

ISSN 0115-7153

Volume 44  
Issue No. 2  
December 2011

# PHILIPPINE JOURNAL OF PSYCHOLOGY

In this issue

**The Prediction of Adult Attachment Orientation  
from Perceived Maternal and Paternal Parenting Characteristics**  
*Apryl Mae C. Parcon*

**Integrating Psychology in a Prisoner's Reformation Program**  
*J. Enrique G. Saplala*

**Influence of Self-efficacy and Help-seeking  
on Task Value and Academic Achievement**  
*Felicidad T. Villavicencio*

**Dimensions of *Loob*: Can Politicians be Used as Exemplars?**  
*Marshaley J. Baquino and Gilda Dans-Lopez*

**Republic Act No. 10029**

**Proposed PAP Scientific and Professional Ethics  
Committee (PAP-SPEC) Rules and Procedures  
for Investigations of Unethical Conduct**

**Statement of the Psychological Association of the Philippines  
on Non-Discrimination Based on Sexual Orientation,  
Gender Identity and Expression**

**PHILIPPINE JOURNAL OF PSYCHOLOGY**

**Volume 44, Issue No. 2**

**December 2011**

# PHILIPPINE JOURNAL OF PSYCHOLOGY

## Aims and Scope

The *Philippine Journal of Psychology (PJP)* is an international refereed journal published biannually by the Psychological Association of the Philippines. It is the flagship journal of psychology in the Philippines, and its principal aim is to promote psychological studies in the Philippines and psychological studies of the Filipino people. The *PJP* publishes articles representing scholarly works of Philippine psychologists, articles on psychological studies conducted with Filipino participants and/or conducted in Philippine society, cross-cultural studies including a Philippine sample, and articles of general interest to psychologists studying and working with Filipino people.

### Editor

Allan B I Bernardo (De La Salle University)

### Associate Editors

Liane Peña Alampay (Ateneo de Manila University)

Ma. Elizabeth J. Macapagal (Ateneo de Manila University)

Carlo Magno (De La Salle University)

Mira Alexis P. Ofrenco (Ateneo de Manila University)

Jesus Enrique G. Saplala (Ontario Shores Centre for Mental Health Sciences)

Marshall N. Valencia (University of Nottingham-Malaysia)

Jay A. Yacat (University of the Philippines)

The cover of the *Philippine Journal of Psychology* was designed by Vanessa Laura S. Arcilla.

## Subscriber Information

*Philippine Journal of Psychology* is published twice a year (June and December) and is available for subscription on a calendar-year basis only. Individual issues may also be purchased. All subscriptions and purchase orders should be sent to The Secretariat of the Psychological Association of the Philippines via email to [pap\\_1962\\_08@yahoo.com](mailto:pap_1962_08@yahoo.com) or by post to Psychological Association of the Philippines, 2/F Philippine Social Science Center, Commonwealth Avenue, Diliman, Quezon City 1101 Philippines.

Copyright © 2011, Psychological Association of the Philippines. All rights reserved. No part of this publication may be reproduced, stored, or transmitted in any form or by any means without the prior permission in writing from the copyright holder.

# Philippine Journal of Psychology

Volume 44, Number 2  
December 2011

<b>The Prediction of Adult Attachment Orientation from Perceived Maternal and Paternal Parenting Characteristics .....</b>	<b>131</b>
<i>Apryl Mae C. Parcon</i>	
<b>Integrating Psychology in a Prisoner's Reformation Program .....</b>	<b>153</b>
<i>J. Enrique G. Saplala</i>	
<b>Influence of Self-efficacy and Help-seeking on Task Value and Academic Achievement .....</b>	<b>166</b>
<i>Felicidad T. Villavicencio</i>	
<b>Dimensions of <i>Loob</i>: Can Politicians be Used as Exemplars? .....</b>	<b>181</b>
<i>Marshaley J. Baquino and Gilda Dans-Lopez</i>	
<b>Republic Act No. 10029 .....</b>	<b>205</b>
<b>Proposed PAP Scientific and Professional Ethics Committee (PAP-SPEC) Rules and Procedures for Investigations of Unethical Conduct .....</b>	<b>218</b>
<b>Statement of the Psychological Association of the Philippines on Non-Discrimination Based on Sexual Orientation, Gender Identity and Expression .....</b>	<b>229</b>

# The Prediction of Adult Attachment Orientation from Perceived Maternal and Paternal Parenting Characteristics

Apryl Mae C. Parcon  
*University of the Philippines*

The study aimed to know which perceived parenting characteristics predict adult attachment orientations. A survey was distributed among 221 single Filipino young professionals, ages 20-33, with a mean age of 25.29. To measure the attachment orientations of the participants, the study used the Experience in Close Relationships-Revised (ECR-R) Adult Attachment Questionnaire by Fraley, Waller and Brennan (2000). To assess parenting characteristics, the participants were asked to separately rate their mother and father on warmth, inconsistency, and rejection. Regression analysis was done to analyze which of the parenting characteristics predict attachment-related anxiety and avoidance. Results showed that mother's warmth predicts lower anxiety attachment while father's inconsistency predicts higher anxiety attachment. On the other hand, father's rejection predicts higher avoidance attachment. Gender of the child did not significantly moderate the relation between parenting characteristics and attachment orientation. This study validated the importance of both mothers' and fathers' parenting characteristics in influencing attachment orientations.

Individuals vary in their behaviors in romantic relationships. One can be described as stifling, needy, and clingy while another can be described as cold and distant. Other people can be jealous often while some can be quite trusting. Different theories posit different explanations for these varied behaviors. Specifically, attachment theory relates adult romantic relationship experiences to one's developmental history. It traces reasons for such behaviors as far back as infancy during which the relationship with the primary caregiver is deemed essential.

Attachment is an enduring affective bond characterized by a tendency to seek and maintain proximity to a specific figure (Bowlby, 1969). In the

three volume exploration on attachment, separation and loss, Bowlby (1969, 1973, 1980) explained the nature of intimate emotional bonds which operates on an attachment control system. In this system, certain attachment behaviors are developed to keep infants in physical and psychological proximity with their caregivers. Further, infants form an internal working model (IWM) of beliefs and expectations about the attachment figure (whether it is judged as someone who is caring and responsive) and about self (whether it is judged as worthy of care and attention). Based on the IWM, an infant may explore confidently, demand attention excessively from others, or withdraw from others. Ainsworth (1982) studied these behaviors empirically in the classic "strange situation test" among mothers and infants. Individual differences in attachment styles were observed and respectively categorized as secure, anxious-resistant, and avoidant attachment patterns.

#### Adult Attachment Research

Research on attachment extended the focus from infancy to adulthood, based on the premise that the attachment control system and its linkage to the IWM of self and the attachment figure are central features of personality functioning throughout life (Bowlby, 1988). As Fraley and Shaver (2000) pointed out, the emotional and behavioral dynamics of infant-caregiver relationships and adult romantic relationships are governed by the same attachment system. Further, the individual differences observed by Ainsworth (1982) among infants are also observed among adults. Hazan and Shaver (1987) adapted Ainsworth's three category scheme (i.e., secure, anxious-resistant and avoidant attachments) in explaining adult romantic relationships as an attachment process. Since then, several researches have shown how different attachment styles affect a relationship's quality, stability, functionality and conflicts among dating couples (e.g., Brennan & Shaver, 1995; Collins & Read, 1990; Kirkpatrick & Davis, 1994; Simpson, 1990; Simpson, Rholes, & Philips, 1996). Secure individuals are described to be more trusting and satisfied in their relationships. On the other hand, anxious individuals are seen as worrisome, emotionally dependent and extremely obsessive, while avoidant individuals are indifferent, pessimistic and distrustful. The three-category scheme by Hazan and Shaver (1987) was further expanded into four attachment styles as Bartholomew and Horowitz (1991) divided the avoidant category into two: fearful-avoidance and dismissing-avoidance. These four attachment styles (i.e., secure, preoccupied/anxious, fearful-avoidant and dismissing-avoidant) are conceptualized in terms of anxiety and avoidance dimensions as well as

positive or negative representational models of self and others. Secure individuals (low in anxiety and avoidance with positive models of self and others) are comfortable in becoming close emotionally and in depending on others or having others depend on them. On the other hand, preoccupied individuals (high anxiety and low avoidance with negative model of self and positive model of others) want to be completely emotionally intimate with others but find others reluctant to get as close as they would like to. Dismissing-avoidant ones (low anxiety and high avoidance with positive model of self and negative model of others) are comfortable without close emotional relationship as they deem independence and self-sufficiency more important. Lastly, the fearful-avoidants (high anxiety and avoidance with negative model of self and others) find it difficult to trust others as they often worry that they will be hurt if they allow themselves to become too close to others.

#### Attachment and Parenting Characteristics

As attachment theory implies, these varied behaviors seen from individuals with different adult attachments patterns are shaped by their history of interactions with early parental attachment figures. The IWM formed in the early stages of development are carried forward to future relationships serving as guides to expectations, perceptions and behaviors (Bowlby, 1973). Secure attachment is encouraged by a parent who is readily available, attentive, sensitive, and lovingly responsive when the child sought protection and/or comfort. On the other hand, anxious-resistant attachment is promoted by a parent who is inconsistent and slow to respond. Lastly, avoidant attachment is furthered by parents who constantly reject their children especially when approached for comfort and protection. This was affirmed in the 30-year longitudinal study in which sensitive and cooperative interactions were observed among securely attached infants compared to anxiously and avoidantly-attached infants (Sroufe, 2005). Consistent with Bowlby's (1973, 1988) postulations that extreme cases of avoidant pattern are results of repeated dismissals and rejection, the same longitudinal study showed that caregivers of avoidant infants tend to have negative feelings towards motherhood. Further, maltreatment and psychological unavailability are also strongly associated with avoidant and disorganized pattern (Cyr, Euser, Bakermans-Karenburg & Ijzendoorn, 2010; Sroufe, 2005;).

Research on adolescence and adulthood stage also showed that different attachment patterns have different attachment histories. In general, securely-

attached individuals reported more positive interactions and favorable relationships with their parents (Dykas, Woodhouse, Ehlich & Cassidy, 2010; Kilmann, Vendemia, Parnell & Urbaniak, 2009). Parents of those with secure attachments were described to be warm, competent, consistent, affectionate, and accepting (Carranza, Kilmann & Vendemia, 2009; Collins & Read, 1990; Feeney & Noller, 1990; Hazan & Shaver, 1987). On the other hand, adults with insecure attachment reported their parents to be critical, perfectionist, less warm, rejecting, cold, and inconsistent (Collins & Read, 1990; Gamble & Roberts, 2005).

### Gender of Parent and of the Child

Historically, attachment researches initially focused only on mothers with the belief that mothers are the primary caregivers. However, even Bowlby (1969) acknowledged the influence of fathers in the development of sense of worth, confidence, and competence, albeit this occurs later compared to mothers. In infancy, secure attachment to fathers is seen to produce less sizable effects on children's social and emotional development (van IJzendoorn, 1995; Suess, Grossman & Sroufe, 1992). However, many attachment researches in middle childhood factored in the father's role in the development of the child particularly in areas of competence, aggression, and peer relations (e.g., Booth-Laforce et. al., 2006; Coleman, 2003; DeKlyen, Speltz, & Greenberg, 1998; Diener, Isabella, & Behunin, 2008). Grossman and his colleagues (2002, as cited in Lamb & Lewis, 2004) recognized the increasing role of fathers in attachment as one ages. In their study, father's play sensitivity and quality of mother-child attachment predicted children's attachment at age 10, but at age 16, only father's play sensitivity predicted adolescents' attachment. Different roles have also been observed for mothers and for fathers. Mother-child relationships aim at comforting the child during stress, while father-child relationships stimulate the child to overcome limits during exploration (Pacquette, 2004).

