

Closer Look on the Plights of the Parentless College Students: A Convergent Parallel Analysis

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Abstract

This study looked into the effects of parental loss on the academic performance of parentless students who were experiencing issues and aimed in exploring their lived experiences, insights, and coping mechanisms. The study used mixed method specifically, convergent parallel research design where incorporated both the qualitative and quantitative approach. The population consisted of thirty parentless students, most were in the age range of 21-22 years old, with 24 females and 6 males. Further, the results manifested that, most of the participants have considerably high grades. Also, the academic performance is not varied by age and sex. The challenges of the parentless participants have a significant impact to their academic performance since these difficulties push them to persevere and have a positive outlook in life to pursue their goals. However, their coping mechanisms don't have impact to their academic performance, it shows that it depends on the person who are experiencing the said situation on how he/she will be going to handle it. Generally, the data also concluded that the responses in the challenges and coping mechanisms of the parentless participants in the qualitative data gathering and quantitative data gathering were linked to each other. Hence, this study converged in the gathering and analyzing part of the data, and also the parallel have been seen in their respective response in the challenges that being encountered and the coping mechanisms that they apply to offset the challenges.

Keywords: Plight, Parentless Participants

Introduction

This research study examines closer look on the plights of the parentless college student. Parentless students have problems when it comes to school with regards of paying ang school tuition fee, and also to their daily needs, such as foods and clothes. According to Children on the Brink (2010), orphans and vulnerable children are more likely to live in temporary households, moving from place to place and disrupting their schooling. They often need additional support to cope with the emotional demands of having lost their parents. Orphans and vulnerable children are less likely to attend school or miss it so it is vital for the childcare advocates to maintain consistency within their schooling and educational needs.

The death of a parent may have a profound negative impact on students' academic achievement as a parent plays a large role in most children's academic development. According to UNICEF's report on the 15th of June 2015, there were over 132 million orphans in sub-Saharan Africa, Asia, Latin America and the Caribbean in 2005. This large figure represents not only children who have lost both parents but also those who have lost a father but have a surviving mother or have lost mother but have a surviving father. Of these 132 million classified as orphans, 13 million have lost both parents (UNICEF, 2015). Evidence clearly shows

that the vast majority of orphans are living with a surviving parent, grandparent or other family member. According to this same source, ninety-five per cent of all orphans are over the age of five.

In the Philippines, about 1.8 million children were orphans, more than 1% of its entire population were neglected, and some are victims of extreme poverty, natural disasters, and armed conflicts in the country's riven south (Kaiman and De Leon, 2016).

Locally, Respondents across the region noted that being unattended, ignored, and unloved leaves orphans vulnerable to radicalization and co-option by violent extremist groups. There is a fine line between the kinds of motivations that may draw orphans to 'legitimate' non-state armed groups that may lead to recruitment by 'black flag' inspired violent extremist groups. Without proper assessment and processing of their emotions, orphans may grow up believing resolving issues through violence is normal. Exposure to broader environments may help children discern what is radical or extreme from what is not (Fernandez et.al.2020).

Doing this research is both an opportunity and a significant task, as it will create connections between the researchers and the parentless students, allowing this study to serve as a tool and instrument in the relief of their grieving heart.

Research Questions

This research aimed to determine and take a closer look on the plights of parentless College Participants. It seeks to answer the following questions:

1. What is the demographic profile of parentless participants in terms of age and sex?
2. What are the lived experiences of parentless participants?
3. What is the Academic Performance of parentless participants?
4. Is there significant difference in the academic performance of parentless participants when grouped according to their age and sex?
5. What are the challenges of parentless participants?
6. What are the coping mechanisms of parentless participants?
7. Is there a significant relationship between the academic performance and challenges of parentless participants?
8. Is there a significant relationship between the academic performance and coping mechanisms of parentless participants?

Literature Review

This section provides all the ideas, concepts, and prior studies by different researchers and authors which give precise and verifiable information related to the present study.

Parentless refers to an issue which is still occurring in the society that has many factors that can affect children's behavior and schooling. This is potentially a traumatic one that may affect the life course of a child in many different ways (Rostils, 2018).

In addition, Beckelt (2011) enumerated reasons of separation referring to parental-loss which are abduction trafficking, migration, living on the street, being displaced, or reunites by armed forces, living in alternative care due to health issues, educational reasons, household violence, poverty, and the most common is the death of parents. *On the other hand, Hansen and Callender (2005) stated that up to 87% of a child's waking hours are spent outside of school, thus indicating the large impact parents have on a child's educational life. Hansen and Callender's research (2005) also stated that a strong family-school partnership will improve both academic and behavioral outcomes for children.*

Demographic Profile

Parentless students' demographic data, such as gender, age, and economic status, provide descriptive information about their backgrounds. We need to be able to comprehend demographic information. They are the aspects of our probation over which we have little or no control but can observe trends and gather data for the purposes of prediction and planning. Through the disaggregation of other measures by demographic variables, demographic data aids us in understanding the results of all aspects of our research study.

Furthermore, while serving as an early warning system, demographic data is the thorough gathering of student profiles that may aid to better understand students and their personal circumstances (Nel & Wilkinson, 2001). (Stephens & Myers, 2013). Student profiles have also aided in the adaptation of teaching methods to the identities and abilities of students (Hoskyn, 2013). Student demographics may interact with teacher demographics, and both may be influenced by teacher experience (Tobe, 2009). Understanding the association between student demographics and academic achievement might thus help our study improve and academics to enhance their teaching methods.

Lived Experiences of Parentless Participant

According to Prayor and Rodgers (2001), the death of a parent (or parents) causes a significant impact on a learner's life. It may entail separation from siblings, which occurs frequently arbitrarily when orphaned students are distributed among relatives without regard for their needs. Learners who refuse to transfer or who do not have any relatives to reside with may be compelled to live alone, forming child-headed families.

If the parentless children are in school, the situation is amplified since the grieving period, which is aggravated by other challenges at home, at school, and emotionally, has the potential to negatively impact their academic performance.

Moreover, the loss of one or both parents is a traumatic experience for a kid or a child, and it has ramifications for the parentless' well-being and capacity to cope at school because of the underlying need for parental love, support, and security (Moime, 2009).

To Osofsky (2004), a child's reaction to parental-death differs in terms of the severity of the loss, how close

their relationship was to the parent who died, whether the child witnessed the death, and the developmental stage of the child at the time of the death.

Insights of the Parentless Participants

(Banduara, 1994). Similarly, Friis (2013), stated they must learn to use their grief and anger to do something good and self-fulfilling journey in this tremendous world. They must learn to rise above their sorrow in order to find their inner peace and completeness. Palmay and Moat (2002), also indicated that when young people make successful adaptations, despite exposure to high-risk conditions their ability to survive and succeed as been attributed to three causes.

