

Role of Gratitude and Social Support in Building Psychological Resilience among Left-behind Children (LBC)

Jessa T. Samoy, Cassandra R. Cabansag, Ivy Alexis V. Corpuz, Reisalaine D. Galapo,
Daina Joy B. Llaneta, Mylene G. Sacro, Ma. Ysabel A. Sanqui

Central Luzon State University, Philippines

jessa.samoy@clsu2.edu.ph

cabansagcassandra@gmail.com

valdezalexis316@gmail.com

galapo.reisalaine@gmail.com

llanetadaina@gmail.com

mylene.sacro@clsu2.edu.ph

sanqui.maysabel@gmail.com

ABSTRACT

Parental migration for work is common in the Philippines, leaving many children to navigate life without their parent's physical presence. This study examined how gratitude and social support influence the psychological resilience of 100 junior high school students aged 13–16 in Nueva Ecija. Using validated surveys and a descriptive-correlational design, the research measured levels of resilience, gratitude, and social support, with the data analyzed through SPSS. The results showed that students generally exhibited high resilience, gratitude, and social support levels. Gratitude emerged as a strong predictor of resilience, highlighting its key role in helping children adapt to challenges. While social support was positively linked to resilience, it wasn't a significant predictor. Interestingly, the level of social support varied depending on which parent was absent, with those separated from both parents perceiving lower support than others. These findings emphasize the importance of cultivating gratitude to boost resilience in left-behind children. Schools and communities can help by implementing programs like gratitude journaling, peer support groups, and initiatives to maintain strong parent-child connections, even across distances. Future studies could explore other factors influencing resilience and use qualitative methods to understand these children's unique experiences better.

Keywords: *resilience, social support, gratitude, parental separation, left-behind children*

INTRODUCTION

In an ever-changing world, the bonds between parents and children are often tested and sometimes stretched to their limits. Indeed, it is the universal nature of parents to gamble despite the odds and try to do everything possible to provide a comfortable life they never had for their children. Yet, some decisions must come with consequences; the presence of an opportunity for a better-paying job is the absence of providing direct parental care. The Philippines is dominated by international labor migration (Zhu et al., 2023) and is identified as

one of the preeminent labor-exporting nations and the fourth-largest recipient of remittances globally (Dominguez & Hall, 2022), with about 27% (8 million) of left-behind children (Zhu et al., 2023). The researchers decided to assess how the situation affects the well-being of the children facing the challenges of being left behind, especially in the context of mental health. Mental health is a frequently overlooked issue that remains shrouded in discrete signs and symptoms, leading to a lack of awareness (Manzano et al., 2023). Meanwhile, in education as the strongest pillar of governance and a measure of development, left-behind adolescents may also face additional challenges in their academic journey (Pardo et al., 2023).

The phenomenon of left-behind children, particularly in rural areas, has become increasingly prevalent due to the migration of one or both parents to urban areas in pursuit of better-paying job opportunities (Niu et al., 2019). Several studies have cited the implications faced by left-behind children, especially on their health and wellbeing, putting them at a higher risk of suffering from depression (Antia et al., 2020; Botezat & Pfeiffer, 2014), behavioral problems (Ling et al., 2015; Wickramage et al., 2015), loneliness (Antia et al., 2020; Ling et al., 2015), and other adverse psychological consequences (Dai & Chu, 2018; Wickramage et al., 2015) and health problems (Botezat & Pfeiffer, 2014; Wickramage et al., 2015). Factors like academic performance, familial problems, and relationship issues have plagued adolescents to experience mental health concerns, raising the prevalence of mental disorders worldwide (Blake and Garcia, 2023). However, these relevant studies are limited in the Philippine context, creating a gap in this prevailing concern. With the continued prevalence of parental labor departure in the Philippines, which is primarily due to the parent's desire to provide for their family and improve their quality of life (Bautista & Tamayo, 2020; Camendan et al., 2020), the adverse effect of this physical separation and lack of parental involvement in left-behind children's wellbeing is inevitable. Considering that these children may lack the opportunities to develop positive caregiver-child relationships that meet their biopsychosocial needs, especially during early development (Dominguez & Hall, 2022), it is relevant to investigate how this separation affects the well-being of the children as they try to navigate high school stage, precisely their level of psychological resilience about their feelings of gratitude towards their parents and their perceived social support.