Given the increasing involvement of fathers in child-rearing as well as the different roles accorded to mothers and fathers, it makes sense to look not just at mother's characteristics but also at father's characteristics and their separate contributions to adult attachment. Some adult-attachment researches investigated mother's and father's influence on attachment orientation, however, varied and conflicting results were seen. Collins and Read (1990) reported that both anxious and avoidant attachments positively correlated with rejection of mother and of father, as well as inconsistency of mother, but not of father. In Hazan and Shaver's (1987) study, avoidant



participants described their mothers as cold and rejecting, while anxious participants reported their fathers as unfair. In Feeney and Noller's (1990) study, avoidant participants recounted more separation from their mothers while anxious individuals reported a lack of support from their fathers. A study which focused on female participants showed that a positive relationship was found between mother's avoidance and daughter's avoidance such that mothers who were uncomfortable with physical and emotional intimacy tended to have daughters who reported the same (Obegi, Morrison & Shaver, 2004). This study also found that it was not the fathers' but the mothers' adult attachment organization that was related to daughters' adult attachment organization. However, Carranza and Kilmann (2000) had other observations among their female participants. In their study, they concluded that father characteristics were more related to insecure attachment. Specifically, they found that dismissive attachment was only associated with distant father characteristics. Fearful attachment was associated with distant father and absent mother while preoccupied attachment was linked with absent, demanding, and seductive father as well as demanding mother.

Aside from the parent's gender, another variable worth studying in terms of attachment development is the child's gender. Fathers have been observed to interact more with sons than daughters in middle childhood (Cox, Paley, Payne & Burchinal, 1999, as cited in Booth-Laforce et al., 2006). Further, girls have been observed to feel greater attachment security to their mothers compared to their fathers while boys were observed to feel greater attachment to their fathers than did girls (Diener et al., 2008). In adolescence and adult attachment researches, this distinction is less clear. For one, most researches have traditionally looked at male and female participants collectively, while others have focused only on female participants. Only few researches have investigated the role of child's gender in the formation of adult attachment. Sun, Ng and Guo's (2010) study found no significant child-gender differences in the link between parental bonding and adult attachment dimensions. On the other hand, Gamble and Roberts' (2005) study showed that child's gender moderates associations between anxious attachment and parenting but not between parenting and avoidance attachment. A research done by Carranza et al. (2009) looked into attachment by studying both the gender of parent and gender of child via correlations. Acceptance of father was associated with secure attachment for both genders, however, only acceptance of mother was associated with secure males. For insecure attachments, acceptance of both parents was negatively associated with fearful attachment for both genders. For

preoccupied attachment, only acceptance of fathers, and not of mothers, was seen to be significant for both genders. Love inconsistency of both parents were seen to be associated with fearful attachment of both genders, albeit, love inconsistency of fathers was only significant among preoccupied males. Distant father significantly correlated with fearful females while distant mother correlated with fearful males. Absent mother was only significant among fearful and preoccupied males while demanding father was only significant among dismissive males. Carranza and colleagues (2009) concluded that parenting styles of fathers had the most impact on male's attachment styles while parenting styles of both parents were both associated with female's attachment styles.

In the Philippine context, some local researches have likewise indicated that mothers and fathers play different roles in child-rearing (Aguiling-Dalisay, 1983; Liwag, Dela Cruz, & Macapagal, 1998). Mothers are still considered the primary caretaker of children such that they are expected to spend more time with them. They perform tasks such as feeding, supervising, teaching, and taking the children to school or the doctor. Mothers are perceived to give greater time and emotional investment on their children even if they are working. Fathers, on the other hand, are seen to be more concentrated on economic provision and discipline of children. They involve themselves more in playing games and doing outdoor activities with their children. Child-rearing beliefs also differ for sons and daughters. Most fathers prefer sons than daughters while most mothers prefer daughters than sons. More freedom is given to sons while more restrictions are imposed on daughters. Sons are expected to go out and explore beyond home while daughters are kept closer to responsibilities within home. Parents are reportedly more permissive towards male aggression but not towards female aggression. Nevertheless, sons are most likely to receive physical punishment than daughters. The differential roles of mothers and fathers as well as different treatments given to sons and daughters have to be noted as the context of how Filipino culture values these roles and expectations are also important in understanding the development of Filipino adult-attachment.

### Current Research

Although attachment has been extensively researched, only few researches have so far been done in the local context (e.g., Guiang, 2002). Further, mother-child attachment and father-child attachment have not been explored in the local literature. From previous literature on attachment, it is

possible that mothers and fathers may each have an independent influence on the development of attachment orientation. Instead of simply focusing on the mother or studying parents collectively, the influence of the mother and the father, separately, on adult attachment deserve attention. This current research was interested in the prediction of adult attachment orientation from perceived mother's and father's parenting characteristics. This research also considered the child's gender as a moderating variable in the relation of parenting and attachment orientation.

Specifically, this study addressed the following questions:

1. Does perceived warmth (of mother and/or of father) predict anxiety attachment?
2. Does perceived inconsistency (of mother and/or of father) predict anxiety attachment?
3. Does perceived rejection (of mother and/or of father) predict anxiety attachment?
4. Does perceived warmth (of mother and/or of father) predict avoidance attachment?
5. Does perceived inconsistency (of mother and/or of father) predict avoidance attachment?
6. Does perceived rejection (of mother and/or of father) predict avoidance attachment?
7. Does the gender of the child moderate the associations of significant parenting characteristics and attachment-anxiety as well as avoidance?

Due to conflicting results of different literature on the relative strengths of mother's and father's influence on attachment orientation, this research took on an exploratory stance on the probable differential predictive value of each parent's characteristics on anxiety and avoidance attachment. Nevertheless, based on Bowlby's (1973, 1988) postulations on insecure attachment, it was hypothesized that perceived inconsistency predicts high anxiety while perceived rejection predicts avoidance. Since warmth is related to secure attachment, perceived warmth was hypothesized to predict both low anxiety and low avoidance attachment. Further, it was hypothesized that gender of the child moderates the effects of mother's and father's parenting characteristics on development of anxiety and avoidance attachment.

## METHODOLOGY

### Participants

Two hundred twenty-one (221) young professional adults participated in this study. They ranged in age from 20 to 33 years old, with an average age of 25.29. A total of 122 (55.2%) were females and 99 (44.8%) were males. There were 110 (49.8%) of the sample population who reported to be in a relationship at the time of answering the questionnaire. Of those who were in a relationship, 58 were female and 52 were male. Most were professionals working in banks, call centers, information technology companies, government institutions, schools, and research firms in the National Capital Region (NCR), specifically in Manila, Makati, and Quezon City. All of the participants were not married at the time of answering the questionnaire. A total of 181 participants (81.9%) reported having been in a romantic relationship in the past while 40 (18.1%) stated that they have never been in a romantic relationship. Although most reported their parents to be working in the country while they were growing up, there were 30 (13.6%) who reported that their fathers were working abroad while 3 (1.4%) reported that their mothers were working abroad.

### Measures

*Adult Attachment.* To measure the attachment orientations of individuals, the study used Experience in Close Relationships-Revised (ECR-R) Adult Attachment Questionnaire by Fraley, Waller and Brennan (2000). This questionnaire was designed to assess individual differences with respect to dimensions of attachment-related anxiety (i.e., the extent to which the person is insecure about their partner's availability and responsiveness) and attachment-related avoidance (i.e., the extent to which the person is uncomfortable being close to others). Eighteen items comprised the attachment-related anxiety scale and another eighteen items for the attachment-related avoidance scale. Each item was rated on a seven-point likert scale ranging from strongly disagree (1) to strongly agree (7). The participants' scores were averaged per scale. Reliability testing yielded an alpha coefficient of .89 for attachment-related anxiety and .90 for attachment-related avoidance. A sample item from Attachment-related Anxiety Scales states, "I often worry that my partner will not want to stay with me". A sample item from Attachment-related Avoidant Scales states, "I get uncomfortable when a romantic partner wants to be very close."

*Parenting Characteristics.* To assess parenting characteristics, the respondents rated sentences pertaining to three characteristics developed by Hazan and Shaver (1986, in Collins & Read, 1990). These were warm/responsive parent, cold/rejecting parent, and ambivalent/inconsistent parent. For each parenting characteristic, there were four sentences that respondents rated their agreement on using a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The scores for the four sentences were added per parenting characteristic. The total score for each parenting characteristic was used in the analysis. The range of scores for each characteristic was 4 to 12. The alpha coefficients for mother's warmth, rejection, and inconsistency were .79, .62, and .68, respectively, while the alpha coefficients for father's warmth, rejection, and inconsistency were .87, .67, and .70, respectively.

## Procedure

Survey questionnaires were distributed to single young adult professionals who were working in different companies in Manila, Makati, and Quezon City. For each company, a point person was tasked to collect the questionnaires so that it would be returned to the researcher at a certain date. Respondents were asked to complete a questionnaire containing the aforementioned measures. Participants first accomplished the questionnaire about perceived parenting characteristics based on their recollection of their parents' behaviors while they were growing up, specifically up until they were 12 years old. Participants gave two sets of ratings, one for their mother and another for their father. This was followed by the ECR-R items. Since some of the questions were very personal, the questionnaires were distributed with a short envelope which the respondents could seal after they had written their answers. This was done to secure confidentiality of responses even from the person who collected the questionnaires. The nature, objectives, and method of the study were also written on the first page of the questionnaire.

The data was subjected to correlations analysis to see the relations among the six predictors (i.e., mother's and father's warmth, mother's and father's rejection, mother's and father's inconsistency) and the two dependent variables (anxiety attachment and avoidance attachment). After which, a hierarchical multiple regression analysis was done to determine which of the parenting characteristics best predicted anxiety and avoidance attachment.

## RESULTS

Descriptive statistics for the primary variables revealed that the sample obtained relatively lower scores in anxiety and avoidance attachment, although anxiety scores ( $M=3.31$ ,  $SD=1.01$ ) was higher compared to avoidance ( $M=2.60$ ,  $SD=.94$ ) scores. Most participants also rated their mothers and fathers relatively high in warmth. Within warmth parenting characteristic, rating for the mother ( $M=13.38$ ,  $SD=2.46$ ) was higher than the rating for the father ( $M=11.86$ ,  $SD=3.11$ ). Relatively low scores were given to mother's rejection ( $M=5.80$ ,  $SD=2.05$ ), father's rejection ( $M=6.90$ ,  $SD=2.33$ ), mother's inconsistency ( $M=8.18$ ,  $SD=2.76$ ) and father's inconsistency ( $M=9.37$ ,  $SD=2.85$ ). Within the rejecting and inconsistent parenting characteristics, fathers were rated more negatively compared to mothers.

Table 1 presents the correlations among variables. Mother's warmth and father's warmth were seen to be negatively correlated to anxiety attachment. The rest of the variables positively correlated to anxiety attachment. On the other hand, only father's parenting characteristics were seen to be significantly correlated to avoidance attachment. Father's warmth negatively correlated to avoidance while father's rejection and father's inconsistency positively correlated to avoidance attachment.