As stated by, Nemours Foundation (2005) stressed that having self-esteem is important because it helps one to hold the head high and feel proud of oneself, have courage to try new things and the power to believe in oneself, is more cooperative, enthusiastic, assertive, respective and high hope.

Advice of the Parentless Participants to Themselves and to Others

They have the tenacity to achieve their intended goals despite setbacks and disappointments. Determination is the belief in one's capabilities to produce a certain outcome or achieve a certain goal; a belief that one maintains when facing an adverse event or challenge in life; a belief that they will overcome, by controlling their thoughts and rejecting negative thoughts about self and their abilities (Osher, et. al, 1999 and Bandura and Locke, 2003).

Academic Performance of the Parentless Participants

World Health Organization (2006), a number of factors affect academic performance of pupils such as high illiteracy amongst parents, late entrance into school by children, peer influence, lack of parental guidance, teacher pupil relationship and household chores.

The loss of a parent by death often leads to the elimination of parental involvement in academics which may cause a student's achievement to decline. Following the death of an immediate family member, a child-self-confidence will be lower, resulting in a self-struggle with school work (Lawhon, 2004).

On the other hand, it was reported that children whose parents were involved in their education earned higher

grades, had better attendance, completed more homework, and were more motivated students.

The importance of family involvement in a child's education is not just a recent finding (Braden and Miller, 2007), upon experiencing the death of a parent, children need to process and grieve with their own emotions and feelings in their own ways. Grief and mourning can be a long painful process which could impact their school performance, especially schooling without parental support (Fiorini and Mullen, 2006).

Operario, et al. (2008), mentioned that the peculiar impact is attributed to a lack of adequate parental supervision and guidance, whereas other literature identifies psychological trauma associated with the loss of parents at a young age and their inability to benefit from basic investments in health and education due to growing up in a deprived environment seriously affects their academic abilities and thus academic performance.

Also, Chala (2002) illuminated in the article the stress and sacrifice which learners experience, on their own and without assistance from anyone, in order to remain at school. An understanding of the factors impacting the academic performance of parentless at school may assist communities and educators to support these orphans and help them to develop resilience in the face of the challenges they encounter.

Inconsistent findings on the relationship between gender and academic achievement could be a reflection of the extent of gender inequality in that society. Stereotyping is one factor that appears to influence gender variances (Barbuto Jr, Fritz, Matkin, & Marx, 2007). In addition, the responsibility of training a child is always in the hands of the parents. This is consistent with the usual sociologist assertion that education may be a tool for social change when it is taught at home, which is critical in this discussion. It is not surprising to believe that a parent's socioeconomic background might have a significant impact on a child's academic performance in school.

Among the various relationships that develop throughout a person's life, the one between a parent and a child is one of the most significant (Steinberg, 2001). Education is a development tool, and it is influenced by age, gender, and even economic status. It broadens minds, recognizes good and bad, teaches us to distinguish between good and bad, and makes us use our surroundings to the best of our ability for the betterment of a person and a group (Sabzari, 2004).

Difference between the Academic Performance of

the Parentless Participants When Grouped According to Their Age

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Numerous studies regarding school entrance age and student success have been published, yet experts do not agree on the extent to which student age affects student success, or if it produces a consistent affect at all (Beattie, 1970; Ede, 2004; Griffin & Harvey, 1995; Grissom, 2004;).

Difference between the Academic Performance of the Parentless Participants When Grouped According to Their Sex

Atovigba, et al. (2012), pointed out that there is no significant gender difference in students' academic achievement and retention in various subjects while others found significant difference with either the boys or the girls performing better.

Challenges of the Parentless Participants

According to Asri, Abu Bakar, Laili and Saad (2017), stated that although students do not have a commitment on paying monthly debt installments like other households, However, their status as students requires them to pay their educational fees, rents and other essentials, by which they received the financial from loans, scholarships or their families. In addition, students who come from underprivileged or low-income families might affect their academic performance.

The death of a parent has made a negative psychological impact on their psychosocial wellbeing, resulting in the development of internalizing depressive symptoms and they suffer from emotional distress and long-term bereavement (Ntuli, Mokgatle & Madiba 2020).

Coping Mechanisms of Parentless Participants

According to Grotberg (2003), resilience is an important aspect of children's ability to cope with and overcome adversity. Grotberg (2003) also points out that certain research has suggested that learners may gain socially and mentally from being exposed to challenging situations. Resilience is described as the ability to persevere in the face of adversity (Malindi 2014, Ungar 2005).

As a result, a resilient learner is one who strives for a better life while being productive and proficient in the face of adversity (Malindi 2014). Resilience is also defined as the ability to overcome obstacles and grow stronger in the face of adversity (Ncamsile 2017).

Additionally, people who are resilient to change frequently get stronger as a result of gaining new abilities and creating inventive ways to cope with and overcome life upheavals. All parentless students, in order to cope with the hard realities of schools and life in general, must develop resilience (Ncamsile 2017).

A sense of hope and optimism, a deeply-held belief that education is the only viable alternative that could alleviate their plight and life challenges in the future (Sutton et al 2007) seemed to have been a catalyst behind the vulnerable children's display of agency towards resilience. The findings illustrate that even though the vulnerable children's lived experiences were challenging, they were able to utilize their human capital agency to deal completely with threats to their education (Ungar 2008) and by extension their visualized future lives.

Palmary and Moat's (2002) study, which defines resilience in young people as their ability to survive and succeed (make successful adaptations despite exposure to high-risk conditions).

The psychological health of adolescents can be undermined if parents and their children continually experience conflict and discord (Lohman & Jarvis, 2000).

According to the study of (Sarawat & Unisa, 2017), orphans and vulnerable children need to combat those lost years living together with their biological parents. They remain optimistic and pro-active in finding the right way of not giving life up, letting them exercise their rights as part of the community and welcoming them wholeheartedly as member of one's family give great impact to these affected children.

These children would likely start looking happier when they are with people around them, like their relatives and friends. They would start behaving like

normal children and their school work improves (OSISA, 2012). The more resilient young people are the less likely they are to get into serious trouble in a range of risk behaviors (Masten, Best and Garmezy, 2003).

According to the study of (Sarawat & Unisa, 2017), most of the children reported that whenever they are worried and upset about something they prayed to the God. They said that they often complain to the God about the hardships of life and felt better. As cited by Luistro, (2014), students should achieve more for themselves, for others and for the country in spite of obstacles may stand in the way. They see the ray of hope in the faith and joy they share with each other even in the most trying times of circumstances. They may be battered but definitely never be defeated (Sarawat & Unisa, 2017). According to the study of (Sarawat & Unisa, 2017), many children reported that whenever they felt down, they tried to focus on something else like any activity which made them happy like playing with other inmates, studying, watching television or simply by going to sleep.