Adolescence is marked by a heightened tendency to rebel (Ogena, 2014), which calls for intensive parental surveillance. The guidance of a parent is one of the core foundations in shaping the identity of their children as they go through the stages of life. Indeed, humans are subjected to constant change and development, and the phase of adolescence is one of the momentous transitions in a child's life. In the Philippine context, the term adolescence refers to a person aged from 10-19 years old by the Republic Act No. 10354 or the Responsible Parenthood and Reproductive Health (RPRH) Act of 2012. Meanwhile, the Department of Health (DOH) and the Philippine Pediatric Society (PPS) split this period into three distinct ones: Early adolescence: 10-13 years old; middle adolescence: 14-16 years; and Late

adolescence: 17-19 years (Department of Health, Center for Health Development I, 2020). As one of the formative phases during human development, the DOH stresses the unique changes in this rapid phase, which includes the balance between protection and autonomy. Additionally, they experience transitions from childhood to another age group, and their responsibilities, accountability, privileges, and authority also increase.

Studies revealed that adolescents with parents working abroad report poorer physical health compared to adolescents living with their parents (Smeeckens et al., 2012). These adolescents tend to experience higher levels of emotional loneliness, especially those who have one parent away from home. This emotional isolation has been linked to negative impacts on their physical health. On the other hand, the study by Rendeza (2017) showed that left-behind Filipino adolescents can perform well academically despite the physical absence of their parents; however, emotionally, these children are observed to be experiencing extreme sadness and yearning for their parents' bodily presence. Despite feeling rejected and abandoned, they still felt alone and envious seeing a family with complete members (Smeeckens et al., 2012). Meanwhile, many left-behind children had to adapt to these circumstances in the Philippines due to their parents' work demands. According to the University of the Philippines Institute (2022), one in three Filipino youth grew up without both parents.

Moreover, recent data from the 2021 Young Adult Fertility and Sexuality Study (YAFSS), results showed that parents working away from home are one of the most prevalent reasons for this phenomenon; between 2013 and 2021, the considerable increase in the percentage of adolescents who both parents did not raise can be linked to an increased in the number of those whose parents worked away within the country for much of their childhood. From 18% as of 2013, the number of youths with at least one parent working away but within the country grew and reached 34% as of 2021, and 13% had at least one parent working abroad. In line with this, to provide a more substantial background on the crucial role of parental separation on the psychosocial well-being of left-behind children, this study focused on a group of high school students separated from one or both of their parents and who are in the stage of early and middle adolescence, precisely 13 to 16 years old.

Parent-child separation is the experience of being "left behind" during parent-labor migration in pursuit of employment due to economic factors such as the high cost of raising children and sending them off for education (Chen et al., 2021). Furthermore, left-behind children are children under eighteen who are nurtured and educated by one parent alone or who have received care from grandparents, relatives, older peers, and neighbors. In contrast, one or both parents work in different places (Menglong & Ren, 2024). Similarly, Chen et al. (2020) and Sun (2020) defined left-behind children as those who stayed in rural regions while one or both parents migrated to urban areas for work, emphasizing the separation duration lasting over six months. Moreover, in this study, parent-child separation is defined as

separation when one or both parents work abroad or away from home but within the country. In line with this prevailing issue, combined with the scarce amount of literature that tackles the issue in the Philippine context, the researchers conducted this study and have provided significant information encompassing the psychological resilience, feelings of gratitude, perceived social support of high school student as they battle life without the physical presence and guidance of one, or both, of their parents. Consequently, it is undeniable that left-behind children often face unique challenges that may manifest themselves, affecting their psychological resiliency.

Objectives of the Study

The study aimed to determine whether gratitude and social support significantly predict psychological resilience among left-behind children. Specifically, it aimed to answer the following: (1) Assess left-behind junior high school students' psychological resilience, gratitude, and perceived social support; (2) Assess the difference in parental absence regarding psychological resilience, gratitude, and perceived social support; (3) Examine the relationship between psychological resilience and gratitude, psychological resilience, and social support, and gratitude and social support and (4) Determine if feelings of gratitude and social support could predict their level of psychological resilience.