Hierarchical multiple regression was done to determine the significant predictors for anxiety and avoidance attachment. With anxiety attachment as the criterion, the following predictors were entered into the first block: mother's inconsistency, father's inconsistency, and gender of the participant. Mother's and father's warmth were entered into the second block while mother's and father's rejection were entered into the third block. These were decided based on Bowlby's (please insert year) postulations supporting that inconsistency predicts higher anxiety while warmth predicts lower anxiety. In the first block, father's inconsistency was seen to be significant ( $\beta=.21$ ,  $p<.01$ ). In the second block, father's inconsistency ( $\beta=.25$ ,  $p<.01$ ) and mother's warmth ( $\beta=-.24$ ,  $p<.01$ ) were seen to be significant predictors. However, upon entering the rejection scores of mother and father in the third block, father's inconsistency became only marginally significant ( $\beta=.19$ ,  $p=.067$ ), while mother's warmth still remains significant ( $\beta=-.221$ ,  $p<.05$ ). The change in  $R^2$  from model 2 ( $R^2=.105$ ) to model 3 ( $R^2=.113$ ) was not significant with  $F(2,212)=.937$ ,  $p=.393$ , which indicates model 2 to be the most viable. Another hierarchical regression was done to test the moderating effects of gender. Only interactions with significant main predictors were tested due to constraints of small sample size and

Table 1  
Intercorrelations among Attachment, Gender and Perceived Parenting Characteristics

Variables	1	2	3	4	5	6	7	8	9
1. Anxiety Attachment	1.000								
2. Avoidance Attachment	.377**	1.000							
3. Gender	-.036	.102	1.000						
4. Mother's warmth	-.225**	-.109	-.122*	1.000					
5. Father's warmth	-.160**	-.192**	.019	.231**	1.000				
6. Mother's rejection	.211**	.072	.033	-.701**	-.156*	1.000			
7. Father's rejection	.245**	.214**	-.045	-.213**	-.721**	.298**	1.000		
8. Mother's inconsistency	.178**	.038	.010	-.551**	-.123*	.651**	.324**	1.000	
9. Father's inconsistency	.247**	.184**	-.068	-.098	-.559**	.207**	.734**	.380**	1.000

Note: \*\* $p < 0.01$  level. \* $p < 0.05$  level. One-tailed.

multicollinearity. In the first block, the significant predictors (i.e., mother's warmth and father's inconsistency) and participant's gender were entered. Father's inconsistency and mother's warmth obtained ( $\beta = .22, p < .001$  and  $\beta = .21, p < .05$ , respectively). The following interactions were entered in the second block: mother's warmth x gender and father's inconsistency x gender. These interaction terms were standardized prior to entering them in the regression model. However, no significant interaction was found (see Table 2).

Table 2  
Hierarchical Regression Analysis Predicting Anxiety Attachment from Parenting Characteristics and Child-Gender

Variable	<i>B</i>	<i>SE</i>	$\beta$
Step 1			
Gender	-.09	.13	-.05
Father's Inconsistency	.08	.02	.22**
Mother's Warmth	-.09	.03	-.21*
Step 2			
Father's Inconsistency x Gender	.21	.30	.21
Mother's Warmth x Gender	.07	.43	.07

Note. \*\*\* $p < 0.0001$ , \*\* $p < 0.001$ , \* $p < 0.05$  level;  $R^2 = .10$ \*\*\* for Step 1;  $R^2 = .002$  for Step 2

With avoidance attachment as the criterion, the following predictors were entered into the first block: mother's rejection, father's rejection and gender of the participant. Mother's and father's warmth were entered into the second block, while mother's and father's inconsistency were entered into the third block. These were again decided based on Bowlby's (1988) postulations supporting that rejection predicts higher avoidance while warmth predicts lower avoidance. In the first block, only father's rejection was significant ( $\beta = .22, p < .01$ ). However, upon entering warmth score of mother and father in the second block, father's rejection became only marginally significant ( $\beta = .18, p = .067$ ). Upon entering the inconsistency of mother and father in the third block, there were no predictors found to be significant. The changes in  $R^2$  from model 1 ( $R^2 = .061$ ) to model 2 ( $R^2 = .067$ ) and model 2 to model 3 ( $R^2 = .074$ ) were not significant with  $F(2, 214) = .706, p = .495$  and  $F(2, 212) = .830, p = .437$ , respectively, indicating



the first model to be the most viable. Another hierarchical regression was done to test the moderating effects of gender for avoidance. Only interaction with the significant main predictor was tested due to small sample size and multicollinearity. In the first block, father's rejection and participant's gender were entered. Father's rejection obtained ( $\beta = .22, p < .001$ ). The standardized interaction scores of father's rejection and gender were entered on the second block, however, no significant interaction was found (see Table 3).

Table 3  
Hierarchical Regression Analysis Predicting Avoidance Attachment from Parenting Characteristics and Child-Gender

Variable	B	SE	$\beta$
Step 1			
Gender	.21	.12	.11
Father's Rejection	.09	.03	.22**
Step 2			
Father's Rejection x Gender	.06	.26	.07

Note. \*\* $p < 0.001$ , \* $p < 0.05$  level;  $R^2 = .06$ \*\* for Step 1;  $R^2 = .00$  for

## DISCUSSION

Adult attachment is anchored on the premise that internal working models (IWM) of self and others are formed during early interactions with attachment figures, specifically mother and father, and that these IWMs guide one's expectations and behaviors in relationships. This research focused on retrospective perceptions of parenting characteristics and their associations with current adult attachment patterns as measured by anxiety and avoidance dimensions. Further, mother and father were each rated separately in terms of warmth, inconsistency and rejection as it was believed that each parent had significant contribution to the development of one's attachment pattern. The predictors which were seen as significant in the development of anxiety attachment were mother's warmth and father's inconsistency, while the significant predictor for avoidance attachment was father's rejection. It was also hypothesized that child-gender would moderate the effects of mother's and father's parenting characteristics, however, none of the tested interactions were significant. It seems that the relations

between the mother's and father's characteristics and attachment orientations do not differ for sons and daughters.

Experiencing high levels of warmth from the mother seems to lessen anxiety or one's insecurity about partner's availability and responsiveness, while high father's inconsistency has an opposite effect. Consistent with past studies (e.g., Feeney & Noller, 1990; Kilmann et al., 2009), the results of this study support the importance of warm and responsive care in securing an optimal attachment development. Items for warmth characterize a parent who is generally responsive to their children. They are good at knowing when to be supportive and when to let the children operate on their own. Given the results, these parenting characteristics from mothers may have helped in building a positive IWM of self and others which lowers the possibility of having anxiety attachment. Perceiving warmth from a mother seems to create an expectation that others can be responsive, supportive, and accepting which may also result to seeing one's self as someone worthy of being loved.

Nevertheless, it is interesting to note why father's warmth is not among the significant predictors of anxiety. Some studies would support this result claiming that mothers vis-à-vis fathers have stronger effects on the development of attachment, particularly secure attachment (e.g., van IJzendoorn, 1995; Obegi et al., 2004; Suess et al., 1992). Even so, it is also valid to look at how culture factors in. Mother's warmth, as a significant factor in lessening anxiety-attachment, may be related with how close relationships with mothers are esteemed and valued among Filipinos. It can be seen from the mean scores of father's warmth and mother's warmth that the latter was rated higher than the former. A paired sample t-test was done to confirm if there is significant difference between these two variables and it showed that scores of mother's warmth was significantly higher than father's warmth,  $t(220)=6.436, p=.0001$ . In Philippine culture, Filipino mothers usually assume the bulk of child care responsibility (Medina, 2001). They are concerned more with nurturing intimate relationship with their children. These cultural expectations and norms may have reinforced mothers to be more responsive to their children. Hence, receiving less warmth than expected, specifically from mothers, could heighten anxiety in the same way that receiving warmth from mother could lessen anxiety attachment. On the other hand, cultural expectations for fathers seem to be more dominant in the area of provision and discipline which relatively limit interactions with their children. Lesser expectations are given to fathers in terms of being nurturing and caring. Thus, warmth from fathers may not have been as salient when compared to the warmth that children feel from

mothers. Receiving warmth from fathers may not also be as anticipated and reinforced by culture compared to the pressure given to mothers.

Another significant parenting characteristic predicting anxiety attachment is father's inconsistency. Inconsistent parenting is described as being noticeably erratic in dealing with children. Parents with inconsistent pattern often had other agenda which sometimes get in the way of their responsiveness to their children. Such experience creates more confusion rather than assurance. From the results of this study, inconsistent fathers may have built an impression on children that they are not worthy enough to be given complete love and attention. This, in turn, could develop a negative view of self (i.e., negative IWM of self) which is one facet of high anxiety attachment. A person with anxiety attachment questions whether there is something wrong with him or her or whether he or she is doing enough attachment behaviors to be responded to. As Bartholomew and Horowitz (1991) explained preoccupied/anxious attachment, the experiences they received from early attachment figure may develop in them a constant need to find validation from others which consequently make them cling on to other people in order to fulfill their needs. The confusion over inconsistent responses may result to attachment behaviors identifiable to anxious attachment such as being excessively dependent or overly jealous to ensure that their attachment figure would not leave them again.

Taking this result within the context of Filipino culture, Filipino fathers tend to fall into procreator and dilettante types whose main roles are to provide and discipline, respectively (Tan, 1994). Filipino fathers devote much time and effort in making a living so child-caring falls largely on the mother (Medina, 2001). There are also expectations that traditional "male image" has to be maintained which keeps fathers from involving themselves with feeding or toilet-training. The development of anxiety may be contextualized in situations where fathers become busy and consumed with work which limits their quantity and quality time with children. Consequently, these kinds of fathers are not able to invest in their relationship with their children. Their occupation prevents them from getting to know their children better which may inadvertently lead them to inconsistent responses. Factoring in the role of being a disciplinarian, sanctions may not be reinforced as consistently as possible especially when the father is mostly at work. Another thing to be considered in this study is that some of the participants reported their fathers to be working abroad while growing up. Although only 13.6% of the sample had that situation, it can still be inferred that inconsistent responding to their children may have been brought about by long distance separation and rare interactions. On the other hand, there are also studies

which show that Filipino fathers are now taking a more active role and getting more involved in the child-care tasks such as playing, story-telling, driving children to school and helping them with homework (Pelaez-Marfori, 1987, as cited in Medina, 2001). In this case, a good quality of father-child relationship is fostered. Consistency in the way fathers deal and interact with children may facilitate an expectation that other people are also capable of giving consistent responses. This working model can be carried on in later relationships, which lowers the possibility of developing higher anxiety attachment.

As for avoidance attachment, the predictor which was seen significant after regression analysis was father's rejection. Avoidance attachment is the extent to which one is not comfortable being close to others while rejection is characterized by items describing a parent who is cold and distant. Rejecting parents give an impression that they are better off if they do not have children to take care of. Results from this study show that a rejecting father is predictive of an avoidant attachment in adult relationships. When one perceives his or her father pushing him or her away, it may create an IWM of others as someone who would not be there for them when they need someone for help. Worse, they may see others as source of more hurts and pains. In the four categories of adult attachment of Bartholomew & Horowitz (1991), there are two categories which are described to have high avoidance—those with negative model of self and others are categorized as fearful-avoidant. In this case, it seems that having a rejecting father could foster a negative IWM of self where feeling of unworthiness is reinforced through repeated rejections. Hence, fearful-avoidants protect themselves against further hurts by avoiding close involvement with others. The other category is dismissive-avoidant in which they have positive model of self but negative model of others. In this case, the rejection they have experienced from their fathers may have pushed them to believe that they are alone and they have to do everything on their own. They try to adapt through their rejection experiences by exuding independence and self-sufficiency. Hence, they deliberately avoid help and closeness from others. Their negative disposition of others may stem from their perception that other people are bound to disappoint or fail their expectations. Hence, they have difficulty trusting, depending and opening up to others which are typical of avoidant pattern.