Challenges Experienced by the Parentless Participants

Sadness is an emotional state characterized by feelings of unhappiness and low mood. It is considered one of the basic human emotions. It is a normal response to situations that are upsetting, painful, or disappointing. Sometimes these feelings can feel more intense, while in other cases they might be fairly mild (Holmes, 2021)

According to the United Nations Children's Fund (UNICEF, 2017) and global partners, define an orphan as a child under 18 years of age who has lost one or both parents to any cause of death." Orphan children faced emotional problems like depression, anxiety, stress, low self-esteem, isolation, child neglect, hopelessness, loneliness and sadness. Loneliness and social dissatisfaction are one of the major issues they face due to their parental loss. Orphan children perceive that they may access social support from their caretakers and peers that safeguard against negative outcomes.

Loneliness is a universal human emotion that is both complex and unique to each individual because it has no single common cause, the prevention and treatment of this potentially damaging state of mind can vary dramatically (Cherry, 2021).

Problem of school fees refers to any school financial

matter that has an impact on a student's academic performance and has been identified as a significant barrier to educational enrollment, discouraging single parents from sending their children to school (World Bank, 2009). According to Charaensuk, et al. 2004, problem of school fees is one of the challenges experienced by an orphan, and their future is likely to be quite uncertain and was identified as one of the factors weakening children's quality of life.

Poverty is defined as a lack of money and the need to balance school attendance, food production, and resources, which causes children to experience chronic stressors (Marguerite, D. et al., 2012). According to Lacourl, M. & Tissington, L. 2011, poverty has a direct impact on academic achievement due to a lack of resources for student success. Low achievement is strongly linked to a lack of resources, and numerous studies have found a link between low socioeconomic status and low achievement.

American Psychiatric Association (APS) defined long term grief or long term bereavement that an individual is experiencing intense longingness for the deceased or preoccupation with thoughts of the deceased. These grief reactions occur most of the day, nearly every day for at least a month. In addition, according to Ntuli, Mokgatle & Madiba 2020, the death of a parent becomes a challenge to a child and has a negative psychological impact on their psychosocial well-being, resulting in the development of internalizing depressive symptoms and the suffering of emotional distress and long-term bereavement.

School dropout has been defined as leaving education without obtaining a minimal credential, most often a higher secondary education diploma (De Witte et al., 2013).

In contradiction to findings, many orphans drop out of school simply to look for a means to survive. The Poverty Reduction Strategy (PRS) in Lesotho indicated that the education system faces challenges. Enrollment is lower in mountainous areas while poverty is greater and school are less accessible. For those learners who do enroll at school, on average walking to school takes over an hour and learners arrive at school already hungry and attend classes irregularly which results in increase dropout rates (Ministry of Education and Training 2007).

Coping Mechanisms of the Parentless Participants

Prayer is a way for people to cope with depressive symptoms and health issues, across a variety of religions and belief systems (Coleman, et al., 2006).

According to the study of (Sarawat & Unisa, 2017), most of the children reported that whenever they are worried and upset about something they prayed to the God. They said that they often complain to the God about the hardships of life and felt better.

Furthermore, prayer and spiritual aid seeking may help people manage better with life stress and depression (Schnittker, 2001); and research reveals that religiousness and depression have an inverse relationship that grew better as life stress increases (Smith, et al., 2003).

The old saying that friends are like family is very true, because your closest friends are those that have been there for you through everything. They know you better than your own family, and they will always be completely honest with you (Bassi, 2017). According to the study of Sarawat and Unisa 2017, the majority of children stated that whenever some children, particularly younger ones, have a problem, friends try to solve it and support them. Though they didn't have a family, but they considered their friends to be their family.

Spiritual Approach defined as a broad concept of a belief in something beyond the self. It may involve religious traditions centering on the belief in a higher power, but it can also involve a holistic belief in an individual connection to others and to the world as a whole (Scott, E. 2020). According to the Janki Foundation for Spirituality Healthcare, the spiritual approach helps participants to take a calm, detached view of themselves, rather like an observer, so that they can examine their own emotional reactions and release them.

Supporting inmates (friends) are people who understand who you are and what you require. You'll quickly realize that they'll stick by you through thick and thin. You will both go through some difficult and rewarding times (Kirby, S. 2022). According to the nature of the relationships of the individual, perceived friend's support, which can be defined as being helped when needed, being loved and receiving respect and interest (Başer, 2006), is the individual's cognitive perception that he/she has reliable ties with others and he/she will receive support (Kozaklı, 2006). Furthermore, some researches show that friend's support plays an important role in the individual's life, and affects physical and psychological health in a positive manner.

The ability to shift your focus can be a vital skill. If you've learned to shift your focus away from stress in

your life to stave off rumination, here are some ways to go a little deeper with this skill (Scott, 2021). According to the study of (Sarawat & Unisa, 2017), many children reported that whenever they felt down, they tried to focus on something else like any activity which made them happy like playing with other inmates, studying, watching television or simply by going to sleep.

According to (Adan, 2016), the causes of drug abuse can be at an individual, interpersonal, institutional, community and societal levels. When properly investigated, these causes can give an indication as to why a certain individual got involved in the use or abuse of drugs. Johnston et al. (2006) also stated that prescription drug misuse has become increasingly prevalent among college students and has been related to poorer academic performance and high-risk behavior. Therefore, using drugs will not help you deal with your problems.

According to (Christle et al., 2007,) dropping out of the educational system represents "a serious problem, not only for the individual, the school system, and the community, but also for society." Furthermore, (Belfield & Levin, 2007) stated that dropouts experience a host of negative outcomes. Sum, Andrew et al. (2002) also stated that dropping out of school impacts student's self-esteem and psychological well-being, faced with the reality that they lack skills and knowledge to fulfill their desires. Therefore, dropping out of school will not help students cope with difficult situations.

The loss of a parent is a hardship for any child, but the availability of care from other sources can have a meaningful impact upon recovery and ongoing development. Studies conducted in Romanian orphanages demonstrated a significant lag in intellectual and social development in institutionalized children compared with those reared in families (Smyke et al., 2007).

According to Gelder, et al. (2014), substance abuse is defined as a maladaptive pattern of substance. Use leading to clinically significant impairment or distress, wherein the person may also suffer from tolerance and withdrawal. Moreover, declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. Therefore, substance abuse will not help a person in dealing with his emotions in stressful situations in a healthy way.