METHODOLOGY

Research Design

This study employed a descriptive-correlational design to assess the participants' psychological resilience, feelings of gratitude, and social support. Likewise, the selected design explored how the three variables are associated and determined whether feelings of gratitude and social support could predict the psychological resilience of the participants.

Participants of the Study

This study involved 100 Junior High School students residing in the province of Nueva Ecija, Philippines. The researchers opted for a purposive sampling method and utilized the snowball sampling method to locate participants that would fit the set criteria easily. The sample inclusion criteria are junior high school students separated from their parents due to labor migration for at least 6 months and must be between the ages of 13-16. The total gathered participants are 35 male students (35%) and 65 female students (65%), and the length of separation ranges from 11 months to 16 years ($M= 6.96$). While purposive and snowball sampling methods were suitable for targeting this specific group, they may limit the generalizability of the findings due to potential sampling bias and the non-random selection of participants.

Research Instrument

The researchers utilized the Adolescent Resilience Scale (ARS) to measure the level of psychological resilience of the participants. The ARS is a 21-item questionnaire designed by Oshio et al. (2003) to assess the psychological features of resilience, or an individual's capacity for successful adaptation despite challenging situations. The researchers employed the GRAT-Short Form to measure the participants' gratitude levels. The scale is a three-dimensional measure of gratitude developed by Watkins, Woodward, Stone, and Kolts (2003) to measure an individual's gratitude. The researchers used the MPSS scale to measure the participant's level of social support. MPSS is a self-report instrument developed by Gregory Zimet, Nancy Dahlem, Sara Zimet, and Gordon Farley (1990). The scale assessed an individual's perception of support from 3 sources: family, friends, and a significant other (Zimet et al., 1990).

Data Gathering Procedure

Research data were collected from Junior High School students in the Philippines. The researchers coordinated with the school staff and faculty and asked permission to conduct their study. After obtaining approval from the school, the researchers started looking for potential respondents. Participants are recruited through a snowball sampling method, gathering respondents from different years and sections, mainly using social media platforms. Interested participants were briefed about the research, which involves information about the nature and purpose of the study and the confidentiality of the provided data. Afterward, participants' and guardian/parents' consent was prioritized, including their right to voluntary participation and their freedom to withdraw from the study if they felt uncomfortable after participating.

Data Analysis

The data collected from this study are rigorously analyzed through the Statistical Package for Social Science (SPSS) software. Descriptive statistics were used to assess left-behind students' psychological resilience, gratitude, and social support. ANOVA was used to determine the differences in parental absence in the three variables. Bivariate Correlation Analysis was also utilized to examine the relationship of the variables. Lastly, Multiple Linear Regression Analysis was used to determine if feelings of gratitude and social support could predict the level of psychological resilience of left-behind students.

RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the study's findings on the role of gratitude and social support in building psychological resilience among left-behind students.

1. Students' psychological resilience, gratitude, and perceived social support

Table 1 presents the students' psychological resilience, gratitude, and perceived social support.

Table 1

The levels of psychological resilience, gratitude, and social support

	Mean	SD	Description
Psychological Resilience	3.67	.27	High
Gratitude	6.31	.77	High
Social Support	5.35	1.09	High Support

Legend: *Psychological Resilience* - 1.0 – 1.8 (very low), 1.9 – 2.6 (low), 2.7 – 3.4 (average), 3.5 – 4.2 (high), 4.3 – 5 (very high)

Gratitude - 1 – 2.5 (very low), 2.6 – 4.1 (low), 4.2 – 5.7 (average), 5.8 – 7.3 (high), (very high)

Social Support - 1-2.9 (low support), 3-5 (moderate support), 5.1-7 (high support)

The data shows that participants were high in psychological resilience, gratitude, and social support based on the theoretical range of each scale. The high psychological resilience suggests that students can effectively adapt and navigate challenges and disruptions. High levels of gratitude also suggest that they express the generalized tendency to recognize and respond with grateful emotion to people from whom one benefits, becoming a cornerstone in navigating life's challenges and maintaining overall well-being. Furthermore, high levels of social support indicate that these left-behind students intensely perceive that they receive support from their family, friends, and significant others.