This can also be looked at within the context of fathers as provider and disciplinarian. As someone pressured to provide, Filipino fathers may indirectly communicate an impression that their work is more important than their children. Rejection may come in situations which lead fathers to

neglect their children because of work. In some cases, stress from work could irritate or anger them easily causing them to rebuff or hurt their children unintentionally. In terms of discipline, Filipino fathers are described as someone who reprimands less but punishes rather severely when angered (Medina, 2001). Corporal punishment is still relatively accepted and fathers are usually the ones who carry out these punishments. Rejection may be experienced when severe corporal punishments are executed. On the other hand, having an accommodating and involved father, which is the opposite of rejecting father, is said to lessen avoidance.

The results of this study, which say that father's inconsistency is predictive of anxiety while father's rejection is predictive of avoidance, are supported by some researches (e.g., Carranza & Kilmann, 2000; Carranza et al., 2009; Dalton, Frick-Horbury, & Kitzmann, 2006) which showed that fathers seem to be strongly related to development of adult attachment. Moreover, it also appears that father's characteristics seem to be more associated when it comes to development of insecure attachment. Another aspect that should be looked into in explaining why father's characteristics seem to be more predictive than mothers is the seemingly increasing association of father's characteristics to one's psychosocial and emotional adjustment as one grows older. Father-child interactions involve more play, recreation, and goal-oriented tasks in middle childhood and adolescence (Collins & Russell, 1991, as cited in Lamb & Lewis, 2004). Youniss and Smollar (1985, as cited in Lamb & Lewis, 2004) also asserted that starting middle childhood, not only mothers but also fathers are engaged in nurturing care. They also get themselves involved in the development of the child's scholastic performances. In terms of social development, father-child interactions are seen to help children know how to read other people's emotional expressions which makes them better in their peer interactions (Parke et al., 2004). Paternal involvement also predicts the adult-children's feelings of satisfaction in spousal relationships (Franz, McClelland & Weinberger, 1991, as cited in Lamb & Lewis, 2004). Consistently, Dalton et al. (2006) found that only reports of father's parenting are related to the quality of current relationship with a romantic partner.

### Limitations and Future Directions

It should be noted that this study was done among young adults and only retrospective accounts of parenting characteristics were taken into account. It is possible that their retrospective accounts of early interactions could also include some recent developments in their interactions with parents

which could have affected their reported perceptions. Methodology-wise, there may be possible differences between actual characteristics and recalled characteristics as emotionally laden and negative events are better remembered than mundane frequent interactions. Future researches could take on the direction of measuring concurrently the parenting characteristics from mothers and fathers themselves as well, rather than just depending on self-reported perceptions of the young adults. Moreover, a different set of questionnaire could be used in measuring different dimensions of parenting so as not to be limited to early prototypes of parenting characteristics which are warmth, inconsistency and rejection. A longitudinal design may also be utilized where parenting experiences are measured during childhood and are followed up with attachment measures in adulthood. A qualitative study examining further the histories and experiences of parent-child relationship would also enlighten some of the results of this study.

Another limitation of this study is that it only focused on the influence of the parents. It did not take into account the influence of other relatives living in their house or community. Grandparents, uncles and aunts might have aided in raising a child which could also affect the attachment development. The role of extended families should also be studied in relation to how one forms attachment. The scope and strength of extended families' influence should be considered for future studies. In the same manner, those who were generally raised by a "yaya" or caretaker should also be studied in relation to one's formation of attachment.

## CONCLUSION

This study provided evidence on the role of mother's and of father's parenting characteristics in influencing attachment orientation in young adulthood. Parent's responsibility in raising a child still remains to be crucial as it continues to affect the individual in his or her later attachment in adult relationships. The internal working model that a child forms about his or her attachment figures, who are most likely his or her parents, continues to influence how he or she sees one's self and other people. This research also factored in the role of fathers which has been often overlooked as most researches on attachment focused on mother's characteristics. This study showed which kinds of parenting characteristics are beneficial or detrimental to the development of one's attachment orientation. Specifically, mother's warmth predicts lower anxiety attachment, while father's inconsistency predicts higher anxiety attachment. Moreover, father's

rejection predicts higher avoidance attachment. Parents are encouraged to take necessary adjustments to be able to let their love and support be felt especially in the early developmental years of their children. Fathers are also seen to have an equally important impact on one's development. Hence, fathers and mothers are encouraged to work hand-in-hand in fostering a loving, responsive, and warm environment to be able to secure an optimal attachment development for their children.

## REFERENCES

- Aguiling-Dalisay, G. (1983). *Fathers as parents: An exploratory study* (Unpublished masteral thesis). University of the Philippines Diliman.
- Ainsworth, M. S. (1982). Attachment: Retrospect and prospect. In C.M. Parkes & J. Stevenson-Hinde (Eds.), *The place of attachment in human behavior* (pp. 3-30). New York, NY: Basic Books.
- Bartholomew, K., & Horowitz, L.M. (1991). Attachment styles among young adults: A test of four-category model. *Journal of Personality and Social Psychology*, 61, 226-244.
- Booth-Laforce, C., Oh, W., Kim, A.H., Rubin, K.H., Rose-Krasnor, L. & Burges, K. (2006). Attachment, self-worth, and peer group functioning in middle childhood. *Attachment & Human Development*, 8(4), 30-325. doi: 10.1080/14616730601048209c
- Bowlby, J. (1969). *Attachment and loss Vol. 1. Attachment*. London, UK: The Hogarth Press.
- Bowlby, J. (1973). *Attachment and loss Vol. 2. Separation: Anxiety and Anger*. New York, NY: Basic Books.
- Bowlby, J. (1980). *Attachment and loss Vol. 3. Loss*. New York, NY: Basic Books.
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York, NY: Basic Books.
- Brennan K. A., & Shaver, P. R. (1995). Dimensions of adult attachment, affect regulation, and romantic relationship functioning. *Personality and Social Psychology Bulletin*, 21, 267-283.
- Carranza, L.V., & Kilmann, P.R. (2000). Links between perceived parent characteristics and attachment variables for young women from intact families. *Adolescence*, 35(138), 295-312.
- Carranza, L. V., Kilmann, P. R., & Vendemia, J. M. C. (2009). Links between parent characteristics and attachment variables for young adults of parental divorce. *Adolescence*, 44(174), 253-271.

- Coleman, P.K. (2003). Perceptions of parent-child attachment, social self-efficacy, and peer relationships in middle childhood. *Infant Child Development, 12*, 351-368. doi: 10.1002/icd.316
- Collins, N. L. & Read, S. J. (1990). Adult attachment, working models, and relationships quality in dating couples. *Journal of Personality and Social Psychology, 58*, 644-663.
- Cyr, C., Euser, E. M., Bakermans-Kranenburg, & Ijzendoorn, M. H. V. (2010). Attachment security and disorganization in maltreating and high-risk families: A series of metaanalyses. *Development and Psychopathology, 22*(1), 87-109. doi: 10.1017/S0954579409990289
- Dalton, W.T., III, Frick-Horbury, D., & Kitzmann, K.M. (2006). Young adults' retrospective reports of parenting by mothers and fathers: Associations with current relationship quality. *The Journal of General Psychology, 133* (1), 5-18.
- Deklyen, M. Speltz, M.L., & Greenberg, M.T. (1998). Fathering and early onset of conduct problems: Positive and negative parenting, father-son attachment, and the marital context. *Clinical Child and Family Psychology Review, 1*(1), 3-21.
- Diener, M.L., Isabella, R. A., & Behunin, M.G.(2008). Attachment to mothers and fathers during middle childhood: Associations with child gender, grade and competence. *Social Development, 17*(1), 84-101. doi: 10.1111/j.1467-9507.2007.00416.x
- Dykas, M.J., Woodhouse, S. S., Ehlich, K. B., & Cassidy, J. (2010). Do adolescent and parents reconstruct memories about their conflict as a function of adolescent attachment?. *Child Development, 81*(5), 1445-1459. doi: 10.1111/j.1467-8624.2010.01484
- Feeney, J. A., & Noller, P. (1990). Attachment as a predictor of adult romantic relationships. *Journal of Personality and Social Psychology, 58*, 281-291.
- Fraley R.C., & Shaver, P.R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology, 4*(2), 132-154.
- Fraley, R. C., Waller, N. G., & Brennan, K. A. (2000). An item-response theory analysis of self-report measures of adult attachment. *Journal of Personality and Social Psychology, 78*, 350-365.
- Gamble, S. A., & Roberts, J. E. (2005). Adolescents' Perceptions of Primary Caregivers and Cognitive Style: The Roles of Attachment Security and Gender. *Cognitive Therapy and Research, 29*(2), 123-141. doi: 10.1007/s10608-005-3160-7



- Guiang, R.S. (2002). *Mother-infant attachment in an urban poor sample* (Unpublished master's thesis). University of the Philippines Diliman, Quezon City.
- Hazan, C., & Shaver, P. (1987). Romantic Love Conceptualized as an Attachment Process. *Journal of Personality and Social Psychology*, 25, 511-524.
- Kilmann, P. R., Vendemia, J. M. C., Parnell, M. M., & Urbaniak, G. C. (2009). Parent characteristics linked with daughter's attachment styles. *Adolescence*, 44(175), 557-569.
- Kirkpatrick, L. A., & Davis, K. E. (1994). Attachment Style, Gender and Relationship Stability: A Longitudinal Analysis. *Journal of Personality and Social Psychology*, 66, 502-512.
- Lamb, M.E., & Lewis, C. (2004). The development and significance of father-child relationships in two-parent families. In M.E. Lamb (Ed.), *The role of the father in the child development* (pp.272-306). Hoboken, NJ: John Wiley & Sons.
- Liwag, M. E. C., Dela Cruz, A., & Macapagal, M. E. J. (1998). How we raise our daughters and sons: Child Rearing and gender socialization in the Philippines. *Philippine Journal of Psychology*, 31, 1-46.
- Medina, B.T.G. (2001). *The Filipino family* (2<sup>nd</sup> ed.). Quezon City: University of the Philippines Press.
- Obegi, J. H., Morrison, T. L., & Shaver, P. R. (2004). Exploring intergenerational transmission of attachment style in young female adults and their mothers. *Journal of Social and Personal Relationships*, 21(5), 625-638. doi: 10.1177/0265407504045891
- Pacquette, D. (2004). Theorizing the father-child relationship: Mechanisms and developmental outcomes. *Human Development*, 47, 193-219. doi: 10.1159/000078723.
- Parke, R.D., Dennis, J., Flyr, M.L., Morris, K.L., Killian, C. McDowell, D.J., & Wild, M. (2004). Fathering and Children's peer relationships. In M.E. Lamb (Ed.), *The role of the father in the child development* (pp.272-306). Hoboken, NJ: John Wiley & Sons, Inc.
- Simpson, J. A. (1990). Influence of attachment styles on romantic relationship. *Journal of Personality and Social Psychology*, 59, 971-980.
- Simpson, J. A., Rholes, W. S., & Phillips, D. (1996). Conflict in close relationships: An attachment perspective. *Journal of Personality and Social Psychology*, 71, 899-914.
- Sroufe, L. A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment & Human Development*, 7(4), 349 - 367.

- Suess, G. J., Grossmann, K. E., & Sroufe, L. A. (1992). Effects of infant attachment to mother and father on quality of adaptation in preschool: From dyadic to individual organization of self. *International Journal of Behavioral Development, 15*, 43 – 65.
- Sun Q., Ng, K., & Guo, L. (2010). The link between parental bonding and adult attachment in Chinese graduate students: Gender differences. *Family Journal, 18* (4), 386-394.
- Tan, A.L. (1994). Four meanings of fatherhood. *Philippine Sociological Review, 42*(1), 27-39.
- van IJzendoorn, M. H. (1995). Adult attachment representations, parental responsiveness and infant attachment: A meta-analysis on the predictive validity of the Adult Attachment Interview. *Psychological Bulletin, 117*(3), 387-403.

