
RESEARCH ARTICLE

“Does the Apple Fall Far from the Tree?” The Role of Parental Factors in Filipino Adolescent Activism

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ABSTRACT

It is widely believed that parents play a role in the outcome of their children. However, there is a scarcity in the literature tackling the parent-child relationship with regard to activist behaviors in offspring. To address this deficit, the study surveyed Senior High School students (N = 300) from the Integrated School of a private Metro Manila university to measure their involvement in social activism (adolescent activism) and to identify its relationship with parental factors (parental activism, parental support, parental psychological control) while accounting for sex and academic strand. The top three (3) forms of activism that the students engaged in were social media activism, voluntary work in educational activities, and e-volunteerism. Results indicate that females and their parents engage in social activism more than males and their parents. A significant difference in adolescent activism was found between the academic strands $F(2,297) = 3.15, p = .04$, with HUMSS students scoring significantly higher than STEM students. After controlling for sex and strand, parental activism was found to be the most significant correlate of adolescent activism ($R^2 = .37, F(4, 292) = 42.43, p = <.001$), followed by parental psychological control ($R^2 = .4, F(5, 292) = 38.38, p = <.001$).

KEYWORDS

Adolescent activism, parental factors, parental activism, parental support, parental psychological control

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1. Introduction

Social activism is an important vehicle for bringing about change within society and promoting a fair social system. According to Briscoe and Gupta (2016), social activism pertains to the collective action of the people aimed at initiating reform within the existing social order. This is further affirmed by Schwedler and Harris (2016), who stated that social activism is a long-term effort that catalyzes change within the current social and government structure through collective action such as uprisings and protests.

The current generation of adolescents is constantly engaging in social, political, and economic issues, exemplifying their capabilities in contributing to social change (McNulty, 2019). By enlisting in social movements and organizations, they are able to mobilize and protest in order to address social, political, and environmental issues. This includes climate change, gun violence, mental health, and various others (Elliot and Earl, 2018).

In relation to this, social activism among adolescents has also become prominent in the Philippines over the years. Students nowadays take the initiative to voice their concerns regarding persisting issues within the country. They utilize various means, such as online campaigns, petitions, and on-ground protests, to call out inequitable laws (Mendoza, 2020).

In addition, one important factor that affects adolescents' participation in activism is parental influence. Zawadzka et al. (2018) observed that adolescents adopt their parents' social and political beliefs as their own. They treat their parents as their role models and thus, imitate their thoughts and actions. Teenagers are able to form their own notions regarding activism based on the universal values passed on to them by their parents.

The involvement of parents in social activism has a significant impact on the involvement of their children in similar actions. Bloemraad and Trost (2008) state that the political attitudes of youth are heavily influenced by the political involvement and behavior of their family members, mainly their parents. Adolescents are more likely to gain the political views and attitudes of their parents when they see them actively participate in political movements or provide clear and consistent cues of their political beliefs.

Similarly, parental support can also influence the willingness of adolescents to associate with political actions. It was shown by Simi et al. (2016) that parents who encourage their child to support the same movement that they believe in is a major factor in terms of their child's attitude toward social activism.

Parental psychological control has also been consistently found to be predictive of deficits in mental health and emotional well-being (internalized problems) among the youth (Spellings et al., 2012). According to Barber (1996), a psychologically controlling environment makes it challenging for children to develop a healthy awareness and perception of self. In relation to adolescent activism, strong parental psychological control can affect the willingness of students to engage in activist activities.

Numerous studies regarding the relationship between parental factors and the involvement of youth in social activism have already been conducted (Spellings et al., 2012; Zawadzka et al., 2018). However, these were mainly focused on Western countries. Hence, this study provides data from the perspective of a Southeast Asian country, specifically the Philippines. It aims to identify whether there is a significant relationship between parental factors and the involvement of adolescents, specifically SHS students, in social activism. This study looks into the level of social activism among male and female Filipino adolescents in senior high school from different academic strands and analyzes the relationship of parental activism, parental psychological control, and parental support with adolescent social activism.

2. Literature Review

2.1 Defining Social Activism among Students

Social activism among students refers to the students' civic engagement, where they advocate for social justice and voice their concerns about issues that matter through community, organizational groups, and after-school youth programs (Kirshner, 2007, p.368). Youth activism, particularly of teenage students, is an approach to manifest dissatisfaction and disappointment, particularly with regard to political systems and structures that are unresponsive to the needs of the society and to inform society of the present social injustices and the negligence of people in power (Harris et al., 2010; Desrues & Garcia De Paredes, 2019).

Social activism among students is also an act that seeks to influence the majority of the population to participate in social movements and promotes significant changes for society at large (Desrues & Garcia De Paredes, 2019, p.200). Teenage social activism is also perceived as a channel for learning and development among the youth. Different skills and interests are collectively used beyond individual bounded interests, allowing the youth to hone their skills and enable them to accomplish specific communal goals (Kirshner, 2007, p.373). Further, Cabrera et al. (2013) reveal that adolescent students who are involved in social activism are intellectually and civically engaged through their "dedication to lead a community" and "bring the voices of the marginalized to the forefront" for a more progressive society (p.20).