These results echo the Filipino cultural narrative of resilience, as seen in earlier studies by Sealmooy and Marañon (2020). This spirit of resiliency is seen in these adolescents, who can bounce back and grow amid parental absence. Moreover, expressing gratitude helps alleviate feelings of isolation and insecurity, fostering a sense of connection and stability within their social circles. In the context of Filipino adolescents, this gratitude could also be attributed to their idea of parental sacrifice. Gratitude, seen as a sense of thankfulness and joy for receiving something (Datu & Mateo, 2015), is felt in response to the sacrifice of their parents working away from home to provide them with a more comfortable life.

In the same way, results showed high levels of social support among left-behind students. This indicates that despite the adversity of parental separation, these adolescents believed they received adequate support from their loved ones and friends. The comfort and assistance provided by the step-in caregivers, guardians, and peers as a protective factor (Groarke et al., 2020; McCanlies et al., 2018), essentially helps these adolescents to create a positive coping resource in this challenging circumstance (Chen et al., 2020).

2. Difference in parental absence regarding psychological resilience, gratitude, and perceived social support

Table 2 presents the analysis of variance between the respondents' levels of psychological resilience, gratitude, and social support in terms of which parent they are separated from.

Table 2

Analysis of variance between the respondents' levels of psychological resilience, gratitude, and social support in terms of which parent they are separated from

	Parents they are separated with			Effect Size	p-value
	Mother M (SD)	Father M (SD)	Both		
1. Psychological Resilience	3.65 (0.22)	3.70 (0.26)	3.64 (0.36)	.011	.587
2. Gratitude	6.31 (0.70)	6.39 (0.74)	6.14 (0.96)	.014	.510
3. Social Support	5.44 (1.07)	5.62 (0.88)	4.72 (1.24)	.097	.007**

** $p < .01$.

The analysis revealed a statistically significant difference between which parent they are separated from in terms of their levels of social support ($F(2,97) = 5.19, p = .007$). This suggests that which parent they are separated from significantly influences their level of perceived social support. Likewise, the results imply that participants' social support levels are significantly influenced by whether they are separated from their mother, father, or both parents. Zhao et al. (2018) suggest that these children still prefer support from their parents. This may imply that depending on the strength of parent-child relationships, left-behind adolescents may face distinct difficulties regardless of their care arrangements. Considering that most of the studies tackling social support and parental separation are in foreign domains, this study contributes to bridging the gap of scarce literature in the Philippine setting and providing the context of how crucial parental role is precisely in the adaptation of left-behind children.

However, the levels of psychological resilience and feelings of gratitude of the participants separated from their parents show no significant difference.

3. Relationship between psychological resilience and gratitude, psychological resilience and social support, and gratitude and social support

Table 3 reveals significant positive relationships between each variable. This result indicates that higher levels of gratitude and social support may also contribute to higher psychological resilience among participants separated from their parents.

Table 3

The correlations of psychological resilience, gratitude, and social support

	Psychological Resilience	Gratitude
Gratitude	.306**	
Social support	.203*	.376**

* $p < .05$. ** $p < .01$.

In the Philippines, where children are often left behind due to financial crises and the challenges of daily life, parental migration for work often leads to emotional challenges and psychological distress. Gratitude can be a powerful tool to increase their resilience and mitigate the negative impact of parental absence. Thus, gratitude is a powerful mechanism for enhancing children's adaptation and resilience. Obeldobel and Kerns (2021) highlighted the significant influence of gratitude on children's well-being and resilience. By cultivating gratitude and focusing on a positive outlook, these left-behind children can build their inner strength and enhance the psychological resilience that helps them through their parents' absence.

Resilience also holds significant importance for students due to the social, biological, and psychological changes they undergo. Some children who are separated from their parents actively seek social support from others, even in the absence of one or both of their parents' physical appearances, as high social support is discovered to be associated with an increased level of resilience (Fan & Lu, 2020). For instance, Huang et al. (2022) found in their study in mainland China that individuals who received strong social support tended to experience lower levels of loneliness and higher levels of self-esteem and resilience. Although previous studies have reported stronger correlations between psychological resilience and social support, the current study reveals a weaker relationship. Given the unique circumstances of this population, such as experiencing parental migration while facing new responsibilities of being an adolescent and student, the social support they received and psychological resilience may differ from that of other groups studied in previous research.

4. Regression Analysis on the feelings of gratitude and social support to the level of psychological resilience

Table 4 demonstrates the impact of feelings of gratitude and social support on the level of psychological resilience of students separated from their parents.