# Integrating Psychology in a Prisoner's Reformation Program

J. Enrique G. Saplala

*Ontario Shores Centre for Mental Health Sciences*

*Skwelahang Sikolohiya*

Most men who go through incarceration experience behavioral changes in different ways. Initial experiences include an imbalance between their cognition and affect. Prolonged incarceration including the absence of a sound reformation program may prolong this experience and contribute to varying mental states. This paper looked into the development of prison reformation programs in several countries and an evaluation of *Skwelahang Sikolohiya*, a sixteen-year-old prison reformation program based in the Philippine national penitentiary. It includes a chronological review of how volunteer psychologists and educators have developed modules in psychology which aimed to respond to the problems experienced as a result of these changes such as those focused on the self, varying emotional states unique to a prisoner (an emotion locally known as *buryong*) and gradual distortion of cognitions; relational issues among prison gangs (*pangkat*); and concerns about their eventual reconnection with the mainstream society.

*Keywords:* prisoner reformation, psychology modules, evidence-based reformation program

Convicted men in the Philippines who go through incarceration were found to experience different forms of deprivation (Saplala, 2001). This deprivation includes a lack of basic necessities essential for survival (adequate food, clothing), a limited psychoeducational program, inadequate activities for leisure, and so forth. Although the Bureau of Corrections in the Philippines has attempted to address these needs conscientiously through the years, the swelling inmate population and lack of financial support has contributed to the scarcity of resources, including the lack of human resources which can possibly respond to their needs. The Bureau of

Correction's response included allowing nongovernmental and civic organizations to volunteer their services and provide varying interventions which ranged from short-term programs (e.g., interaction activities with inmates) to relatively long-term programs (e.g., feeding, medical mission, charismatic activities, and providing alternative education). This decision to invite organizations contributed to an influx of volunteers in an attempt to respond to what the Bureau of Correction perceived as the needs of inmates. With this influx included a group of volunteer psychologists and educators who in 1995, started developing and teaching modules in psychology as a response to address to the inmates' psychological needs. The group's decision to organize a skills training program was based on a suggestion by some inmates who were engaged in informal counseling among their co-inmates experiencing what they thought of as depression and felt the volunteer psychologists would help them address this perceived lack of skills. However, the volunteer psychologists found out that the lack of an appropriate psychological intervention surfaced because of the need to respond to pressing psychological issues such as the persistent cognitive distortions, varying emotional states (*buryong*) as a result of incarceration, was essential before the inmate counselors can even go through learning counseling skills. The volunteers of *Skwelahang Sikolohiya*, developed modules in counseling and general psychology, which included a course on understanding the self and the inmates' family, an examination of cognitive distortions, understanding concerns about adjustment to the mainstream society, and so forth. However, despite these developments, the lack of a comprehensive understanding whether these interventions work has been found wanting. Because of the organization's unique position as one of the first to develop an intervention program of its kind, this paper is an evaluation of several existing programs in prison reformation by which psychology was used and attempts to contextualize the 16-year program that the volunteers of *Skwelahang Sikolohiya* developed, including a chronological review of which interventions were effective and which interventions were not.

### The View on Prisoner Reformation

Anywhere in the world, reforming (or rehabilitating) prisoners has been proven to be a challenging task. Earlier attempts in prison reformation were based on the prevailing beliefs regarding criminal behavior and incarceration. Initially, reformation of criminals has taken two basic approaches to changing an offending behavior; namely, *deterrence strategies*, which use negative consequences to reduce undesirable behaviors and *constructional*

*strategies*, which emphasize teaching new skills and providing opportunities to teach these skills (McGuire, 2002). However, there is no clear consensus for incarcerating an offender and no clear emphasis on what strategy is used, with reasons ranging from deterrence (e.g., punishment) to humanitarian and rehabilitation (e.g., constructional strategies) (Hollin, 2002 as cited in Howitt, 2006; Cullen & Gendreau, 2001). Some countries strongly opposed the use of incarceration and looked at it as a last resort, particularly because these are perceived to be a less humane way of dealing with criminal behavior (Civitas, 2003) and sometimes used as a way of dealing with individuals suffering from mental illness (Tyler, 2009). Interestingly, in the United States, Haney (2001) explained that as population in prisons increased, the rationale for incarceration shifted from facilitating productive reentry to the free world to inflicting pain on wrongdoers, disabling criminal offenders, or keeping them away from the rest of society. With the lack of staff to address the increase in population and an unstable criminal justice system (Borger, 2010), prison staff became more open to a punitive approach to corrections (e.g., punitive isolation) that leads to their loss of skills in reformation, which Haney (2001) refers to as *de-skilling*. In effect, the destructive psychological effects on prisoners such as increased tensions and higher levels of fear, among other things, became more pronounced.

These reasons therefore affect how each society implements punishment, its policies on incarceration and eventually, its programs on reformation. It is not surprising to see that because reformation may be the least prioritized in one's political agenda, the attitude towards reforming prisoners vary. In the United Kingdom, for example, the judges and magistrates who appeared to be sending convicted felons to jails and prisons non sparingly were being perceived to be using incarceration as a "barbaric instrument" compared to other European countries even if the country's crimes was higher compared to other countries in the union (Civitas, 2003). Borger (2010) argued that reformation may be affected by a politician and the community where the attitude towards incarceration can vacillate between periods of punitive incarceration to therapeutic incarceration. Politicians, during elections, would like to be seen as fighting crime not through crime prevention but through the record of arrests.

Similarly, in Canada, the current government's budget increase for prison construction and maintenance in preparation for an influx of prisoners due to the newly implemented crime laws was met with criticism; a move that is seen to be influenced by the United States prison programs and cheaper than the more effective community based programs (Zlomislic, 2010). This contributes to instability and difficulty in implementing sound reforms in

prison. Also, because of the differing focus or priorities, researchers such as Hollin (Hollin, 2002 as cited in Howitt, 2006) find it difficult to objectively study and measure existing reformation programs in the prisons.

### Behavioral Considerations in Prison Reformation

Despite the occasional shifts in reforming prisoners, with no clear consensus as to which strategy should be emphasized, new measures in prison reformation began to surface through the results of constructional strategies and empirical researches (Cullen & Gendreau, 2000). One of these new measures was the introduction of the concept of *restorative justice*, which asks the offenders to speak, face and listen to victims and others whom they have affected in the hope that this would promote healing (Wachtel, 1999). Although some countries have tried to legitimize the process by which an offender is required to attend a conference and meet the victim and his or her supporters, legislative drafters in New Zealand failed to include the victim in the process and Garkawe (Garkawe, 1999 as cited in Richards, 2004) said that this came as an afterthought to them. O' Connel (O' Connel as cited in Morton, 1999) added that the introduction of the victim to the conference denied the opportunity for him or her to deal with his or her victimization, thus modifications were made along the way that did not only include the reformation aspect but the healing process as well.

Other countries emphasized the development of skills necessary for mainstream integration. In Swaziland and Nigeria, prison reformation strategies include asking inmates to attend vocational courses, going through job training and counseling which is supposed to help them prepare for their eventual release into the mainstream society. This is based on the belief that keeping the prisoner productive will result in behavioral change, increasing his chances of being employed; reducing the possibility of reoffending and decreasing crime rates (Bruyns, 2007; Omoni & Ijeh, 2009). This is also true for more developed countries like Northern Ireland where prison reformation includes education, psychotherapy, reintegration of the offender through community based programs, and identifying offenders with special needs. Loucks and Talbot (2007), for example, argued that offenders with learning disabilities and learning difficulties in Northern Ireland are not easily identified; thus, the development of programs specific to these offenders was seen as necessary for a reformation program to succeed and to curb the problem of recidivism. However, Dvoskin (Dvoskin, 2009 as cited in Chamberlin, 2009) explained that many psychologists are aware

of these reformation issues but have not done nearly enough research to determine the type of [effective] rehabilitation program nor have they translated existing research into prison policy. This inaction deviates from how prisoners should be treated, particularly because psychologists presumably know more about deviant behavior but remain ambiguous when it comes to helping design effective reformation programs.

### Behavioral Interventions in the Prison Reformation Program in the Philippines

The existing view that prison reformation focuses on utilitarian and punitive measures may also be the existing practice in the Philippines, but the Bureau of Corrections explicitly stated as one of their guiding principles is "...to provide humane treatment by affording them human basic needs in the prison environment and prohibiting cruel methods..." (Bureau of Correction, 2011) This principle is addressed by providing the inmate an opportunity to work, take further education, engage in sports and recreation, or engage in a therapeutic community program patterned after the Daytop Therapeutic Community in New York, with its emphasis on self-help interventions in areas of emotional, intellectual and spiritual condition, behavior management and survival skills, including vocational and educational opportunities. These programs are the institution's attempt to move towards a humanistic view in prisoner reformation. This may explain the prison officials' approach to working with civic and church or faith-based organizations to address the need to reform existing programs at the penitentiary, including a strong focus on the inmate's faith. As a result, more faith-based organizations were encouraged to participate in reforming inmates in response to the Filipino's traditional practice of religion and the existing belief that religion is the panacea for criminal behavior (Saplala, 2001), a belief that is not necessarily unique to the Philippines. Subsequent studies show that this approach to prison reformation may be effective in addressing emotional issues and symptoms associated with incarceration such as feelings of anxiety, loneliness, anger, defeat and *buryong* because faith-focused activities have a powerful effect on the Filipino psyche (Bulatao, 1992). Also, the presence of these so-called religious community leaders and volunteers, which appear to represent the mainstream, gives the inmate a much-needed emotional support which other inmates may not adequately give. However, these conditions are more often than not temporary and the absence of these support systems can result in a weakening in reformation (Saplala, 2001).

Apart from addressing their spiritual needs, the Bureau of Correction's rehabilitation program includes an addition of education and skills training as part of its rehabilitation component. Civic and nongovernment organizations have also actively addressed the issue of prisoner reformation through the advocacy of alternative forms of rehabilitation such as the attempt to increase volunteer involvement, encouraging research and the introduction of restorative justice (Coalition Against Death Penalty, 2006).

However, because most theories explain that criminal behavior is multifactorial, it is important that prisoner reformation programs address these different dynamic risk factors or predictors that contribute to their criminal behavior (also known as criminogenic needs) (Howitt, 2006). It is possible that the failure of most prisoner reformation programs can also be attributed to the failure of responding to these factors which can still be changed and help well-meaning prisoners to reform their behaviors.

Most reformation programs target behaviors that are linked to the crime itself, that is, the intended change in behavior is the criminal behavior, where the intention is to punish rather than to rehabilitate (Borger, 2010; Haney, 2001). In these cases, other mitigating factors that contributed to the behavior itself may not be addressed completely. Criminogenic factors that may have been part of the inmate's experience such as trauma, abuse, addiction and so on may have compounded predisposing factors that aggravated their behavior. However, these factors may not be as overt to those involved in rehabilitation because their focus lies on something that is obvious to most people (e.g., the inmate's behavior in prison).

### Reforming Prisoners Through *Skwelahang Sikolohiya*

However, unlike most prison educational programs which prepare the prisoner to get a job and be more functional upon release, *Skwelahang Sikolohiya* was initially a response to the belief that prisoners can learn skills in psychology and counseling which they can use in helping other mentally ill prisoners. Founded on July 22, 1995, *Skwelahang Sikolohiya* is a non-stock, non-profit organization of psychologists and educators working in a forensic setting, specifically providing psychoeducational services in the Philippine national penitentiary. However, because the circumstances of its founding did not initially consider prisoner reformation but more of a response to a need identified by a group of prisoners involved in taking care of mentally ill inmates, it did not help in attracting more prisoners to the program. The prisoners associated psychology with the



mentally ill, thus, the first recruits of the program bore a stigma of being associated with the inmates that they helped.