2.2 Involvement of Students in Social Activism

Student activism can be traced back to the mid-twentieth century. During these times, international student movements were formed, such as the World Federation of Democratic Youth (WFDY) in 1945 and the World Assembly of Youth (WAY) in 1949 (Altbach, 1970, p. 158). These student-led organizations impacted the youth to become instruments of change and influencers of optimistic activism engagement (Chambers & Phelps, 1994, p.45).

The rise of student activism in the 1900s began in the United States, Thailand, Vietnam, and other European countries (Carlton, 2020; Kitirianglarp, 2014, p. 553; Mitropoulou, 2011, para. 15). Notably, student-led movements fought against the following: (1) racism in the United States, (2) oppression from authoritarianism in Asian countries, (3) and years of violence, absolutism, and totalitarianism in European countries.

Similarly, in the Philippines, student activism traces its roots in the 1900s, during the second world war (Recana, 1973, p. 1; Samonte, 1970, p. 161). Filipino students witnessed the hardships brought by the colonizers and the injustices surrounding the education system. Further, Marcos' dictatorship resulted in the student revolt and resistance to protest against the declaration of martial law, for it suppressed the fundamental rights and freedom of the Filipino people (Abinales, 2008, p. 179; Parsa, 2000, p.116). Moreover, reports show that rural teenage students in the Philippines exhibited higher political involvement than their urban counterparts (Jones & Perkins, 2006; Sta. Maria & Diestro, 2009).

At present, technological innovations, including media and social networking sites (SNS), resulted in digital activism, which enabled millennials to participate in political discourses (Ahmad & Ittefaq, 2019, p.2; Uwalaka, 2017). Moreover, social media served as the

broadest platform for students, including teenage students in the Philippines, to promote global and local awareness through online protests and campaigns (Adorable, 2021; David, 2013; Soltysiak, 2020, p.70).

2.3 Gendered Activism

The literature shows a significant relationship between gender and social activism. However, contrasting findings were found regarding the different participation methods engaged by males and females. The study of Jennings and Nieme (1975) found that men are most likely confrontational activists by their physical ways of expressing their sentiments through joining physical protests and campaigns. This was supported by Dodson (2015), claiming that male teenage activists engaged more in confrontational activism—rallies and protests. In contrast, a study conducted by Tohidi (2016) reported that women activists are more non-confrontational as they engage more with media platforms such as e-volunteering in online campaigns.

However, research by Inglehart and Norris (2003) suggests that the gap in adolescent social activism between males and females is closing due to external factors such as economic status and social influences through technology and media. Economic stability, access to education, and freedom of gender expression are the possible reasons for forming a new era of modern and gender-equal activism.

In exploring gender patterns within social activism, study archives from the second half of the twentieth century asserted that gender roles and ideologies within society play a significant role in one's contributions to society (McAdam 1992; Thorne 1975). Moreover, additional information brought by McAdam (1992) and Molyneux (1985) supports the aforementioned claim as activism engagements are different whether one is male or female. This notion was later studied by researchers Bhattacharjya et al. (2013) and Halpern (2014), which assert that gender matters in activism as both males and females have made significant yet differing contributions to society, depending on which causes they believe should be given prompt action.

2.4 Academic Strands and Courses Associated with Activism

There is some evidence in the literature of the linkage between adolescent social activism and academic strands as well as college courses. In 2015, the Philippines' Department of Education (DepEd) implemented the Senior High School (SHS) Program, a critical component of the K to 12 Curriculum. This program develops the students' skillsets in accordance with their preferred courses once they step foot in college. The academic strands under the curriculum include ; (1) Humanities and Social Sciences (HUMSS), (2) Science, Technology, Engineering, and Mathematics (STEM), (3) Accountancy, Business and Management (ABM), and (4) General Academic Strand (GAS).

The research of Camilet et al. (2017) found that students of the Polytechnic University of the Philippines, particularly under the Humanities and Social Sciences (HUMSS), participated in activism activities. The study revealed that students of the said strand participated in rallies, classroom political discussions, and debates and promoted political movements amongst their peers. Still, very few studies have been conducted locally that looked into the relation of academic strands and courses with social activism.

In regards to college courses, several articles revealed that political science and environment-related degrees are associated with activism pursuits. The College of Arts and Sciences at Marquette University (2022) published an article regarding political science majors having strong interests and convictions about political matters, which naturally allowed them to engage in political processes. Furthermore, Goldman et al. (2015) asserted that students belonging to the Geography and Environmental Studies Department had a significant affiliation with student activism as they showed great support and willingness to vote for environmentally-oriented political parties.

2.5 Parental Factors on Adolescent Activism

Parents are known to be of great influence on the beliefs and actions of their children. According to Nabavi (2012), young people are able to form their own behavior through modeling and observation. This means that children are more likely to create their personal moral thinking based on the actions portrayed by their parents (p. 7). Morals such as discerning right from wrong can also be transmitted through this system. This was further supported by Campos et al. (2018), who stated that the attitudes of parents affect the development and behavior of their offspring, such as their prosocial skills (p.119). Prosocial skills help children to engage in interpersonal transactions and integrate themselves into the community (Lam, 2012).