Table 4

Predicting Psychological Resilience Using Multiple Linear Regression

Variables	B	SE	95% CI		B	<i>p</i>
			LL	UL		
Gratitude	.268	.036	.021	.165	.093	.011*
Social Support	.102	.026	-.026	.076	.025	.326

* = $p < .05$

The R^2 value of .102 suggests that gratitude and social support collectively explain 10.2% of the variation in psychological resilience. This implies that while gratitude and social support are significant factors, other variables likely influence psychological resilience in this population. The analysis revealed that gratitude significantly predicts psychological resilience with a standardized regression coefficient ($\beta = .268$, $p = .011$). The t-value of 2.579 further supports this, suggesting a positive association between gratitude and psychological resilience, which implies that higher levels of gratitude are linked to greater psychological resilience in this group. However, in terms of social support, the result shows that social support is not a predictor of psychological resilience. These findings suggested that there may be some overlap between the two variables. Gratitude appears to have a stronger independent influence on psychological resilience than social support. The results of this study also suggest that fostering feelings of gratitude among left-behind children may be particularly beneficial in enhancing their psychological resilience. However, the role of social support in this context may be less clear and may need further investigation.

In this challenging point of their life, these children may have developed adaptation practices (Espiritu et al., 2022) based on the availability of coping resources. One of the probable inducements for overcoming this adversity is the manifestation of gratitude. In Philippine cultural orientation, gratitude is often perceived as *utang na loob* (Rungduin et al., 2015), which serves as a fundamental ground for having the tendency to recognize and respond with grateful emotion to the people from whom one benefits. In line with this, left-behind children can foster appreciation and thankfulness toward the efforts of their parents, caregivers, and social support networks. This may be due to the participants' more profound understanding of their parents' sacrifice; more than the financial benefits, they potentially

developed the desire to give back for what they have received (Lobos et al., 2019). With this perception in mind, left-behind children can foster a positive outlook while maintaining healthy adaptation during the separation; hence, their gratitude can be a factor in cultivating psychological resilience.

However, the current research found that although social support positively correlates with resilience, it is not a significant predictor of psychological resilience. Some studies, such as Silva Junior et al. (2019), have also shown that social support does not predict variations in resilience among elderly individuals. Additionally, while high levels of social support may be a factor that helps compensate for low resilience, it does not guarantee high psychological resilience. It was observed that when psychological resilience was higher, the negative impact of insufficient social support on their psychological health was less pronounced (Ai & Hu, 2014). This suggests that factors beyond social support also contribute to left-behind children's psychological resilience (Li et al., 2023), and perhaps a possible reason why social support did not become a significant predictor of psychological resilience among left-behind children.

CONCLUSIONS

The findings of this study are significant, especially in academic institutions and support systems among children separated from their parents, who are helping them to strive in challenging situations. By recognizing the role of gratitude in building psychological resilience, parents, educators, school counselors, and policymakers can develop targeted interventions to promote this trait to help children navigate difficulties more effectively. Also, strengthening the available social support networks, such as through their family, peers, or institutional resources, can further increase their ability to cope with adversity. Thus, this study highlights the need for a holistic approach that integrates these children's emotional needs and social connections by fostering an environment that addresses their academic needs and nurtures their emotional resilience and personal growth. By focusing on these mostly unrecognized concerns among left-behind children, we can empower them to overcome and face various adversities in their lives. In this sense, they were able to face challenges with greater strength and adaptability.

RECOMMENDATIONS

Future researchers are encouraged to extend the study to differentiate the results of left-behind students across varied circumstances, examining how diverse factors contribute to their psychological resilience, gratitude, and social support. The researchers also suggest employing a qualitative approach with the same variables among participants. This would

enable exploring alternative outcomes beyond what this quantitative study could achieve. To extend this study, future researchers should also consider socio-demographic traits such as economic status, family structure, and cultural background to understand better their influence on the well-being of students separated from their parents.

Furthermore, policymakers, mental health professionals, support groups, and other organizations may utilize this study as a foundation for implementing various interventions: (1) school-based gratitude programs by introducing activities such as journaling, storytelling, and group discussions to nurture gratitude as a coping mechanism, (2) peer support groups, to establish specific organization within school or communities in which these children can share their experiences, build social connections, and foster emotional resilience, (3) parental support initiatives, by developing programs to educate parents on strategies for maintaining emotional connections with their children despite the physical absence. An example of this is regular virtual communication and shared virtual activities to maintain their parent-child relationship, (4) mental health access, partnership with local organizations and mental health professionals to offer counseling services, workshops on positive coping strategies, and resilience training focusing on the needs of left-behind children.