According to (Özer, Bozkurt & Tuncay, 2014)

education aims to rehabilitate undesired student behaviors as well as to help students gain positive behaviors and student misbehaviors are behaviors that hinder teaching-learning process or affect it negatively (Başar, 2009; Celep, 2008). Korkmaz (2013) also stated that the characteristics of student misbehaviors as hindering learning, risking safety, giving damage to properties and blocking socialization. Students' misbehavior is a negative attitude that will not help them improve their academic performance. Furthermore, Yiğit (2018) groups student misbehaviors as individual behaviors such as being unprepared for the lesson, not paying attention to the lesson, talking without permission, lying; behaviors towards peers such as holding a grudge of their success, complaining, giving nicknames, bullying; and behaviors towards the teacher such as not fulfilling a duty, opposing, and sitting inconveniently.

Relationship of Academic Performance and Challenges of the Parentless Participants

Problems of students on their studies were also deemed to be important factor in achieving the students' success of having high grades with acquired skills and competencies in preparation for future employment (Laguador & Orence, 2013; Aguado et al., 2015).

According to Sweden (2003), study on HIV/AIDs orphan children faced different abuse such as physical violence, sexual violence, dismissal from home and verbal abuse by their relatives, care-givers and neighbors. Therefore, lack of social protection increases the vulnerability of orphan to abuse and risk of exploitation. The above problems show that low awareness level of the society have led the orphan to many problems such as poor academic performance in this competitive contemporary world.

According to Dr. Delfino (2019), behavioral, emotional, cognitive, engagements were positively correlated to the academic performance of the students. Also, activities may actually affect student performance in a negative manner due to conflicting time requirements and competing schedules, even if they do in fact enhance student persistence (Wang & Shively, 2009).

Relationship between the Academic Performance and Coping Mechanisms of the Parentless Participants

Khan (2013), discovered that the relationship between stress coping mechanism and academic performance

was not strong. Planning was the only subscale that was significantly correlated with academic performance, indicating planning of tasks to cope may have positive outcomes. Coping is a broad and complex topic; it may be difficult to identify the "correct" way to cope, because everyone deals with stress differently. There are many ways to cope with challenges, and each way is unique to the individual. Giancola et al. (2009) used the COPE Inventory to measure coping strategies of non-traditional college students. They found that the Planning subscale was associated with better psychological state. No correlations were computed between coping and academic performance (Giancola, Grawitch, & Borchert, 2009).

This research study is unique and important because it has new discoveries that cannot be seen to other related studies. Also, we used a mixed method approach to acquire data for this issue, employing Convergent Parallel Analysis design. It's essential to raise awareness and understanding about their problems. We raise knowledge and compassion about views and needs of parentless students through a critical lens. We project their thoughts and beliefs about learning as we study their learning experiences and problems in depth.

All the cited literatures in this research are related to our study and serves as a supporting detail for this research. Also, all of this literature supports the findings and statement of the problem.

Many research has looked into the plights of students without parents. However, they have not always thoroughly investigated the demographic profile, experiences, and coping mechanisms of parentless students, as well as the relationship between these variables with their academic performance. *Conducting this research is both an opportunity and a great challenge, for it will bridge the gap between the researchers and the parentless students in the way of making this study as the tool in soothing their aching hearts. In light of this foregoing situations, we the researchers will conduct this study to answer and validate the claims that would help and benefit everyone.*

Methodology

This chapter represents approaches that have been used in gathering data. It consists of the Research Design, Research Locale and the Participants of the

study, Research Respondents, Research Instruments, Sampling Technique, Data Gathering Procedure, Data Analysis Procedures, and Data Sources.

Participants

This study was conducted at Notre Dame of Midsayap College, which is located in Quezon Avenue, Poblacion 5, Midsayap Cotabato, due to the perceived pandemic and other factors, the researchers chose NDMC for this project so that we may easily access and gather the data we needed. In identifying and selecting these parentless students, the researchers asked for assistance from the guidance counselor of the said school to help find the participants.

Instruments of the Study

A researcher-made interview and survey guide questionnaires have been used in this study, containing two parts of questionnaires which have been employed for the survey procedure and in in-depth interview, then were used for the two identified data gathering procedures. To get the appropriate data needed, the researchers have questionnaires with two sets.

In quantitative data gathering we utilized a survey questionnaire, which asked the profile of the participants by which the tool determined the age, sex, academic performance, challenges, and coping mechanisms of the participants. Also, this questionnaire asked if the selected participants are struggling or not, if the problem they are facing affects their studies or not, and the insights and advice that they can give to themselves and to others.

In qualitative data gathering, we utilized an In-Depth interview questionnaire, which determined the lived experiences, challenges, insights that they have learned as a parentless, and the coping mechanisms of the parentless participants.

Procedure

Being a convergent parallel research, quantitative and qualitative data have been gathered simultaneously. In this probation, two data gathering procedures have been used.

In the quantitative phase, is the survey procedure wherein researchers gathered information particularly the demographic profile from a selected group of people using a researcher-made questionnaire and this is for quantitative data gathering. Also, we have collected information regarding if the selected participants are struggling or not, if the problem they

are facing affects their studies or not, and their coping mechanisms.

In the qualitative phase, is an in-depth interview where the researchers have collected information and obtained the data needed through a one-on-one interview between the researchers and participants of the study dug the information from personal and lived experiences including varied insights, own viewpoints on the specific phenomenon, and their coping mechanisms.

These were the guides that the researchers followed throughout the whole duration of the conduct of this research. But prior to this, the researchers first sent a permission letter addressed to the respective Dean of every College Department in order to allow the conduct of the research inside the school, after performing it the validation of the researcher-made questionnaire followed. Lastly, the researchers conducted the study. After doing so, the researchers consolidated and tabulated the gathered data before proceeding to the next step which is the data analysis.

Ethical Considerations

In the studies above procedures, the welfare of study participants has been regarded in all the stages of this research. Participants received and acknowledged the signed document which explained both the scope of the study and outlined avenues available to them if should they ever feel harmed by the process. The agreement also stated that the participant is free to stop participating at any time. The researchers complied by the stringent code of confidentiality and maintain data solely for the stated objective of the research. Ethical values linked to scholarly discovery through autonomy, beneficence, and justice will help increase the trustworthiness of the process. The researchers followed a stringent code of confidentiality and only used data for the research's stated objective. From the start of the study, participants' information has been coded with a pseudonym and would not contain any other identifiers. The researchers' subjective efforts have been guided by ethical principles linked to academic discovery through autonomy, beneficence, and justice, which helped increase the trustworthiness of the process.

Results

The results with regards to the demographic profile, lived experiences, academic performance, challenges experienced and coping mechanisms of the parentless

participants are comprehensively detailed in this chapter. This chapter also presents relevant data description and interpretation to distinguish whether there is a significant difference between the academic performance of the parentless participants when grouped according to their age and sex, whether there is significant relationship between the academic performance and the challenges of the parentless participants, and whether there is a significant relationship between the academic performance and coping mechanism of the parentless participants.