Conversely, the fact that the initial volunteers of *Skwelahang Sikolohiya* were graduate students in psychology and agreed to run the program out of volunteerism, the concept of volunteer psychologists working for the welfare of prisoners at the New Bilibid Prisons may have contributed to the prisoners experiencing a paradigm shift from their experience of psychologists being government employees compelled to implement the Bureau of Corrections' regulations to psychologists being volunteers free from affiliations and offering alternative ways of reformation (Saplala, 2004). Similarly, the need to be equipped with helping skills to do peer counseling was somehow similar to the suggestion that prisoners' need for further education assists them in reformation (Lowenstein, 2002).

Consequently, the development of other programs occurred when the needs of the prisoners were identified by the volunteer psychologists even as *Skwelahang Sikolohiya* became more involved in prison reformation. Other than the fact that its founders, including this author, are psychologists, the program aimed to focus on behavioral change because the prisoners who participated in it manifested behaviors (e.g., apathy, lethargy, social isolation and other behaviors that resemble clinical depression) that were making it difficult for them to assist their fellow prisoners. Eventually, targeting these behaviors and other issues and offering incentives in the form of awarding of certificates and medals at the end of the module became more attractive for prisoners to enroll in the program.

### Evaluation and Reforming the Program

Despite its moderate successes, a tracer study conducted in 2002 showed participants of the program reported experiencing some improvement in their mental processes but had difficulty in reintegrating themselves in mainstream society; specifically an expressed fear of going back to their communities (Saplala, 2004). This could be due to the lack of a mechanism in the program that prepares the prisoner for his life after incarceration.

The direct reference to the practice of how other existing civic and religious-oriented programs at the national penitentiary deal with prisoners' thoughts and emotions which is crucial to reformation prompted the volunteer psychologists and eventually educators of *Skwelahang Sikolohiya* to reform its existing educational materials into a modular approach (Saplala,

2004). The modules consisted of a basic knowledge of psychological concepts to a gradual understanding of the self, other people, and the community in general. In particular, the prisoner's ability to plan for himself and others, the ability to take setbacks as challenges, and the mastery of controlling one's emotions were eventually integrated within the modules in an effort to strengthen the prisoner's resiliency and determination to reform. This specific emphasis on teaching the prisoner to be more aware of his own cognition and affect was also referred to as *self-rehabilitation* (Saplala, 2004). Also, modules gave the volunteers an opportunity to document and share their resources to succeeding volunteers, thereby assuring continuity of the volunteer program.

### The Emphasis for a Multidisciplinary and an Evidence-based Prisoner Reformation Program

Evidence-based practice in corrections refers to programs that have been shown to reduce recidivism (Andrews & Bonta, 2003; Miller, Zweben, & Johnson, 2005). This practice was not lost among the volunteers because the decision to shift its strategy and attempt in prison reformation was based on their earlier researches and *Skwelahang Sikolohiya* volunteers thought that it was necessary for the programs to be evaluated and revised. These revisions included an attempt to address salient issues which came from the evaluation instruments developed by the volunteer psychologists themselves (Saplala & Untalan, 2007), scientific researches that the volunteers initiated, and reports of recidivism among former inmates who were students of the program. For example, Reynes-Santos, Ebrada and De la Vega (2007) observed that the prisoners' ability to put logical meaning into situations or the difficulty in distinguishing factual from nonfactual information, which is consistent with earlier research findings about prisoners' learning difficulties and disabilities, contributed to the development of a preparatory module in reading and writing (J. Reynes-Santos, S. Ebrada & R. Manuel, personal communication, December 2007). The decision to include a module on the self and the family were also based on observations, evaluation and empirical data, which spun other researches in family dynamics (Reynes-Santos et al., 2007) and violent behaviour (Saplala, 2007).

Similarly, because subsequent studies were able to establish that several factors contributed to criminal behavior, the modules which were developed by the volunteers addressed these factors and integrated with the existing modules. For example, addiction which seems to be a rampant problem in prison was seen as a symptom of deeper issues which are not addressed.

Saplala (2006) saw that substance intoxication was both rooted in the experience of trauma as well as the lack of basic necessities such as food.

Although the initial volunteers were mostly psychology students, *Skwelahang Sikolohiya* began accepting volunteers who were not psychologists in 1998. This decision helped the program to respond to predictors and factors which contributed to the prisoners' deviant behavior in a multidisciplinary way which was not addressed in earlier modules. Modules such as *Pangangasiwa ng Galit* (Anger Management), *Pagkilala sa Sarili* (Knowing and Understanding the Self) *Pagkilala sa Pamilya* (Understanding Family Dynamics), *Sikolohiya at Malikhaing Pagsulat* (Psychology and Creative Writing), *Sikolohiya at Malikhaing Paggawa* (Psychology and Creative Arts) and *Iba't-ibang Paksa sa Sikolohiya* (Special Topics in Psychology) attempted to respond to these factors through an evidence-based approach because these were culled from actual research, including the volunteers' research papers. The module, *Paghahanda sa Paglaya* (Preparation for Release) aimed to prepare the prisoner for his eventual release; particularly how he would adjust to life outside of prison after his incarceration. The decision to offer this module coincided with inculcating among the prisoners a sense of responsibility towards their own reformation by requiring them to pay P30.00 as tuition fee. As Borger (2010) suggested, by making the prisoners take responsibility for their reformation, it brings them one step closer to the normalization of their life. Consequently, this became a source of the growth of enrollees in the succeeding years, primarily due to the strong presence of professionals among the roster of volunteers other than the psychologists who were already part of the program.

#### Humanitarian Approach to Prison Reformation as Practiced in *Skwelahang Sikolohiya*

Indeed, despite the earlier warnings that learning psychology can be misused by prisoners as a way of controlling others by keeping one's self from a distance or appear socially desirable (Saplala, 2004), the premise of using carefully designed evidence-based psychoeducational modules has been proven to help prisoners in reforming cognitive distortions and alleviating emotional deviance. In the case of *Skwelahang Sikolohiya*, a program evaluation (Saplala, 2004), showed that prisoners who were enrolled in the program consistently observed that the frequency of sessions with the volunteer psychologists and educators helped them understand themselves better; thus, the occasional absence of volunteers or cancellation of classes

affects their motivation in attending the sessions. The sessions, one prisoner added, gave him a chance to talk more because policies in his own brigade restricted him to comment about his own thoughts and feelings. This echoed the sentiment of Dvoskin (Dvoskin, 2009 as cited in Chamberlin, 2009) who emphasized the need for a progressive approach in reforming prisoners; that is, less punitive and more humanitarian, with psychologists taking the lead.

However, despite the development of evidence-based modules, volunteers with a degree or background in psychology began to decline after ten years. The reasons for the decline were not known to volunteers but it is possible that the structures that are usually found in a volunteer program such as an active recruitment committee and the presence of an executive director and staff where recruitment strategies can be delegated were not in place. *Skwelahang Sikolohiya* has relied mainly on poor strategies such as recruiting psychologists or other professionals only known to them with insufficient teaching experience. Although this ensured continuity in the program, the reformation program was affected drastically by the abrupt decline of the prisoners' interest in committing himself to the program. Similarly, the volunteers may not have taken sufficient risks to actively recruit new volunteers to provide continuity and introduce the necessary reforms and changes in the program. Although the program's existence may indicate that prisoners have trusted the volunteers, it is also important that because incarceration affects them psychologically (Borger, 2010; Howitt, 2006), the presence and option of a quality reformation program is important to increase their interest in attending these programs.

### Important Factors in Sustaining a Prison Reformation Program

In the case of *Skwelahang Sikolohiya*, the reformation of a prisoner appears to be affected by the wellbeing of the volunteer program. However, despite the setbacks, the program has been sustained by factors which are characteristic of similar prison reformation programs such as its members' flexibility to adapting its approach to the identified needs of the prisoner, its resourcefulness in looking for funds to continue the programs, and its openness to mentoring and adapting ideas from new members.

Likewise, the documentation and evaluation of modules (conversation with S. Ebrada, 2010) including an annual evaluation of the program from the students and volunteers perspective ensures that the program adequate check and balance are in place.

Similarly, because of its distinctive philosophy of being an organization that incorporates psychology in its approach to reformation, volunteers who are mostly psychologists should have a continuous engagement in research that is in line with the organization's vision-mission and the rehabilitation paradigm. This should also include an evidence-based approach in designing modules, screening participants to the program, and determining their criminogenic as well as their psychological needs.

*Skwelahang Sikolohiya's* status as *just* another volunteer organization among a motley of other organizations at the national penitentiary was a challenge for its volunteers to push for reforms in prisoner rehabilitation. The volunteers' commitment to a psychoeducational approach to prison reformation, including its use of progressive and evidence-based modules over the past 16 years, has been found to be helpful in reforming their cognitive belief as well as in managing their emotions and behavior (Saplala, 2004). Although the organization has found a way to bring these efforts to the Bureau of Corrections' consciousness, its current members are reviewing and aligning its programs with the Bureau's philosophy. Among which is a proposal based on previous evaluation and research to make the organization more aligned with the Bureau's existing reformation program. Having taken these steps, *Skwelahang Sikolohiya* will move the organization from a free-for-all voluntary and temporary structure to becoming a more regular and consistent feature of the Bureau's program.

## REFERENCES

- Andrews, D. A. & Bonta, J. (2003). *The psychology of the criminal conduct*. Cincinnati, OH: Anderson Publishing.
- Borger, N. (2010). *Prison reformation: A five-step plan and evidence of community support* (Master's thesis, Pace University, Manchester, NY).
- Bruyns, H.J. (2007). *The impact of prison reform on the inmate population of Swaziland* (Doctoral dissertation, University of South Africa).
- Bulatao, J. (1992). *Phenomena and their interpretation*. Quezon City, Philippines: Ateneo de Manila University Press.
- Bureau of Corrections, Rehabilitation Programs. (n.d.). *BuCor's Rehabilitation Programs – Therapeutic Community Program*. Retrieved from <http://www.bucor.gov.ph/programs/prog6.htm>
- Chamberlin, J. (2009, October). Effective rehabilitation is absent from most American prisons. How can psychology help? *Monitor on Psychology*, 40, 52.