Lastly, many parents face balancing work commitments with childcare responsibilities. This decision encompasses a multitude of factors to ponder. Often, financial constraints play a significant role as parents strive to secure a stable future and provide enriching experiences for their children. Equally important is the pursuit of balance between professional duties and family life. This entails dedicating meaningful time to nurturing familial bonds alongside work obligations. Employing flexible scheduling options and mastering time allocation techniques can facilitate this harmonization. Ultimately, parents must prioritize choices that uphold the holistic well-being of their children.

ETHICAL STATEMENT

Considering the Data Privacy Act of 2012, the study was reviewed and approved by the Ethics Review Committee of Central Luzon State University and recorded in the database with ERC Code **2023-808**. Accordingly, the researchers ensured that voluntary participation was prioritized when recruiting the research participants. Hence, the right to decide whether to participate or decline the researchers' invitation is given to each participant and their guardian. Additionally, they are informed of their rights to withdraw from the study at any point if they feel uncomfortable after participating in the data gathering of the researchers. The researchers guarantee that each respondent's rights to anonymity and privacy are protected at all costs. Rest assured that all data collected from the participants are treated with utmost confidentiality and only used for the sole purpose of the study, which the participants and the researchers agreed upon.

ACKNOWLEDGEMENT

The researchers would like to convey their huge gratitude to the people who dedicated their time and shared their valuable knowledge, skills, and unconditional support for the success of this study. Above all, thank Almighty God for blessing them with wisdom, knowledge, strength, and opportunities, guiding them, and giving them hope in times of trials, allowing them to finish this undertaking successfully.

REFERENCES

- Ai, H., & Hu, J. (2014). Psychological resilience moderates the impact of social support on loneliness of “left-behind” children. *Journal of Health Psychology, 21*(6), 1066–1073. <https://doi.org/10.1177/1359105314544992>
- Antia, K., Boucsein, J., Deckert, A., Dambach, P., Racaite, J., Surkiene, G., Jaenisch, T., Horstick, O., & Winkler, V. (2020). Effects of international labour migration on the mental health and wellbeing of left-behind children: A systematic literature Review. *International Journal of Environmental Research and Public Health, 17*(12), 4335. <https://doi.org/10.3390/ijerph17124335>
- Bautista, A. G. M., & Tamayo, V. T. (2020). Life challenges of overseas Filipino workers. *OALib, 7*(10), 1–9. <https://doi.org/10.4236/oalib.1106854>
- Benosa, Brenda & Ramos, Christine. (2021). Contextualizing types of Filipino collective support during the COVID-19 lockdown. *2021 IEEE Region 10 Conference (TENCON)*, 556-561. <https://doi.org/10.1109/TENCON54134.2021.9707346>
- Botezat, A., & Pfeiffer, F. (2014). The impact of parents’ migration on the wellbeing of children left behind: Initial evidence from Romania. *ZEW - Centre for European Economic Research Discussion Paper No. 14-029*. <http://dx.doi.org/10.2139/ssrn.2432946>
- Camendan, D. Y. V., Pablo, A. M. M., Pamplona, C. D. D., Quilaton, R. S., Uy, M.G. L., & Malaco, A. C. (2022). Unveiling the journey of overseas Filipino workers: Interview analysis for education. *ASEAN Journal of Community Service and Education, 1*(2), 109–116. <https://ejournal.bumipublikasinusantara.id/index.php/ajcse/article/view/145/0>
- Chen, Z. X., Wang, H., Feng, Y. X., & Liu, X. (2020). The effects of peer victimization on left-behind adolescents' subjective wellbeing: The roles of self-esteem and social support. *Psychological Development and Education, 36*(5), 605–614. <https://doi.org/10.16187/j.cnki.issn1001-4918.2020.05.12>
- Chen, X., Li, D., Liu, J., Fu, R., & Liu, S. (2019). Father migration and mother migration: Different implications for social, school, and psychological adjustment of left-behind children in rural China. *Journal of Contemporary China, 28*(120), 849-863. <https://doi.org/10.1080/10670564.2019.1594100>