Demographic Profile of Parentless Participants

The demographic profile of parentless participants that we have interviewed and surveyed are shown in tables 1.1.

Table 1.1. Demographic profile of the parentless participants in terms of Age from Quantitative Data

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
19-20	11	36.67
21-22	14	46.67
23-24	5	16.67
Total	30	100%

Demographic profile of the parentless participants in terms of Sex from Quantitative Data

<i>Sex</i>	<i>Frequency</i>	<i>Percentage</i>
Male	6	20.00
Female	24	80.00
Total	30	100%

Demographic Profile of the Parentless Participants from Qualitative Data

The demographic profile of parentless participants that we have interviewed are shown in table 1.2.

Table 1.2. Profile of the Parentless Participants from Qualitative Data

<i>Code Name</i>	<i>Age</i>	<i>Sex</i>
P1	22	Female
P2	21	Female
P3	23	Male
P4	21	Female
P5	20	Female
P6	21	Male

Themes for the Lived experiences of Parentless Participants

The highest theme for the lived experiences of parentless participants that we have gathered are shown in table 2.1.

Table 2.1. Lived experiences of the Parentless Participants: Challenges

<i>Major Theme</i>	<i>Core Ideas</i>
Financial Problems	Facing financial challenges
	Difficulties in meeting their educational demands
	Dealing mental and emotional challenges
Long term Bereavement	Student's emotional issues

Table 2.2. Lived experiences of the Parentless Participants: Effect on their Studies

<i>Major Themes</i>	<i>Core Ideas</i>
Family's full support	The assistance of the family
	Social and moral support

It contains the major theme and core idea on the effects in studies of parentless participants, as well as the challenges they are facing in providing their educational needs.

Table 2.3. Lived experiences of the Parentless Participants: Coping Mechanisms

Major Themes	Core Ideas
Social vending	Establishing contacts Social Connections
Resilience	Maintaining an optimistic attitude Preserving an optimistic/positive viewpoint Engaging in various church-related activities
Sublimation	Doing hobbies like singing, dancing and reading books

It contains the major themes and core ideas on the coping mechanisms of parentless participants, including various coping mechanisms for the participants to entertain themselves and get rid of the resentment, loneliness, and sadness that they have felt.

Table 2.4. Lived experiences of the Parentless Participants: Insights

Major Themes	Core Ideas
Pursuit of happiness and success	Strive and endure the challenges Intend to live a better life Adore themselves
Self-esteem	Value personal belongings

It contains the themes and core ideas on the insights of parentless participants who believed that they had to work hard and overcome obstacles in order to respect their personal belongings.

Table 2.5. Lived experiences of the Parentless Participants: Advice to themselves and to Others

Major Themes	Core Ideas
Determination	Positive outlook Have strong faith to God

It contains the major themes and core ideas on the advice given to themselves and to others as parentless participants. The participants' advice and encouragement to have a positive outlook and have a strong faith in God.

Academic Performance of the Participants

The academic performance of parentless participants is shown in table 3.

Table 3. Academic Performance of the Parentless Participants

Grades	Scale	Description	Frequency	Percentage
1.14 – 1.57	6	Excellent	17	56.67
1.58 – 2.01	5	Very Good	6	20.00
2.02 – 2.45	4	Good	5	16.67
2.46 – 2.89	3	Good or Fair	1	3.33
2.90 – 3.33	2	Fair	0	0.00
3.34 – 3.77	1	Poor	1	3.33
Total			30	100%

The Difference Between the Academic Performance of the Parentless Participants When Grouped According to Their Age and Sex

The difference between the academic performance of the parentless participants when grouped according to their age and sex are shown in table 4.

Table 4

Age Group	n	Mean	F-value	p-value	Indication	Decision
19-20	11	5.55	1.680	0.205 ^{ns}	Difference is Not Significant	Do not reject H ₀ 1
21-22	14	4.79				
23-24	5	5.60				

Sex	n	Mean	Mean Difference	t-value	p-value	Indication	Decision
Male	6	4.50	-0.875	1.665	0.107 ^{ns}	Difference is Not Significant	Do not reject the H ₀ 2
Female	24	5.38					

The of Challenges and Coping Mechanisms of the Parentless Participants

The descriptive statistics of challenges and coping mechanisms of the parentless participants are shown in tables 5 and 6.

Table 5 *Descriptive Statistics of Challenges of the Parentless Participants*

Challenges	Weighted Mean	Standard Deviation	Qualitative Description
Loneliness	3.70	1.06	Agree
Low self esteem	3.07	1.05	Moderately Agree
Depression	2.77	1.19	Moderately Agree
Drop of School	1.63	0.93	Disagree
Problem of School fees	3.43	1.33	Moderately Agree
Inferiority	2.67	0.99	Moderately Agree
Over-all	3.01	0.88	Moderately Agree

Table 6. *Descriptive Statistics of Coping Mechanisms of the Parentless Participants*

Coping Mechanisms	Weighted Mean	Standard Deviation	Qualitative Description
Resilience-Positive		1.28	
Adaption	3.27		Sometimes
Spiritual		0.95	
Approaches	4.17		Oftentimes
Supporting		0.94	
Inmates (friends)	4.00		Oftentimes
Consumption of Drugs	1.00		Never
Socializing		1.08	
Vending	2.73		Sometimes
Dropping Out of School		0.37	
Over-all	1.07		Never
	2.78	0.35	Sometimes

Table 7 Relationship Between the Academic Performance and Challenges Experienced by the Parentless Participants

Variables	n	r-value	Indication	p-value	Indication	Decision
Academic Performance vs. Challenges	30	0.419	Moderate Positive Correlation	0.021*	Relationship is Significant	Reject H ₀ 3

The Relationship Between the Academic Performance and Coping Mechanisms of the Parentless Participants

The relationship between the academic performance and coping mechanisms used by the parentless participants are shown in table 8.

Table 8. *Relationship Between the Academic Performance and Coping Mechanisms of the Parentless Participants*

Variables	n	r-value	Indication	p-value	Indication	Decision
Academic Performance vs. Coping Mechanisms	30	0.262	Low/weak Positive Correlation	0.161 ^{ns}	Relationship is not Significant	Do not Reject the H ₀ 4

Discussion

This chapter discusses and explains the results of the study relative to the demographic profile of the Parentless participants; the lived experiences, insights, and coping mechanisms, the difference between the academic performance of the parentless participants when grouped according to their age and sex; and the relationship between the academic performance and challenges of the parentless participants and their coping mechanisms. This chapter also presents a discussion, practice implications, conclusion, and research implications based on the themes identified during the data analysis.