Similarly, parents play a significant role in the involvement of their children in social activism. The political views, beliefs, and actions of parents can be passed down to their offspring. Hence, parents can influence how their child participates in social activism. There are also several parental factors that contribute to this. Jennings et al. (2009) noted that different factors affect the transmission of political values from parent to child. Their socio-political groupings and take on different social issues vary depending on the political identity of their parents. Children are also more likely to consider their parents as role models and take their political

beliefs as their own when supportive parenting is present. Ideologies are shared between parent and child when a strong emotional relationship is established.

Villaseca et al. (2019) also indicated that several parental factors affect the cognitive behavior of their children. It was posited that engagement and interaction, such as shared conversation and joint attention, can heavily promote healthy cognitive development. With this, children are able to form their own political literacy and understanding as cognitive development ensues an attitudinal change toward political and social issues. Cognitive maturity also allows the youth to actively engage in rational discussions and social movements that aim to bring societal justice (McNaughton, 1982).

The study of Spellings et al. (2012) supported these by focusing on three main parental factors, namely parents' own activism and standard parenting behavior, such as parental support and psychological control. Thus, this study will mainly emphasize parental activism, parental support, and parental psychological control in order to establish the linkage between different parental factors and student activism.

2.6 Parental Activism

Jennings et al. (2009) stated that the interest of parents in political activities has a direct role in how the youth structure their own comprehension of social activism. The politicization of the parents' activities impacts the transmission of political beliefs to the youth. Thus, the youth are more likely to resemble the political character of their parents if they are actively participating in activist movements. In addition, the active participation of parents in activist movements allows for an open discourse between them and their children, shaping the youth's own discernment of social activism. The parents are able to share their own experiences in connection to social coalitions, which subsequently influence their children and arouse their interest in joining similar movements (Bloemraad & Trost, 2008).

In line with this, Nolas et al. (2016) explained that the participation of youth in activism is a product of various relationships, one being that between parent and child. In perusing autobiographical narratives, the study posited a recurring theme wherein children who were exposed to activist-related actions conducted by their parents and relatives are more likely to participate in the same activities. This deduces that contact with parental activism allows children to shape their own perception and willingness to conduct activism. For instance, youth who came from parents who have strong political convictions or have activist backgrounds engage in similar activities as they are more inclined to act out their families' political convictions.

The study of Diemer (2012) provided a similar notion in which the engagements of parents in social activism can entail a discussion regarding their political beliefs. This discussion can foster the cognizance of the youth in regards to social disparities and their commitment to take action against a prejudicial social order. Peer and parental discussion build the social awareness of youth in order to participate in civic or community-based activities and help in producing social change for the marginalized sector of society.

Bandura's Social Learning Theory (1989) also manifests itself in how parental activism affects adolescent activism. The theory asserts that the main force in development is our environment. Hence, a person is able to develop new patterns of behavior through observing others and then reproducing their behaviors, especially if a reward or positive consequence is given in return (Alshobramy, 2019). When applied to parental activism, adolescents are more inclined to participate in activism when they observe similar behaviors from their parents. Parents who conduct protests, strikes, and picketing, are more likely to have children who are also politically engaged.

2.7 Parental Support

The literature examining parental support in relation to youth activism shows that there is a negative correlation between the two variables. In the study of Spellings et al. (2012), the parental support of mothers was found to be predictive of lower levels of adolescent daughters' activism (p.1095). Meanwhile, Pavlova et al. (2016) found that warm and supportive parenting has less positive effects on offspring civic engagement, particularly with maternal warmth and support having a negative effect on offspring's political activism (p. 2210).

These aforementioned findings appear quite the opposite of what the established parental support literature implies. Generally, parental support has been constantly found to be related to positive outcomes in adolescents. Parental support has been found to be associated with better adolescent functioning and fewer adolescent problem behaviors (Barnes et al., 2000). Moreover, positive parenting, inclusive of parental support, has been found to be associated with offspring prosocial behavior (Barber, 2005; Padilla-Walker et al., 2016; Mesurado & Richaud, 2017). According to Barber et al. (2005), (parental) support can be found to be associated with a wide cluster of positive conditions in children, such as social competence, a trait which can be attributed to social activism. Moreover, children who receive a greater level of parental support particularly "have more friends, are more empathic,

more popular, inclined to approach others and respond to them with more positive affect, and to be more self-confident and more cooperative" than others (Barber et al., 2005, p.17). Hence, it is conceivable that parental support in its encouragement of prosocial behavior in offspring can also be promotive of the involvement of their children in social and civic engagements, such as and particularly social activism.

As noted above, the established literature on parental support has varying outcome variables on offspring behavior and development. However, a little investigation is done on the outcome variable of adolescent activism. While there is a presence of studies examining parental support in relation to adolescent activism specifically, the literature is scarce and insufficient. Thus, the study utilized the parental support variable in relation to the outcome variable of adolescent activism specifically in order to further enrich the body of knowledge on the topic. The study also utilized the parental support variable under the dimensions and context of the Filipino family.