- Dai, Q., & Chu, R.-X. (2018). Anxiety, happiness and self-esteem of western Chinese left-behind children. *Child Abuse & Neglect*, *86*, 403–413. <https://doi.org/10.1016/j.chiabu.2016.08.002>
- Department of Health, Center for Health Development I. (2020). Adolescent and Youth Health Development Program. <https://ro1.doh.gov.ph/programs-services/2-uncategorised/257-adolescent-and-youth-health-development-program>
- Datu, J. A. D., & Mateo, N. J. (2015). Gratitude and life satisfaction among Filipino adolescents: The mediating role of meaning in life. *International Journal for the Advancement of Counselling*, *37*(2), 198–206. <https://doi.org/10.1007/s10447-015-9238-3>
- Dominguez, G. B., & Hall, B. J. (2022). The health status and related interventions for children left behind due to parental migration in the Philippines: A scoping review. *The Lancet Regional Health - Western Pacific*, *28*. <https://doi.org/10.1016/j.lanwpc.2022.100566>
- Espiritu, E. J., Pardillo, J., Gamino, R. M., Ilagan, J., & Solis, A. (2022, June). Qualitative study of the lived experiences of left behind college students in Davao del Norte. *ICESSEER 5th International Congress*.
- Fan, X., & Lu, M. (2020). Testing the effect of perceived social support on left-behind children's mental wellbeing in mainland China: The mediation role of resilience. *Children and Youth Services Review*, *109*, 104695. <https://doi.org/10.1016/j.childyouth.2019.104695>
- Groarke, J. M., Berry, E., Graham-Wisener, L., McKenna-Plumley, P. E., McGlinchey, E., & Armour, C. (2020). Loneliness in the UK during the COVID-19 pandemic: Cross-sectional results from the COVID-19 Psychological Wellbeing Study. *PLOS ONE*, *15*(9), e0239698. <https://doi.org/10.1371/journal.pone.0239698>
- Huang, H., Wan, X., Liang, Y., Zhang, Y., Peng, Q., Ding, Y., Lu, G., & Chen, C. (2022). Correlations between social support and loneliness, self-esteem, and resilience among left-behind children in mainland China: A meta-analysis. *Frontiers in Psychiatry*, *13*. <https://doi.org/10.3389/fpsy.2022.874905>
- Li N., Zhao S., Liu C., Dai K. & Huang, W. (2023). Exploring the relationship between perceived social support and college students' autonomous fitness behavior: Chain mediating effect. *Frontiers in Psychology*, *13*. <https://doi.org/10.3389/fpsyg.2022.1036383>
- Ling, H., Fu, E., & Zhang, J. (2015). Effects of separation age and separation duration among left-behind children in China. *Social Behavior and Personality: An International Journal*, *43*(2), 241–253. <https://doi.org/10.2224/sbp.2015.43.2.241>
- Lobos, J. D. C., Juliata, B. M., & Peñalba, E. H. (2020). Consequences of parental absence due to migration: A qualitative inquiry into adolescent students' well-being. *Faculty Journal*, *8*, 9-18