This research study was designed to raise awareness among all individuals about the experiences, insights, and coping mechanisms of participants in Notre Dame of Midsayap College who are dealing with parental loss. The researchers discovered data that could further explain such questions. Discussions are centered on the guide questionnaires.

Demographic Profile of the Parentless Participants

In quantitative data there were thirty parentless participants including the six participants in qualitative

data and all of them are students in Notre Dame of Midsayap College.

Lived Experiences of the Parentless Participants

In qualitative research there were six parentless participants of the study and all of them are students in Notre Dame of Midsayap College.

Challenges of the Parentless Participants

Financial Problem

Most of the parentless participants are having financial problems since they are looking for answers to their most basic needs. Furthermore, most of the participants have money at times but not at others, meaning that they are not financially secure because they do not have enough and consistent income to comfortably support their current lifestyle.

According to Asri, Abu Bakar, Laili and Saad (2017), stated that although students do not have a commitment on paying monthly debt installments like other households, However, their status as students requires them to pay their educational fees, rents and other essentials, by which they received the financial from loans, scholarships or their families. In addition, students who come from underprivileged or low-income families might affect their academic performance.

Long term Bereavement

Few of the parentless participants are struggling with mental and emotional issues, such as despair, guilt, and anger. They are going through a difficult time embracing the death of a loved one and will experience emotional numbness, a sense of loss, an inability to have a good mood, and difficulty engaging in social activities. The death of a parent has made a negative psychological impact on their psychosocial wellbeing, resulting in the development of internalizing depressive symptoms and they suffer from emotional distress and long-term bereavement (Ntuli, Mokgatle & Madiba 2020).

Family's full support

Since it is stated, the assistance of the family allows few of the participants to not be impacted as students to the difficulty as parentless participants, also in terms in social and moral support. Furthermore, not all of the parentless participants are affected by the loss of their loved ones because they feel comfortable and secure because their families are fully supportive. They sense warmth and compassion, clear communication, predictability, good family support, and strong relationships.

Coping Mechanisms of the Parentless Participants

Socializing Vending

Parentless participants deal with their problems by making friends, having a social connection or establishing contacts by others. Also, they cope with all of the obstacles they face by developing and enjoying the company of others, confiding in them or allowing those people to engage in them. Attending church, joining a club or group, chatting on the internet, calling a buddy, or simply hanging out with. Paradoxically, families of adolescents often experience stress due to the process of individuation that marks an adolescent's passage from childhood to adulthood.

Thus, although families can help the adolescent cope with stress, the adolescent and his or her family members can also be individual sources of stress to each other as the adolescent begins to develop independence and autonomy. Tragically, the psychological health of adolescents can be undermined if parents and their children continually experience conflict and discord (Lohman & Jarvis, 2000).

Resilience

Few of the participants retain a positive attitude and viewpoint in the midst of their challenges. They can adapt to changing circumstances when faced with stress, adversity, or trauma. They still grieve, but they can continue to function physically and mentally. Resilience refers to the processes and resources that help people restore equilibrium, overcome challenges, and adapt to difficult situations.

According to the study of (Sarawat & Unisa, 2017), orphans and vulnerable children need to combat those lost years living together with their biological parents. They remain optimistic and pro-active in finding the right way of not giving life up, letting them exercise their rights as part of the community and welcoming them wholeheartedly as member of one's family give great impact to these affected children.

These children would likely start looking happier when they are with people around them, like their relatives and friends. They would start behaving like normal children and their school work improves (OSISA, 2012). The more resilient young people are the less likely they are to get into serious trouble in a range of risk behaviors (Masten, Best and Garmezy, 2003).

Sublimation

Few of the parentless participants deal with their challenges by participating in church-related activities and by doing their hobbies. They claimed that praying and participating in other church-related activities helped them to heal, stay happy, and get out of their difficult situation. And some of the parentless participants cope with their challenges by engaging in activities such as singing, dancing, and reading. They used their hobbies as a coping mechanism to distract themselves from their troubles, allowing them to have fun. They are less prone to experience stress, low mood, or depression as a result of their activities.

According to the study of (Sarawat & Unisa, 2017), most of the children reported that whenever they are worried and upset about something they prayed to the God. They said that they often complain to the God about the hardships of life and felt better. As cited by Luistro, (2014), students should achieve more for themselves, for others and for the country inspite of obstacles may stand in the way. They see the ray of hope in the faith and joy they share with each other even in the most trying times of circumstances. They may be battered but definitely never be defeated (Sarawat & Unisa, 2017). According to the study of (Sarawat & Unisa, 2017), many children reported that whenever they felt down, they tried to focus on something else like any activity which made them happy like playing with other inmates, studying, watching television or simply by going to sleep.

Insights of the Parentless Participants

Pursuit of Happiness and Success

Some of the parentless participants feel that they must work hard to achieve their goals and persevere in the face of hardship in order to live a better life. They believed that in order to retain their positive state of mind, they should pursue happiness; happiness leads to new thoughts, which leads to new ideas, which leads to deeds, and actions lead to success. In order to develop high-spirited values, parentless students must become strong independent individuals.

They ought to believe, strive and survive (Banduara, 1994). Similarly, Friis (2013) stated they must learn to use their grief and anger to do something good and self-fulfilling journey in this tremendous world. They must learn to rise above their sorrow in order to find their inner peace and completeness. Palmary and Moat (2002) also indicated that when young people make successful adaptations, despite exposure to high-risk conditions their ability to survive and succeed as been attributed to three causes.

Self-esteem

Some of the parentless participants adore themselves and place a high value on personal belongings; they have learned to appreciate themselves and believe that self-esteem is important for motivation, success, and mental health.

As stated by, Nemours Foundation (2005) stressed that having self-esteem is important because it helps one to hold the head high and feel proud of oneself, have courage to try new things and the power to believe in oneself, is more cooperative, enthusiastic, assertive, respective and high hope.

Advice of the Parentless Participants to Themselves and to Others

Determination

The participants are to maintain an optimistic mindset and strong faith in God. They stated that being strong is the most important thing, and that they should not lose hope since they believe they will overcome these obstacles. They are adamant that they will overcome any challenges they meet in due time, and that all of their suffering will eventually bear fruit.

They have the tenacity to achieve their intended goals despite setbacks and disappointments. Determination is the belief in one's capabilities to produce a certain outcome or achieve a certain goal; a belief that one maintains when facing an adverse event or challenge in life; a belief that they will overcome, by controlling their thoughts and rejecting negative thoughts about self and their abilities (Osher, et. al, 1999 and Bandura and Locke, 2003).