2.8 Parental Psychological Control

Psychological control is seldom investigated in relation to social activism. There is only limited literature available regarding parental psychological control and its relation to adolescents' involvement in social activism. Psychological control was employed in the study of Spellings et al. (2012), where it was analyzed to have a low negative correlation with youth activism. Pavlova et al. (2016) also found that psychological control had a low significant effect on civic engagement in post-hoc analyses. This implies that parental psychological control might not be a sole and major factor in the involvement of adolescents in activism. However, this correlation is not a guarantee for a causal relationship of the factor; thus, it shall also be further studied in different contexts, such as the Philippine setting.

Parental psychological control has been consistently found to be predictive of deficits in mental health and emotional well-being (internalized problems) as well as negative and deviant behaviors (externalized problems) among the youth (Spellings et al., 2012, Barber et al., 2005). According to Barber (1996), a psychologically controlling environment "makes it difficult for a child to develop a healthy awareness and perception of self for several reasons: the implied derogation of the child, the lack of healthy interaction with others that is required for adequate self-definition, limited opportunities to develop a sense of personal efficacy, and, particularly for adolescents, interference with the exploration needed to establish a stable identity ", (p. 3299). This is supported by Finkenauer et al.'s study (2005), which revealed the negative relationship between parental psychological control and the sense of self (self-efficacy or self-worth) of the youth. This sense of self is suggested to influence one's participation in activism, as argued by Carmines (1991), stating that a high sense of self-competence or efficacy is essential for the youth to participate in conflicts in politics. On the other hand, according to Pavlova et al. (2016), activism may be positively linked with psychological control under the mechanism of psychological reactance, which is a psychological state of motivation to restore freedom when it is restricted or eliminated. Thus, social activism, when conceived as a "defiant" or "rebellious" behavior, may be driven by psychological reactance, acting in response to the restriction of freedom from parental psychological control behavior.

As seen above, there is a scarcity in the body of literature regarding parental psychological control in relation to adolescent activism. Parental psychological control, as well as other parenting behaviors, have been long-standing topics in literature, but rarely is it studied with the outcome variable of adolescent activism. Hence, the study utilized the parental psychological control variable in relation to the outcome variable of adolescent activism specifically in order to further develop the body of knowledge on the topic. The study also utilized the parental psychological control variable under the dimensions and context of the Filipino family.

3. Methodology

3.1 Research Design

This is a correlational study that utilized a cross-sectional survey research design. It is correlational because the study aims to determine the relationship between youth activism and the three parental factors, particularly parental activism, parental support, and parental psychological control.

Since data is collected at one point in time, it used a cross-sectional survey design. It utilized a self-administered online survey questionnaire, specifically Google Forms, that is administered to male and female senior high school students across different academic strands enrolled in De La Salle University Integrated School Manila for Academic Year 2021-2022.

Moreover, it is also a descriptive study. It utilized descriptive statistics that presented the following information: (1) level of social activism of SHS students, (2) level of students' parental activism, (3) level of students' parental psychological control, and (4) level of students' parental support. It also investigates the significant differences in the social activism of SHS students according to their sex and the academic strand that they belong to.

3.2 Population and Sampling

The sample for this study is drawn from a population of 2082 senior high school students from De La Salle University Integrated School Manila enrolled for Academic Year 2021-2022. Disproportionate stratified sampling was used to get the respondents for the survey.

A total of 300 respondents constituted the sample, divided into 100 respondents per academic strand, consisting of 50 males and 50 females (Table 1). The sample size has a sample error of 4.9 % and a confidence level of 95%. The academic strands in this study are the Accountancy, Business and Management Strand (ABM), Science, Technology, Engineering and Mathematics (STEM), and Humanities and Social Sciences Strand (HUMSS). The researchers selected the respondents randomly through an online Random Selection Generator Tool. In anticipation of the possibility that the randomly selected respondents would refuse to participate in the study, the researchers oversampled 5 respondents per sex in each strand.

Table 1: Population and Sample

Strand	Population	Sample		
		Males	Females	Total
Accountancy, Business and Management (ABM)	640	50	50	100
Science, Technology, Engineering, and Mathematics (STEM)	1128	50	50	100
Humanities and Social Sciences (HUMSS)	314	50	50	100
Total	2082	150	150	150

3.3 Instrumentation

The instrument used in this study is a self-administered online survey questionnaire using Google Forms. The survey was constructed by adapting previous scales utilized in the studies of Zawadzka et al. (2018) and Spellings et al. (2012). The questionnaire consisted of 6 sections. It includes the following: an introductory section, basic demographic information, adolescent activism, parental activism, parental support, and parental psychological control.

Section 1 of the questionnaire is the introductory section which presents the introduction to the survey and the informed consent. The introduction to the survey provides a brief description of the study, an overview of the researchers, and an invitation to accomplish the survey. This section also presents the informed consent to the participants. This discloses relevant information and guidelines about participating in the study and secures the consent of the participants. Section 2 asks for the participants' basic demographic information. This includes the strand and block, age, and sex of the students.

Section 3 focused on Adolescent Activism and contained a Scale of Frequency of Teenager Activist Behaviors from the study of Zawadzka et al. (2018). This instrument determines the specific activist actions or behaviors that adolescents engage in. It is presented through 11 different behaviors of young activists measured on a five-point Likert scale. The scale's reliability was $\alpha = 0.80$.