- Civitas: The Institute for the Study of Civil Society, Background Briefing.(2003). *Does Prison Work? Overseas Evidence: Summary*. Retrieved from <http://www.civitas.org.uk/data/twoCountries.php>
- Coalition against Death Penalty (2006). *Healing and restoring hope and dignity to the community*. Manila, Philippines: Coalition Against Death Penalty (CADP) .
- Cullen, F. T., & Gendreau, P. (2000). Assessing correctional rehabilitation: Policy, practice, and prospects. In J. Horney (Ed.), *Criminal Justice 2000, Volume 3: Policies, processes, and decisions of the criminal justice system* (pp. 109-175).  
Washington, DC: Office of Justice Programs, National Institute of Justice, U.S. Department of Justice.
- Cullen, F. T., & Gendreau, P. (2001). From nothing works to what works: Changing professional ideology in the 21<sup>st</sup> century. *Prison Journal*, 1, 313-338.
- Haney, C. (2001). The psychological impact of incarceration: Implications for post- prison adjustment. Retrieved July 25, 2011 from <http://www.aspe.hhs.gov>
- Howitt, D. (2006). *Introduction to forensic and criminal psychology*. London, UK: Pearson Education Limited.
- Loucks, N., & Talbot, J. (2007). Identifying and supporting prisoners with learning difficulties and learning disabilities: the views of prison staff in Northern Ireland (No One Knows Programme). Retrieved from Prison Reform Trust website: <http://www.prisonreformtrust.org.uk/Portals/0/Documents/No%20One%20Knows%20-%20the%20views%20of%20prison%20staff%20in%20Scotland.pdf>
- Lowenstein, L. F. (2002, July). Forensic psychology seminar-workshop presented at the 60<sup>th</sup> Annual Convention International Council of Psychologists, EDSA Shangrila Manila, Philippines.
- McGuire, J. (2002). Integrating findings from research reviews. In J. McGuire (Ed.), *Offender Rehabilitation and Treatment: Effective programmes and policies to reduce re-offending* (pp. 3-38). Chichester, England: John Wiley and Sons.
- Miller, W. R. , Zweben, J. , & Johnson, W. R. (2005). Evidence-based treatment: Why, what, where, when, and how? *Journal of Substance Abuse Treatment*, 29, 267-276.
- Morton, T. (1999, 2 June).Facing Up To Murder. *Sydney Morning Herald*, p.12.

- Omoni, G.E., & Ijeh, S. U. (2009). Qualitative education for prisoners: A panacea to effective rehabilitation and integration into the society. *Edo Journal of Counselling*, 2, 28-37.
- Richards, K. (2004, August). *Exploring the history of the restorative justice movement*. Paper presented at the 5th International Conference on Conferencing & Circles, International Institute for Restorative Practices, Vancouver, Canada. Retrieved from <http://www.restorativejustice.org/articlesdb/articles/5021/>
- Reynes-Santos, J. , Saplala, J. E. , Ebrada, S. C. , & Dela Vega, M. S. (2007, July). *Kung ano ang puno, siya din ba ang bunga?* Investigating family patterns of convicted felons. Paper presented at the 7<sup>th</sup> Biennial Asian Association of Social Psychologists, Kota Kinabalu, Malaysia.
- Saplala, J. E. (2001). Spiritual activities and resiliency levels of inmates of the maximum-security compound at the New Bilibid Prisons. *Philippine Journal of Psychology*, 34, 85-109.
- Saplala, J. E. (2004). *Skwelahang Sikolohiya* for the rehabilitation of prisoners. *Miriam College Faculty Research Journal*, 23, 43-62.
- Saplala, J.E. (2006). Understanding how high risk factors contribute to violent behavior among male offenders. (Unpublished doctoral dissertation). Ateneo de Manila University, Quezon City, Philippines.
- Saplala, J. E. (2007). Understanding abusive relationships in childhood and violent behavior among convicted felons. *Philippine Journal of Psychology*, 40, 88-110.
- Saplala, J. E., & Untalan, J.H. (2007). *Skwelahang Sikolohiya* Evaluation Form. Unpublished evaluation form.
- Tyler, T. (2009, May 29). When illness leads to prison, or worse. Retrieved from <http://www.thestar.com/article/642097>
- Wachtel, T. (2011). Restorative justice online. Retrieved from <http://www.restorativejustice.org/leading/ted-wachtel>
- Zlomislic, D. (2010, October 16). Ottawa's prison plan won't work. Retrieved from <http://www.theglobeandmail.com/news/national/ottawa-will-expand-prisons-to-suit-tough-crime-laws/article1325821/page2/>

# Influence of Self-efficacy and Help-seeking on Task Value and Academic Achievement

Felicidad T. Villavicencio

*Bulacan State University and De La Salle University*

Consistent with motivational models of help-seeking and self-regulated learning, this study examined the predictive relationships of help seeking, help avoidance, self-efficacy, task value, and achievement in final grades. A total of 215 engineering students enrolled in algebra answered the self-efficacy and task value scales (Pintrich, Smith, Garcia, & McKeachie, 1991) and help-seeking/help avoidance scale (Marchand & Skinner, 2007). Results showed that self-efficacy and task value were positively correlated with final grades, but help-avoidance was negatively correlated with final grades. Help-seeking and self-efficacy were both positively correlated with task value. Regression analyses showed that self-efficacy significantly and positively predicted both final grades and task value. On the other hand, help-avoidance negatively predicted final grades. Discussion was focused on those circumstances that are related to help-seeking behavior by highlighting the important role that self-efficacy plays in students' academic help-seeking behavior, task value, and achievement.

*Keywords:* help-seeking, help avoidance, self-efficacy, task value, motivation, achievement

Help-seeking may in principle be guided not only by intrinsic strivings to develop competence and proficiency but also by extrinsic ones to get the task over with or to attain rewards contingent on task completion (Butler & Neuman, 1995). The study also found that students who demonstrate high ability are reluctant to ask for help. Studies have confirmed that many students explain reluctance to ask for help as a behavior that conflicts with perceived needs for autonomy (Butler & Neuman, 1995; Deci & Ryan, 1987; Karabenick, 2003; 2004; Karabenick & Knapp, 1991) and they perceive help-seeking as evidence of incompetence and thus threatening to their perceptions of ability (Butler & Neuman, 1995).



University students are better able to monitor and evaluate their performance and determine their need for help in academic situations. However, it has been documented that many students do not actively seek help with their academic work when needed (Karabenick, 2003; 2004; Karabenick & Knapp, 1991; Newman, 1990, 2000). If self-regulated students have the metacognitive capacity to be aware of their need for help with academic tasks, why do many decide not to seek help? This apparent contradiction highlights the importance of considering the motivational factors that might influence college students' help-seeking behavior in the classroom. Newman (1990, 2000) proposed that the decision to seek help is filtered through a motivational-affective system that includes students' perception of competence (e.g., self-efficacy for learning and performance). Previous findings corroborated that motivational factors accounted significantly for academic achievement as well as help-seeking and help-avoidance behavior. Moreover, academic self-efficacy was found to be related to help-seeking behaviors.

Self-efficacy refers to students' judgments of their capabilities to complete their schoolwork successfully (Bandura, 1986; Zimmerman, 1989). Students with low self-efficacy are more likely to believe that others will think that their need for help indicates that they lack the ability, and, therefore, they are less likely to seek help (Newman, 1990; Ryan, Gheen, & Midgley, 1998). In contrast, when students who have high self-efficacy encounter failure or difficulty, they do not worry that others will attribute it to their lack of ability, and are more likely to secure the necessary help (Newman, 1990; Ryan et al., 1998). Thus, there is a need to re-examine the relationship between self-efficacy and help seeking. The students who do not feel capable of doing their work are the ones most likely to avoid asking for help. The very students who need help the most seek it the least. When low-efficacy students avoid asking for help when they need it, they put themselves at a disadvantage for learning and performance (Ryan et al., 1998). Although, it is widely theorized that help-seeking behavior affects learning and achievement, no research has been conducted with Filipino college students in the classroom. In view of the foregoing, this study aimed to investigate the predictive relationships of the three components of motivation (help-seeking/help-avoidance, self-efficacy, task value), and their effects on students' academic achievement as measured in final grades.

## Patterns of Help-seeking and Help-Avoidance Behavior

The role of motivation in academic achievement and self-regulated learning has become an increasingly important topic in cognitive and educational psychology (e.g., Bandura, 1986, 1997; Martin & Dowson, 2009; Pintrich, 2003; Shell & Husman, 2008; Zimmerman, 1989). However, motivation concerning self-efficacy and help-seeking in the college classroom has been scarcely documented.

Help-seeking is closely related to motivation variables such as self-efficacy for self-regulated learning. Some researchers have conceptualized help-seeking as a form of self-regulatory strategy and help avoidance as a self-regulatory failure. Individuals who possess self-efficacy for self-regulated learning know how to direct their learning processes by setting appropriate goals for themselves, apply appropriate strategies to attain their goals and enlist self-regulative influences that motivate and guide their efforts (Bandura, 1986; Zimmerman, 1989).

Self-efficacy has been documented to be related to help-seeking in the achievement domains of school (Karabenick, 2003, 2004; Karabenick & Knapp, 1991; Marchand & Skinner, 2007). A learner who engages in help-seeking shows awareness of difficulty he or she cannot overcome alone, and remedies that difficulty by seeking help from peers or instructors when needed. A large body of research indicates that help-seeking is a characteristic of students capable of monitoring and evaluating what they learn (Newman, 1990; 2000). Knowledge monitoring reflects an active, instrumental approach to learning, and therefore it is expected that students who use knowledge monitoring strategies effectively will be more likely to seek academic help when necessary.

Ryan et al. (1998, 2010) examined two help seeking behaviours: avoidance of help-seeking and adaptive help-seeking. They claimed that *avoidance of help-seeking* refers to instances when a student needs help but does not seek it. For example, a student might skip a problem in math altogether or put down any answer rather than ask for help. When students do not solicit help when it is needed, they put themselves at a disadvantage for learning and performance. In contrast, *adaptive help-seeking* involves a student asking for hints about the solution to a problem, examples of similar problems, or clarification of the problem. Such help-seeking strategies are adaptive in that the help requested is limited to the help needed by the individual to solve the problem independently (Karabenick, 2003; Karabenick & Knapp, 1991; Newman, 2000).

Furthermore, Ryan et al. (2010) reported three factors that contribute to help-seeking behavior: autonomy, ability, and expedient concerns. Autonomy refers to a resistance to help-seeking because of a desire to complete work on one's own without depending on assistance from someone else. Ability refers to a resistance to help-seeking because of worries that one will look dumb if she or he asks for help. Expedient refers to a resistance to help seeking because of a belief that it will not be effective (Ryan et al. 2010).

Consistent with models of help-seeking and self-regulated learning (Newman, 1990; 2000), help-seeking is viewed as adaptive because it allows students to constructively re-engage in academic activities when they encounter difficulties. It can be predicted that highly motivated students (i.e., high in self-efficacy and task value) are more likely to seek help, and students who seek help are likely to become increasingly engaged in challenging learning tasks resulting to higher achievement.

Motivational accounts add to conceptualizations of help-seeking by positing that its opposite is more than the absence of help-seeking (Newman, 1990; 2000). The self-system motivation model holds that when individuals are threatened by obstacles and difficulties, they can respond, not only by avoiding help (e.g., Ryan et al., 2010), but also by actively seeking to conceal their difficulties and to isolate themselves from others (Skinner, Edge, Altman, & Sherwood, 2003).

Thus, help-seeking and help-avoidance are hypothesized to be key predictors of students' engagement and disaffection in school. I expected that students who seek help with their schoolwork would show greater gains in achievement, and those who avoid help-seeking would have a lower achievement.

### Task Value and Self-efficacy

Social cognitive theorists assume that self-efficacy is a key variable affecting self-regulated learning (Bandura, 1986, 1997; Zimmerman, 1989). Self-efficacy for learning refers to students' beliefs concerning their confidence in their abilities to learn course materials or accomplish certain academic tasks (Bandura, 1986; 1997). The present study supported Bandura's work, suggesting that perceived efficacy can influence motivation. Students with a high sense of efficacy are more likely to choose difficult tasks, expend greater effort, persist longer, apply appropriate problem-solving strategies on tasks, and have less fear and anxiety regarding tasks than

students with a low sense of efficacy for a task (Bong, 2001). Thus, self-efficacy is a judgment about and one's confidence in his or her ability to achieve a particular task.

Consistent with previous studies (Bong, 2001; Pintrich & De Groot, 1990), I also predicted that students' self-efficacy beliefs can influence task value. Students who believe that they are competent and capable will demonstrate behaviors, even after they have experienced prior difficulties or perceived feedback indicating they are not doing well.