Academic Performance of the Parentless Participants

The findings revealed that being parentless participant had a positive impact on academic performance. Since the majority of the participants have excellent grades, and only one of them had a low grade. In this Study challenges can be a motivational tool for the parentless to improve their academic performance and pursue their goals. According to Mayse (2016), a major factor in establishing motivation for students is to ensure that they take ownership in their learning and goals.

Furthermore, according Rowe, et al. (2017) when students set an academic goal and strive to meet that goal, academic achievement could be improved. Schunk (2012), stated that motivation and learning can affect one another in a way that improves student achievement in the classroom.

Demographic profile of the Parentless Participants in terms of Age and Sex

The findings suggest that a greater number of parentless participants are between the ages of 21 and 22, while a smaller number are between the ages of 23 and 24. The results show that most of the parentless participants are female. In this study, out of the 30 participants 24 or 80 percent of them are female and only 6 or 20 percent of them are male.

Difference Between the Academic Performance of the Parentless Participants When Grouped According to Their Age

The academic performance of the parentless participants does not vary according to age or that the mean scaled grade of the participants is almost equal which ascertains the first hypothesis of the study. As a result, the null hypothesis is accepted. That is, when participants are classified by age, there is no significant difference in academic performance.

Numerous studies regarding school entrance age and student success have been published, yet experts do not agree on the extent to which student age affects student success, or if it produces a consistent affect at all (Beattie, 1970; Ede, 2004; Griffin & Harvey, 1995; Grissom, 2004;).

Difference Between the Academic Performance of the Parentless Participants When Grouped According to Their Sex

The result show that there is no significant difference between the academic performance of the parentless participants when grouped according to their sex. As a result, the null hypothesis is accepted. That is, when the participants are grouped by sex, there is no significant difference in their academic performance. In this case, sex doesn't have any bearing with regard to the academic performance of the participants. Atovigba, et al. (2012), pointed out that there is no significant gender difference in students' academic achievement and retention in various subjects while others found significant difference with either the boys or the girls performing better.

Descriptive Statistics of Challenges Experienced by the Parentless Participants

The results revealed that the majority of the participants thought that the feeling of sadness, loneliness, problem of school fees, poverty, and long-term bereavement are their greatest challenges as parentless participants.

Feeling of Sadness

Sadness is an emotional state characterized by feelings of unhappiness and low mood. It is considered one of the basic human emotions. It is a normal response to situations that are upsetting, painful, or disappointing. Sometimes these feelings can feel more intense, while in other cases they might be fairly mild (Holmes, 2021)

According to the United Nations Children's Fund (UNICEF, 2017) and global partners, define an orphan as a child under 18 years of age who has lost one or both parents to any cause of death." Orphan children faced emotional problems like depression, anxiety, stress, low self-esteem, isolation, child neglect, hopelessness, loneliness and sadness. Loneliness and social dissatisfaction are one of the major issues they face due to their parental loss. Orphan children perceive that they may access social support from their caretakers and peers that safeguard against negative outcomes.

Loneliness

Loneliness is a universal human emotion that is both complex and unique to each individual because it has no single common cause, the prevention and treatment of this potentially damaging state of mind can vary dramatically (Cherry, 2021).

Problem of School Fees

Problem of school fees refers to any school financial matter that has an impact on a student's academic performance and has been identified as a significant barrier to educational enrollment, discouraging single parents from sending their children to school (World Bank, 2009). According to Charaensuk, et al. 2004, problem of school fees is one of the challenges experienced by an orphan, and their future is likely to be quite uncertain and was identified as one of the factors weakening children's quality of life.

Poverty

Poverty is defined as a lack of money and the need to balance school attendance, food production, and resources, which causes children to experience chronic stressors (Marguerite, D. et al., 2012). According to Lacourl, M. & Tissington, L. 2011, poverty has a direct impact on academic achievement due to a lack of resources for student success. Low achievement is strongly linked to a lack of resources, and numerous studies have found a link between low socioeconomic status and low achievement.

Long term Bereavement

American Psychiatric Association (APS) defined long term grief or long term bereavement that an individual

is experiencing intense longingness for the deceased or preoccupation with thoughts of the deceased. These grief reactions occur most of the day, nearly every day for at least a month. In addition, according to Ntuli, Mokgatle & Madiba 2020, the death of a parent becomes a challenge to a child and has a negative psychological impact on their psychosocial well-being, resulting in the development of internalizing depressive symptoms and the suffering of emotional distress and long-term bereavement.

However, the majority of them disagree that they are facing a challenge in terms of dropping out of school, meaning that given the problem that they are facing they still motivate themselves to pursue their goals and not be destructed by the challenge of dropping out of school.

Drop of School

School dropout has been defined as leaving education without obtaining a minimal credential, most often a higher secondary education diploma (De Witte et al., 2013).

In contradiction to findings, many orphans drop out of school simply to look for a means to survive. The Poverty Reduction Strategy (PRS) in Lesotho indicated that the education system faces challenges. Enrollment is lower in mountainous areas while poverty is greater and school are less accessible. For those learners who do enroll at school, on average walking to school takes over an hour and learners arrive at school already hungry and attend classes irregularly which results in increase dropout rates (Ministry of Education and Training 2007).

Generally, all of the most possible challenges of being parentless participant have been enumerated and as the overall result in this study, the participants moderately agreed that they observe and experience these challenges.

Descriptive Statistics of Coping Mechanisms of the Parentless Participants

Descriptive Statistics of Coping Mechanisms of the Parentless Participants

The majority of the participants believed that Praying to God, Treating Inmates (Friends) as their Family, Spiritual Approaches, Supporting Inmates (Friends), and Shifting Focus to other Activities are their most effective coping strategy, which they use on a regular basis to deal with the issues they face as parentless participants.

Praying to God

Prayer is a way for people to cope with depressive symptoms and health issues, across a variety of religions and belief systems (Coleman, et al., 2006). According to the study of (Sarawat & Unisa, 2017), most of the children reported that whenever they are worried and upset about something they prayed to the God. They said that they often complain to the God about the hardships of life and felt better.

Furthermore, prayer and spiritual aid seeking may help people manage better with life stress and depression (Schnittker, 2001); and research reveals that religiousness and depression have an inverse relationship that grew better as life stress increases (Smith, et al., 2003).

Treating Inmates (Friends) as their Family

The old saying that friends are like family is very true, because your closest friends are those that have been there for you through everything. They know you better than your own family, and they will always be completely honest with you (Bassi, 2017). According to the study of Sarawat and Unisa 2017, the majority of children stated that whenever some children, particularly younger ones, have a problem, friends try to solve it and support them. Though they didn't have a family, but they considered their friends to be their family.