Section 4 covers Parental Support, which is measured using the Acceptance subscale of the Child Report of Parent Behavior Inventory (Schaefer, 1965). The scale consists of 10 items concerning parental behaviors of acceptance, to which the respondents indicated on a three-point scale how well it described their parents. The reliability scores for this scale were $\alpha = 0.88$ for mothers and $\alpha = 0.90$ for fathers.

Parental activism is measured in Section 5 using a scale adapted from Zawadzka et al. (2018), namely the Scale of Perceived Frequency of Parent Activist Behavior. This instrument ascertains the specific activist actions or behaviors that the parents engage in. The scale presents 12 different behaviors of adult activists, which will be measured using a five-point Likert scale. The reliability scores of this tool are $\alpha = 0.83$ for mothers and $\alpha = 0.87$ for fathers.

For Section 6, Parental Psychological Control is determined using the Psychological Control Scale – Youth Self-Report developed by Barber (1996). The scale consists of eight items depicting psychological control parental behaviors, which revolve around the aspects of invalidating feelings, constraining verbal expressions, personal attack, and love withdrawal. The participants indicated

to what degree the items were descriptive of their parents on a three-point scale. The reliability scores for the scale were $\alpha = 0.78$ for mothers and $\alpha = 0.80$ for fathers.

The initial instrument was pretested on students from another university to determine the average time in accomplishing the questionnaire, to ensure the clarity of the questions and the response options, and to identify issues and points for improvement in the initial questionnaire. The questionnaire was revised and finalized based on the results of the pre-testing.

3.4 Data Collection

Data Collection began on October 11 – November 18, 2021. The data collection took place for five weeks. In the first week, the researchers sent an email inviting the respondents to participate in the study and answer the questionnaire. A link to the informed consent form and the questionnaire was sent together with the invitation email. The participants were first asked to read and answer the informed consent form found inside the Google Form survey questionnaire. The respondent who chose to participate in the study proceeded to the online survey questionnaire. The respondents then submitted the online form and received a message stating that the respondent had completed the questionnaire.

Two follow-up emails were sent to the respondents who did not return the survey questionnaire. However, in cases where the randomly selected respondent did not reply to the email, another respondent was chosen in his/her place from the pool of the substitute respondents.

3.5 Data Analysis

The initial step in the analysis of the data was to score the different scales for each individual respondent to determine the level of social activism, as well as the level of each of the parental factors, namely, parental activism, parental support, and parental psychological control. Descriptive statistics, specifically the mean and standard deviation, were used to determine the level of social activism and the level of each of the parental factors for the sample.

The t-test statistic was utilized to determine whether there was a significant difference between males and females in adolescent social activism and the parental factors. On the other hand, the one-way ANOVA or analysis of variance was used in order to find out whether there were significant differences in the social activism of students and the parental factors according to their academic strand.

To determine the relationship between adolescent activism and each of the parental factors, a forward multiple regression analysis was utilized. To accomplish these statistical tests, IBM SPSS software was utilized.

3.6 Ethical Considerations

In conducting this research, the researchers observed the following ethical considerations: respect for persons, beneficence, and security of data. In order to ensure that these ethical considerations are observed, informed consent was obtained from the participants of the study. It covered information about the study's goal, scope, context, benefits, the purpose of the data to be collected, and the process of securing and disposing of the data. Lastly, in conducting the study, no course of action was taken that would cause any harm to the participants.

4. Results and Discussion

4.1. Social Activism among Senior High School Students

Regardless of sex and academic strand, the adolescent students exhibited a moderate level of social activism based on the activism initiatives and activities presented in the survey questionnaire (Table 2). From a total possible score of 55, indicating a high level of social activism, the mean adolescent activism score among the students was 28.51 ($SD = 8.92$). The HUMSS strand had the highest level of social activism ($M = 29.95$, $SD = 8.29$), followed by the ABM strand ($M = 28.74$, $SD = 9.01$) and by the STEM strand which had the lowest level ($M = 26.83$, $SD = 9.25$). The females also showed a higher level of adolescent activism ($M = 30.19$, $SD = 8.60$) than their male counterparts ($M = 26.83$, $SD = 8.95$), with the females in the HUMSS strand exhibiting the highest level ($M = 31.8$, $SD = 8.65$).

Table 2: Level of Adolescent Activism by Sex and Strand

Academic Strand	Males			Females			Total	
	n	M	S.D.	n	M	S.D.	M	S.D.
HUMSS	50	28.10	7.55	50	31.80	8.65	29.95	8.29
STEM	50	24.78	9.37	50	28.88	8.74	26.83	9.25
ABM	50	27.60	9.50	50	29.88	8.30	28.74	9.00
Total	150	26.83	8.95	150	30.19	8.60	28.51	8.92

Note. M = 11-25.5 (Low level), M = 25.6 - 40.75 (Moderate level), M = 40.76 - 50 (High level),

It is evident from Table 3 that the adolescents in the study are more actively involved in social media activism (M=3.55, SD= 8.92), followed by voluntary work in educational activities (M=2.92, SD=1.14) and e-volunteerism. However, they are least actively involved in international volunteerism. These findings come as no surprise, given that the respondents are senior high school students who belong to Generation Z and are digital natives.