- Manzano, K. B., Asuncion, P. R., Cabato, B. A., Jimenez, A. M. F., Palacpac, A. J. B., & Banilad, C. B. (2023). The untold stories of people who had suicidal ideations: A phenomenological study. *Asian Journal of Educational and Human Development*, 4(1), 118-129. <https://doi.org/10.69566/ajehd.v4i1.76>
- McCanlies, E. C., Gu, J. K., Andrew, M. E., & Violanti, J. M. (2018). The effect of social support, gratitude, resilience and satisfaction with life on depressive symptoms among police officers following Hurricane Katrina. *International Journal of Social Psychiatry*, 64(1), 63–72. <https://doi.org/10.1177/0020764017746197>
- Menglong, L., & Ren, Y. (2024). Relationship among physical exercise, social support and sense of coherence in rural left-behind children. *Journal of Psychiatric Research*, 169, 1-6. <https://doi.org/10.1016/j.jpsychires.2023.11.010>
- Niu, G., Chai, H., Li, Z., Wu, L., Sun, X., & Zhou, Z. (2019). Online parent-child communication and left-behind children's subjective wellbeing: The effects of parent-child relationship and gratitude. *Child Indicators Research*, 13, 967-980. <https://doi.org/10.1007/s12187-019-09657-z>
- Obeldobel, C. A., & Kerns, K. A. (2021). A literature review of gratitude, parent-child relationships, and wellbeing in children. *Developmental Review*, 61, Article 100948. <https://doi.org/10.1016/j.dr.2021.100948>
- Ogena, N. B. (2014). Development concept of adolescence: The case of adolescents in the Philippines. *Philippine Population Review*, 3(1), 1-18.
- Oshio, A., Kaneko, H., Nagamine, S., & Nakaya, M. (2003). Construct validity of the adolescent resilience scale. *Journal of Materials Science Letters*, 22(17), 1213–1214. <https://doi.org/10.1023/a:1025348500843>
- Pardo, C., & Relon, L. P. (2023). Tracer study and employment of the teacher education graduates of a university in North Luzon, Philippines. *Asian Journal of Education and Human Development*, 4(1), 49-61. <https://doi.org/10.13140/RG.2.2.31621.12000>
- Real, A. P. C., & Garcia, J. M. (2023). Understanding the nature and condition of adolescents with general anxiety disorder. *Asian Journal of Education and Human Development*, 4(1), 1-17. <https://doi.org/10.69566/ajehd.v4i1.53>
- Rendeza, K. (2017). Hearts apart: The impact of parental migration on the life of left-behind Filipino adolescents. *People: International Journal of Social Sciences*, 3(3), 301–318. <https://doi.org/10.20319/pijss.2017.33.301318>
- Sealmoy, L. L. A., & Marañon, N. S. (2020). Exploring psychological constructs as predictors of life satisfaction among adolescents with absentee parents. *Philippine Social Science Journal*, 3(2), 99-100. <https://doi.org/10.52006/main.v3i2.146>
- Silva, C. R. D. T., Carvalho, K. M. D., Figueiredo, M. D. L. F., Silva-Júnior, F. L., Andrade, E. M. L. R., & Nogueira, L. T. (2019). Health promotion of frail elderly individuals and at risk of frailty. *Revista Brasileira de Enfermagem*, 72, 319-327.

- Smeekens, C., Stroebe, M., & Abakoumkin, G. (2012). The impact of migratory separation from parents on the health of adolescents in the Philippines. *Social Science & Medicine*, 75(12) <https://doi.org/10.1016/j.socscimed.2012.08.025>
- Watkins, P. C., Woodward, K., Stone, T., & Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude, and relationships with subjective wellbeing. *Social Behavior and Personality: an International Journal*, 31(5), 431–451. <https://doi.org/10.2224/sbp.2003.31.5.431>
- Wickramage, K., Siriwardhana, C., Vidanapathirana, P., Weerawarna, S., Jayasekara, B., Pannala, G., Adikari, A., Jayaweera, K., Peiris, S., Siribaddana, S., & Sumathipala, A. (2015). Risk of mental health and nutritional problems for left-behind children of international labor migrants. *BMC Psychiatry*, 15, 39. <https://doi.org/10.1186/s12888-015-0412-2>
- UP Population Institute. (2022). 1 in 3 Filipino youth grew up without both parents. *UP Population Institute*. <https://www.uppi.upd.edu.ph/news/2022/1-in-3-filipino-youth-grew-up-without-both-parents>
- Zhu, Z., Y. Claire Wang, & Pan Xiao-yan. (2023). Health problems faced by left-behind children in low/middle-income countries. *BMJ Global Health*, 8(8), e013502–e013502. <https://doi.org/10.1136/bmjgh-2023-013502>
- Zhao, C., Wang, F., Zhou, X., Jiang, M., & Hesketh, T. (2018). Impact of parental migration on the psychosocial wellbeing of children left behind: A qualitative study in rural China. *International Journal for Equity in Health*. <https://doi.org/10.1186/s12939-018-0795-z>
- Zimet, G. D., Powell, S. S., Farley, G. K., Werkman, S., & Berkoff, K. A. (1990). Psychometric characteristics of the multidimensional scale of perceived social support. *Journal of Personality Assessment*, 55(3-4), 610–617. <https://doi.org/10.1080/00223891.1990.9674095>