss)                                     |
| Affected by Dissatisfaction | Expectations (AD-Exp)<br>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)<br>Abusive (DE-Abv)<br>Perfection (DE-Pfc)<br>Irrational (DE-Irr)<br>Discontentment (DE-Dsc)<br>Greediness (DE-Grd)<br>Egotistical (DE-Egt) |
| Driven by Guilt   | Dependence (DG-Dpd)<br>Shamefulness (DG-Shm)<br>Actions (DG-Act)<br>Relational (DG-Rln)<br>Teased (DG-Tsd)<br>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)<br>Entertainment (DT-Ent) |
| Discouraged by Time Constraint | Engrossment (DTC-Egm)                         |
| Discouraged by Bothersome      | Agitation (DB-Agt)<br>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)<br>Electronic Device (ED-EDv)<br>Reward (ED-Rwd)<br>Financial (ED-Fnc) |
| Effect of Misdemeanor | Unsociability (EM-Uns)<br>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 have 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. Mislang  
Ashley Nicole M. Rosario  
Junalyn C. Seguin

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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*

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### **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*

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## **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*

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## **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*

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## **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*

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## **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*

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### **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