Table 3: Descriptive Statistics of the Different Activities of Adolescent Activism

Activism Activities	Males (n=150)		Females (n=150)		Total (n=300)	
	M	SD	M	SD	M	SD
Unpaid activity in non-governmental organizations	2.35	1.13	2.75	1.21	2.55	1.18
A fundraiser or charity collection for those in need	2.66	1.05	3.01	1.01	2.83	1.04
Voluntary work during cultural events	2.33	1.09	2.55	1.09	2.44	1.09
Voluntary work during educational events	2.76	1.12	3.08	1.14	2.92	1.14
Voluntary work during sporting events	2.25	1.14	2.28	1.08	2.27	1.11
Political Activism	2.14	1.18	2.47	1.23	2.31	1.22
Environmental Activism	2.73	1.12	3.06	1.13	2.89	1.14
Voluntary work abroad	1.52	.953	1.51	0.82	1.52	0.89
E-Volunteerism	2.57	1.29	3.24	1.42	2.91	1.39
Social Media Activism	3.21	1.32	3.90	1.12	3.55	1.27
Conspicuous Activism	2.31	1.15	2.33	1.10	2.32	1.12

Note. M = 1.00-2.33 (Low level), M = 2.34 - 3.66 (Moderate level), M = 3.66 – 5.00 (High level)

4.2. Parental Factors among Senior High School Students

Parental Activism. Results of the survey revealed a moderate level of parental activism among senior high school students regardless of academic strand and sex (Table 4). From the highest possible score of 60, indicating a high level of parental activism, the mean parental activism score was 26.93 (SD = 10.26). The STEM strand had the highest level of parental activism (M = 26.96,

$SD = 10.88$) while the HUMSS strand had the lowest level ($M = 26.51, SD = 9.59$). It is evident that there was a higher level of parental activism among female adolescents ($M = 28.98, SD = 9.71$) compared to their male counterparts who showed a low level of parental activism ($M = 24.40, SD = 10.18$), with the females in the STEM strand having the highest level of parental activism ($M = 29.76, SD = 10.87$).

Table 3: Level of Parental Activism by Sex and Strand

Academic Strand	Males			Females			Total	
	n	M	SD	n	M	SD	M	SD
HUMSS	50	24.10	9.58	50	29.00	9.25	26.51	9.59
STEM	50	24.24	10.47	50	29.76	10.87	26.96	10.88
ABM	50	24.86	10.67	50	28.18	9.04	26.52	9.98
Total	150	24.40	10.18	150	28.98	9.71	26.93	10.19

Note. $M = 11-25.5$ (Low level), $M = 25.6 - 40.75$ (Moderate level), $M = 40.76 - 55$ (High level),

Parental Support. Overall the adolescent students experienced a moderate level of parental support, regardless of sex and strand (Table 4). The mean parental support score among the students was 21.92 ($SD = 5.56$). The STEM strand had the highest level of parental support ($M = 21.96, SD = 5.38$) while the HUMSS strand had the lowest level ($M = 21.90, SD = 5.87$). The females showed a higher level of parental support ($M = 22.49, SD = 5.82$) than their male counterparts ($M = 21.35, SD = 5.24$), with the females in the HUMSS strand exhibiting the highest level ($M = 22.84, SD = 5.57$).

Table 4: Level of Parental Support by Sex and Strand

Academic Strand	Males			Females			Total	
	n	M	SD	n	M	SD	M	SD
HUMSS	50	20.96	6.06	50	22.84	5.57	21.90	5.87
STEM	50	21.86	4.60	50	22.06	6.11	21.96	5.38
ABM	50	21.24	5.02	50	22.56	5.87	21.91	5.47
Total	150	21.35	5.24	150	22.49	5.82	21.92	5.56

Note. $M = 10-16.66$ (Low level), $M = 16.67 - 23.33$ (Moderate level), $M = 23.34 - 30$ (High level)

Parental Psychological Control. The adolescent students showed a low level of parental psychological control, regardless of academic strand and sex (Table 5). The average parental psychological control score among the students was 12.67 ($SD = 4.15$). The ABM strand had the highest level of parental psychological control ($M = 13.08, SD = 4.20$) while the STEM strand had the lowest level ($M = 11.98, SD = 3.52$). The males experienced a higher level of parental psychological control ($M = 12.93, SD = 4.37$) compared to the females ($M = 12.41, SD = 3.92$). Moreover, the males in the ABM strand exhibited the highest level ($M = 13.34, SD = 4.31$).