Spiritual Approaches

Spiritual Approach defined as a broad concept of a belief in something beyond the self. It may involve religious traditions centering on the belief in a higher power, but it can also involve a holistic belief in an individual connection to others and to the world as a whole (Scott, E. 2020). According to the Janki Foundation for Spirituality Healthcare, the spiritual approach helps participants to take a calm, detached view of themselves, rather like an observer, so that they can examine their own emotional reactions and release them.

Supporting Inmates (Friends)

Supporting inmates (friends) are people who understand who you are and what you require. You'll quickly realize that they'll stick by you through thick and thin. You will both go through some difficult and rewarding times (Kirby, S. 2022). According to the nature of the relationships of the individual, perceived friend's support, which can be defined as being helped when needed, being loved and receiving respect and interest (Başer, 2006), is the individual's cognitive perception that he/she has reliable ties with others and he/she will receive support (Kozaklı, 2006).

Furthermore, some researches show that friend's support plays an important role in the individual's life, and affects physical and psychological health in a positive manner.

Shifting Focus to other Activities

The ability to shift your focus can be a vital skill. If you've learned to shift your focus away from stress in your life to stave off rumination, here are some ways to go a little deeper with this skill (Scott, 2021). According to the study of (Sarawat & Unisa, 2017), many children reported that whenever they felt down, they tried to focus on something else like any activity which made them happy like playing with other inmates, studying, watching television or simply by going to sleep.

However, the majority of them claimed that they never use coping mechanisms like as Consumption of Drugs, Dropping out of School, Forgetting Parents, Substance Abuse, and Misbehavior to cope with the difficulties they face. This means that even though they faced a lot of challenges, the parentless participants never encouraged themselves to use the destructing and negative coping mechanisms.

Consumption of Drugs

According to (Adan, 2016), the causes of drug abuse can be at an individual, interpersonal, institutional, community and societal levels. When properly investigated, these causes can give an indication as to why a certain individual got involved in the use or abuse of drugs. Johnston et al. (2006) also stated that prescription drug misuse has become increasingly prevalent among college students and has been related to poorer academic performance and high-risk behavior. Therefore, using drugs will not help you deal with your problems.

Dropping out of School

According to (Christle et al., 2007,) dropping out of the educational system represents "a serious problem, not only for the individual, the school system, and the community, but also for society." Furthermore, (Belfield & Levin, 2007) stated that dropouts experience a host of negative outcomes. Sum, Andrew et al. (2002) also stated that dropping out of school impacts student's self-esteem and psychological well-being, faced with the reality that they lack skills and knowledge to fulfill their desires. Therefore, dropping out of school will not help students cope with difficult situations.

Forgetting Parents

The loss of a parent is a hardship for any child, but the

availability of care from other sources can have a meaningful impact upon recovery and ongoing development. Studies conducted in Romanian orphanages demonstrated a significant lag in intellectual and social development in institutionalized children compared with those reared in families (Smyke et al., 2007).

Substance Abuse

According to Gelder, et al. (2014), substance abuse is defined as a maladaptive pattern of substance. Use leading to clinically significant impairment or distress, wherein the person may also suffer from tolerance and withdrawal. Moreover, declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. Therefore, substance abuse will not help a person in dealing with his emotions in stressful situations in a healthy way.

Misbehavior

According to (Özer, Bozkurt & Tuncay, 2014) education aims to rehabilitate undesired student behaviors as well as to help students gain positive behaviors and student misbehaviors are behaviors that hinder teaching-learning process or affect it negatively (Başar, 2009; Celep, 2008). Korkmaz (2013) also stated that the characteristics of student misbehaviors as hindering learning, risking safety, giving damage to properties and blocking socialization. Students' misbehavior is a negative attitude that will not help them improve their academic performance. Furthermore, Yiğit (2018) groups student misbehaviors as individual behaviors such as being

unprepared for the lesson, not paying attention to the lesson, talking without permission, lying; behaviors towards peers such as holding a grudge of their success, complaining, giving nicknames, bullying; and behaviors towards the teacher such as not fulfilling a duty, opposing, and sitting inconveniently.

All of the different coping mechanisms for being a parentless participant have been listed, and as a result of this study's findings, the participants sometimes practice and apply these coping mechanisms.

Relationship Between the Academic Performance and Challenges Experienced by the Parentless Participants

The results from the correlation analysis conducted with the aim to determine whether a significant relationship between the academic performance and challenges experienced by the participants led to the

rejection of the presumed Ho3. The analyzed data shows that signifying a moderate positive correlation between the tested variables which means that moderate positive correlation is significant. This means that, as the degree of problems faced by Parentless Participants increase, so do their grades.

Challenges affect the emotion of the students; it changes its behavior and sometimes be motivated and also experiences the negative side but still these emotions and behavior are still related to academic performance of the students it affects their ability to perform this kind of challenges. According to (Dr. Delfino, 2019) behavioral, emotional, cognitive, engagements were positively correlated to the academic performance of the students. Also, activities may actually affect student performance in a negative manner due to conflicting time requirements and competing schedules, even if they do in fact enhance student persistence (Wang & Shively, 2009). Extracurricular activities sometimes affect the academic performance of the student due to time management and balancing the schedules between the extracurricular and academic performance of the student which these strategies of balancing, time management and time schedule will enhance the students' performance.

Relationship Between the Academic Performance and Coping Mechanisms of the Parentless Participants

The results from the correlation analysis conducted with the aim to determine whether a significant relationship between the academic performance and coping mechanisms of the participants led to acceptance of the presumed Ho4. The analyzed data shows that the r -value is interpreted as weak/low positive correlation with a p -value indicating that the relationship is not significant. This implies that the academic performance of the parentless participants is independent with their coping mechanisms. Khan (2013), discovered that the relationship between stress coping mechanism and academic performance was not strong. Planning was the only subscale that was significantly correlated with academic performance, indicating planning of tasks to cope may have positive outcomes. Coping is a broad and complex topic; it may be difficult to identify the "correct" way to cope, because everyone deals with stress differently. There are many ways to cope with challenges, and each way is unique to the individual. Giancola et al. (2009) used the COPE Inventory to measure coping strategies of non-traditional college students. They found that the Planning subscale was associated with better

psychological state. No correlations were computed between coping and academic performance (Giancola, Grawitch, & Borchert, 2009).

Conclusion

Based on the result and discussions, we the researchers come up with this conclusion.

Parentless participants are persisting with their loss by doing well in their studies and keeping up with other students in a school environment. This study concluded that parentless participants made their loss as a motivation to study hard and to have a better future.

Also, this study revealed that many students especially these parentless participants struggle in financial matters. Hence, this adds up to their problems the lacking of policies from the schools that would help these participants to cope with their loss. This study also discovered that the Government is giving an insufficient support and laws to aid the needs of this parentless participants that would give rise to students to not be engaged in any negative doings.

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