Table 5: Level of Parental Psychological Control by Sex and Strand

Academic Strand	Males			Females			Total	
	n	M	SD	n	M	SD	M	SD
HUMSS	50	13.10	4.72	50	12.82	4.61	12.96	4.61
STEM	50	12.36	4.06	50	11.60	2.87	11.98	3.52
ABM	50	13.34	4.31	50	12.82	4.12	13.08	4.20
Total	150	12.93	4.37	150	12.41	3.92	12.67	4.15

Note. $M = 8 - 13.33$ (Low level), $M = 13.34 - 18.67$ (Moderate level), $M = 18.68 - 24$ (High level)

4.3. Adolescent Activism and Parental Factors According to Sex

Independent-sample t-tests were conducted to compare the level of adolescent activism between males and females. (See Table 6). The analysis revealed that there is a significant difference between males and females in their scores for adolescent activism

($t(298) = -3.32, p = .001$), with females ($M = 30.19, SD = 8.6$) scoring significantly higher than males ($M = 26.82, SD = 8.95$). The mean difference between the two groups is 3.36, which is a small to medium effect size ($d = .38$), and the 95% confidence interval for the estimated population mean difference is between 1.37 - 5.35. Thus, we can be 95% confident that the mean adolescent activism score for females will be significantly higher than that of males. This result suggests that female senior high school students in the selected senior high school population of the study engage in social activism more than the male students.

Independent-sample t-tests were also conducted to compare the levels of the three Parental Factors between males and females. A significant difference was found in the scores for Parental Activism, ($t(298) = -3.12, p = .002$, with females ($M = 27.95, SD = 9.79$) scoring significantly higher than males ($M = 24.33, SD = 10.28$). The mean difference between the two groups is 3.62, which is a small to medium effect size ($d = .36$), and the 95% confidence interval for the estimated population mean difference is between 1.34 - 5.9. Thus, we can be 95% confident that the mean Parental Activism score for females will be significantly higher than that of the males. These results suggest that the parents of female senior high school students in the selected senior high school population of the study engage in social activism more than the parents of male students (See Table 6).

On the other hand, there were no significant differences in Parental Support, ($t(298) = -1.77, p = .078$), and Parental Psychological Control, ($t(298) = 1.31, p = .193$), between the two groups.

Table 6: T-test Analysis on Adolescent Activism and Parental Factors between Males and Females

Variables	Males (n = 150)		Females (n = 150)		95% Confidence Interval of Mean Difference	t	p-value	Effect Size	
	M	SD	M	SD				d	Qualitative Interpretation
Adolescent Activism	26.83	8.95	30.19	8.60	1.37 - 5.35	3.32	.001***	.38	Small to moderate
Parental Activism	24.33	10.28	27.95	9.79	1.34 - 5.9	3.12	.002**	.36	Small to moderate
Parental Support	21.35	5.24	22.49	5.82	-.13 - 2.39	1.77	.078 ^{ns}	.21	Small
Parental Psychological Control	12.87	4.33	12.25	3.88	-1.55 - 3.1	-1.31	.193 ^{ns}	.15	Very small

Note. * ($p \leq .05$), ** ($p \leq .01$), *** ($p \leq .001$), ns ($p > .05$)

4.4. Adolescent Activism and Parental Factors According to Academic Strand

A one-way analysis of variance (ANOVA) was used to determine whether there is a significant difference between academic strands in the level of activism among students.

The Levene’s test conducted before doing the ANOVA revealed that there was homogeneity of variance across academic strands ($F(2,297) = .093, p = .39$). The results of the one-way ANOVA in Table 7 indicated that there is a significant difference between academic strands in the level of activism among students ($F(2,297) = 3.15, p = .04, \eta^2_{\text{partial}} = .02$). However, the partial eta squared (.02) shows that the overall effect size of the academic strand on adolescent activism is very small.

Table 7: ANOVA Test between Senior High School Student's Level of Activism and Academic Strand

	Sum of Squares	df	Mean Square	F	p-value	Effect Size	
						Partial Eta Squared	Qualitative Interpretation
Between Groups	494.887	2	247.443	3.154	0.04*	0.02	Very Small
Within Groups	23298.100	297	78.445				
Total	23792.987	299					

To determine where the difference between strands was, the Tukey's HSD Post Hoc Test was conducted (Table 8). Results showed a significant pairwise difference between the mean scores of students who belong to the HUMSS strand and students who belong to the STEM strand ($p = .035$). The students in the HUMSS strand had a higher level of activism ($M = 29.95$) than the students in the STEM strand ($M = 26.83$). In contrast, ABM and STEM students and ABM and HUMSS students do not significantly differ in their adolescent activism.

This supports the findings in the study of Camilet et al. (2017) that HUMSS students are more active in rallies, political discussions, debates, and political movements. The study explained that HUMSS students have a significant affiliation with activism pursuits because they tend to have a strong conviction in terms of their political stance.

Table 8: Post Hoc Comparisons between Strands in Adolescent Activism and Parental Factors

Pairwise Comparison	Mean Difference	Std. Error	Sig.	95% Confidence Interval
HUMSS - STEM	3.120	1.253	0.035*	0.17 - 6.07
STEM - ABM	-1.910	1.253	0.281	-4.86 - 1.04
ABM - HUMSS	-1.210	1.253	0.599	-4.16 - 1.74

On the other hand, the one-way ANOVA revealed that there were no significant differences between academic strands and each of the parental factors, namely parental activism ($F(2,297) = .06$, $p = .95$), parental support ($F(2,297) = .004$, $p = 1.00$) and parental psychological control ($F(2,297) = 2.13$, $p = .12$).

4.5 Correlates of Adolescent Activism

A forward multiple regression analysis was conducted to identify which among the three parental factors (parental activism, parental support, and parental psychological control) correlate significantly with adolescent activism after controlling for sex and academic strand. Sex and academic strand were entered into the regression analysis first to control for their possible effects.

The dataset was checked for linearity, multicollinearity, normality, homoscedasticity, independence of residuals, and any outliers. Three responses were excluded from the analysis for being outliers – two in relation to parental activism and one in relation to standardized residual.

Table 9 shows the result of the multiple regression analysis after controlling for sex and academic strand. It shows that these two variables correlated significantly with adolescent activism and collectively contributed 5.3% of the variance in adolescent activism ($R^2 = .05$, $F(3, 293) = 5.5$, $p = .001$). After controlling for these variables, the order in which the other variables were significantly

associated with adolescent activism were parental activism and parental psychological control. Parental activism contributed 31.4% of the variance in adolescent activism, while parental psychological control contributed 3% of the variance. On the other hand, parental support contributed only 0.1 % of the variance and did not significantly correlate with adolescent activism.

Overall, these results suggest that after controlling for sex and strand, parental activism is the most statistically significant correlate of adolescent activism, followed by parental psychological control. Parental support did not significantly correlate with adolescent activism and had the lowest semi-partial correlation (Table 9).

This finding confirms those of Spellings et al. (2012) that revealed that parental activism had the most significant relationship with adolescent activism. This finding also highlights the important socialization role of parents in transmitting political beliefs to adolescent students through activist-related activities, thus, shaping their involvement in adolescent activism (Jennings and Niemi, 1968).

This also explains our aforementioned findings that female adolescents engage in social activism more than male adolescents since parents of female adolescents in the study had a higher level of social activism than parents of male adolescents.

Contributing 3% to the variance, parental psychological control was found to be a significant positive correlate of adolescent activism. This may indicate that adolescents participate in social activism as a form of reactance to the psychological control that they receive from their parents and as a way to assert their independence.

Table 9: Regression Analysis on Adolescent Activism and Parental Factors after Controlling for Sex and Strand

Model	Predictor Variables	R ²	R ² change	F change	df ₁	df ₂	Significance of F change (p)	Semi-partial correlation
1	Sex	.053	.053	5.501	3	293	.001***	.181
	Strand (ABM)							.101
	Strand (HUMSS)							.14
2	Parental Activism	.368	.314	145.087	1	292	<.001***	.561
3	Parental Psychological Control	.397	.03	14.416	1	291	<.001***	.173
4	Parental Support	.398	.001	.452	1	290	.502	.031

Note. Sex was coded male - 0, female - 1. Academic strand was dummy coded; STEM served as the baseline while ABM and HUMSS dummy variables were entered into the regression.

* (p ≤ .05), ** (p ≤ .01), *** (p ≤ .001), ns (p > .05)

5. Conclusions

Based on the results of our study, the following conclusions can be drawn. First, Senior High School students do engage in social activism. The form of social activism that they are most involved in is social media activism, which was expected as the respondents are part of the Generation Z demographic. This further indicates that these young people are digital natives; hence, the exposure to factors such as the internet, social networks, and mobile systems makes it most natural for them to be involved with different social media platforms to espouse their advocacy.

Second, parental activism has the most significant relationship with adolescent activism, revealing that it is the most important determinant of adolescent activism. This demonstrates the vital socialization role of parents in passing on social values and political beliefs to their adolescent children. Through observation and modeling, the adolescents learn and imbibe activist-related attitudes and behaviors from their parents. Parents who are actively involved in activist endeavors are more likely to influence their children to participate in similar activities, lending support to Bandura’s Social Learning Theory (1989). The significant relationship between

parental activism and adolescent activism also helps to explain the finding that female adolescents have a higher level of social activism than male adolescents since parents of female adolescents in the study had a higher level of social activism than parents of male adolescents.

Third, parental psychological control is also a significant determinant of adolescent activism, implying that adolescents engage in social activism as a form of reactance to their parents' psychological control. Adolescents involve themselves in social activism as a way to assert their independence and their control over their actions.

Fourth, the educational environment of the adolescent students also has an impact on their involvement in social activism. Adolescents in the HUMSS strand have the highest level of adolescent activism among the academic strands. Studies have shown that HUMSS students are more active in rallies, political conversations, debates, and political activities (Camilet et al., 2017, Goldman et al., 2015). A strong affinity with activist endeavors is also seen among HUMSS students as they have strong convictions about their societal and political stands.

However, it should be noted that the primary limitation of this study lies in the fact that it focuses only on adolescents from one academic institution, reflective of the middle and upper socio-economic classes of society, in a highly urbanized metropolis. Consequently, caution has to be taken in generalizing the results to all Filipino adolescents. To improve the external validity of the study and to gain a better understanding of the phenomenon of adolescent activism, the following recommendations for future research are made:

1. Replicate the study using a sample of adolescents from different socio-economic classes, from both urban and rural areas;
2. Identify other factors that may contribute to activism among adolescents other than sex, academic strand, parental activism, and parental psychological control, as these factors only explained 39.7% of the variance in adolescent activism in the study; and
3. Conduct a mixed-methods study that combines quantitative and qualitative data in investigating adolescent activism and the factors associated with it to provide a deeper understanding of the phenomenon.

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