The general expectancy value model of motivation (Pintrich & De Groot, 1990) proposes that there are three motivational components that may be linked to the three different components of self-regulated learning: (a) an expectancy component, which includes students' beliefs about their ability to perform a task, (b) a value component, which includes students' goals and beliefs about the importance and interest of the task, and (c) an affective component, which includes students' emotional reactions to the task.

A great deal of research is known about expectancy aspects of motivation, whereas very little is known about the role of task value. Task value may be more important in academic situations because personal beliefs of relevance and interest may sustain engagement. What further contributes to students' motivation and achievement is their valuing of an academic task, as well as the interface of their expectancies and task values. Eccles and her colleagues (2002), defined task value as an incentive for engaging in different tasks (Bong, 2001). Interest in and perceived importance and usefulness of the tasks comprise important dimensions of subjective task value which have been documented in earlier research (Bong, 2001; Friedel, Cortina, Turner, & Midgley, 2010). These studies indicated that there is a relationship between perceiving utility in a task, and subsequent performance.

Furthermore, self-efficacy theory is centrally relevant to individuals' belief in their capacity to successfully carry out given tasks and the consequent impact this self-belief has on motivation and achievement (Bandura, 1986; 1997). Similarly, self-efficacy is hypothesized to support a generative capacity such that individuals high in self-efficacy generate and test alternative courses of action when they do not meet with initial success. High self-efficacy can also enhance one's functioning through elevated levels of effort and persistence and can also enhance one's ability to deal with problematic situations by influencing cognitive and emotional processes related to the situation (Bandura, 1986; Bong, 2001; Martin & Dowson, 2009).

In an educational context, students who believe that they are capable of mastering their schoolwork typically have positive expectations for success and, hence, high motivation and achievement. Students with high levels of self-efficacy are more likely to perceive help seeking as a useful strategy for learning, whereas students with low self-efficacy are more likely to be concerned that others will think their need for help indicates that they are incapable, and therefore, they are more likely to avoid asking for help when they need it (Durik, Vida, & Eccles, 2006; Ryan et al., 1998; 2010).

### The Current Study

The present research was conceived following the general principles of self-efficacy and help-seeking motivation theories. On the basis of previous findings, I expected to clarify the influence of self-efficacy by examining separately the effects of self-efficacy on task value in the course, and on academic achievement as measured in final grades.

Moreover, I hypothesized that students' help-seeking behaviour would relate positively to self-efficacy and task value resulting to high academic achievement. The present study attempted to provide empirical data on this issue by examining Filipino students' interplay of self-efficacy, help seeking, help avoidance, task value, and achievement. Consistent with the theoretical model, I hypothesized that self-efficacy for learning and performance would positively predict task value and achievement outcome (final grades); while help avoidance would negatively affect task value and final grades.

## METHOD

### Participants

The participants of the study were drawn from the first year engineering students enrolled in algebra classes in a large state university in Central Luzon with thirty thousand total student population. Majority of the students from this university come from low socio-economic families. The sample purposively considered students enrolled across programs: civil engineering, mechanical engineering, industrial engineering, and electronics and communication engineering. Two algebra instructors handled the four algebra classes. Each section has an average of 53 students which was dominated by males. There were about 215 students (Male=124; Female=91). Their ages ranged from 15 to 21 years old ( $M_{age} = 16.6$ ;  $SD = 0.98$ ).

## Measures

*Help-seeking and help-avoidance.* Help-seeking was assessed using the scale of Marchand and Skinner (2007) with Cronbach's alpha reliability of 0.88. All items were contextualized to pertain specifically to algebra. It consists of four items (e.g., "When I have trouble with algebra, I ask for some help in understanding the material" and "I ask the teacher to explain what I didn't understand." On the other hand, nine concealment items focused on attempts to avoid others and prevent them from finding out that one is experiencing difficulties (e.g., "When something bad happens to me in algebra, I make sure nobody finds out." The participants responded to a four-point Likert scale (1=not at all true, 2=not very true, 3=sort of true, 4=very true).

*Self-efficacy and task value.* The task value and self-efficacy for learning and performance scales of the Motivated Strategies for Learning Questionnaire (Pintrich et al., 1991) were used to assess the two variables (Cronbach's alpha reliability of 0.88). The self-efficacy scale consists of eight items and the task value scale consists of six items which were answered on a seven-point Likert scale (1=not at all true to me to 7=very true of me). The two motivation scales with sample items (Pintrich et al., 1991) are: Task value: "I think the course material in algebra is useful for me to learn" and Self-efficacy: "I'm certain I can master the skills being taught in algebra".

Cronbach's alpha coefficients imply that the scales used have good reliabilities ( $\alpha = .88$ ). Scale correlations are shown in Table 2. Most of these correlations are low to medium, thus indicating discriminant validity. The scales have been shown to be predictive for students' final grades in mathematics. For example, the correlations between students' final grades and task value was  $r = .29$ ; final grades and self-efficacy was  $r = .43$ . On the other hand, correlations for mathematics' final grades to help-avoidance was  $r = .20$ .

*Achievement.* Students' achievement was measured in terms of the participants' final grades in algebra. Students' final grades were obtained from the instructor's report of grades at the end of the semester. In the university where the sample was drawn, grades range from 1.0 (highest) to 5.0 (lowest), so grades were reversed such that higher values indicated higher achievement.

## Procedures

A two-week schedule for administration of instruments was prepared in consultation with two algebra instructors and Area Chair of the Math department. I personally administered the instruments for self-efficacy, task value, help-seeking and help-avoidance to four algebra classes. I assured them that their identity and answers will be kept strictly confidential and the information will be used for research purposes only and will not be available for any other reasons. Participants were tested in a classroom setting and took part on a voluntary basis or informed consent. The instruments were administered to the participants two weeks after the midterm examination in algebra.

## RESULTS

### Descriptive Statistics

Means, standard deviations, and skewness and kurtosis for the variables under study are summarized in Table 1. Overall, the participants reported high levels of task value and self-efficacy but low levels of help-avoidance. High levels for task value and self-efficacy and low levels for help avoidance were also found in four individual algebra classes. The skewness and kurtosis values of the variables suggest a normal distribution. Analysis of individual class also indicated normality in the distribution with differences in means and standard deviation values close to zero.

Table 1  
Descriptive statistics for the variables

	Valid N	Mean	Mini- mum	Maxi- mum	Std. Dev.	Skew- ness	Kurtosis
Self-efficacy	215	4.27	1.62	7.00	0.91	0.17	0.17
Help seeking	215	2.91	1.40	4.00	0.48	-0.46	0.45
Help avoidance	215	1.81	1.00	3.78	0.63	0.71	-0.09
Task value	215	5.31	2.50	7.00	0.88	-0.23	-0.07
Final Grades	215	1.82	1.00	5.00	0.58	1.82	7.07

Table 2 shows the intercorrelations of the study variables. Results showed that task value, and self-efficacy for learning and performance had significant positive correlations with final grades. Likewise, engineering students who have greater task value and self-efficacy are more likely to report high final grades in algebra. On the other hand, help avoidance had significant negative correlations with final grades. Students who greatly avoid asking for help are more likely to get lower final grades. Help seeking and self-efficacy were positively correlated with task value which suggests that students who seek more help are more efficacious and have high task value.

Table 2  
Correlations of the variables

	Correlations (r)			
	(2)	(3)	(4)	(5)
(1) Final grades	0.29*	0.43*	-0.05	-0.20*
(2) Task value	—	0.55*	0.16*	-0.12
(3) Self-efficacy		—	0.12	-0.10
(4) Help seeking			—	0.04
(5) Help avoidance				—

Notes: For all variables, higher scores indicate higher levels of the variables; \* $p < .05$ .

#### Effects of Motivational Variables on Task Value and Achievement Final Grades

To test the predicted effects, two multiple regression analyses were conducted: (a) testing the effects of self-efficacy, help-seeking, and help-avoidance on task value, and (b) testing the effects of self-efficacy, task value, help-seeking, and help-avoidance on final grades.

*Predictors of task value.* Self-efficacy, help-seeking, and help-avoidance model accounted for 57% of the variance on task value, but only self-efficacy significantly and *positively predicted task value*:  $F(3, 211) = 33.36, p < .05$  (Table 4).



Table 4  
Regression analysis predicting task value

Independent variables	Beta	B	t	Sig.
Self-efficacy	0.54	0.52	9.34	0.00*
Help seeking	0.10	0.19	1.79	0.08
Help avoidance	-0.06	-0.09	-1.13	0.26

\* $p < .05$

*Predictors of final grades.* Self-efficacy, help-seeking, help-avoidance, and task value model accounted for 22% of the variance on final grades. As hypothesized, self-efficacy positively predicted final grades, and help avoidance negatively predicted final grades:  $F(4, 210) = 14.68, p < .05$  (Table 5).

Table 5  
Regression analysis predicting final grades

	Beta	B	t	Sig.
Task value	0.072	0.05	0.97	0.33
Self-efficacy	0.38	0.24	5.23	0.00*
Help seeking	-0.11	-0.12	-1.66	0.10
Help avoidance	-0.15	-0.13	-2.35	0.02*

\* $p < .05$

## DISCUSSION

This research highlights the importance of integrating self-efficacy, task value, and help seeking in the study of academic motivation. Results showed that self-efficacy can operate as framework within which students perceive task value in studying math, and how this self-efficacy may operate as predictor of high achievement outcome without resorting to help-seeking.

If task value refers to students' perceptions of the course material in terms of interest, importance, and utility, then high task value leads to more

involvement in one's learning resulting to high achievement. The items comprising self-efficacy assess two aspects of expectancy: expectancy for success and self-efficacy (Pintrich et al., 1991). Expectancy for success refers to performance expectations, and relates specifically to task performance. Self-efficacy is a self-appraisal of one's ability to master a task. Self-efficacy includes judgments about one's ability to accomplish a task as well as one's confidence in one's skills to perform that task. The present study found a positive association of self-efficacy to task value which suggests that students who believe in their ability to perform the task are the ones who likely regard the task as important and interesting.

Consistent with my hypothesis, the results of the second regression model also explain the positive relationship between self-efficacy and achievement final grades but negative relationship between help-avoidance and final grades. Self-efficacy, which is an expectancy component of student motivation, concerns students' beliefs that they can perform the tasks in algebra. On the other hand, help-avoidance negatively predicted final grades, which suggests that students who do not seek help are likely to get low final grades. Put together, a student who is highly efficacious does not necessitate help-seeking. High self-efficacy means high task value and high self-efficacy means high final grades. Thus, help-avoidance which was found to be negatively predicting final grades implies that the more students avoid asking for help, the lower would be their final grades. This finding is consistent to what was identified in the study of Ryan and colleagues (2010) as autonomous students. They reported students resist help seeking because they believe they can complete the work by themselves without depending on assistance from others. However, this contradicts earlier finding (Ryan et al., 1998), wherein students who avoid help have low self-efficacy. That is, students who feel incapable of doing their work are the ones most likely to avoid asking for help. They also claimed that the very students who need help the most seek it the least. Consistent with a recent study (Ryan et al., 2010), some students resist help because they are worried that they will look stupid if they ask for help, although they are aware of difficulty they cannot overcome alone (Karabenick & Knapp, 1991; Karabenick, 2003; 2004). Indeed, when students are threatened by task difficulty, they respond, not only by avoiding help but also by actively seeking to conceal these difficulties (Ryan et al., 2010). Similarly, when students experience failure after having put forth great effort, their efficacy beliefs may be undermined. Success that can only be achieved with the help of others provides a weaker indication of one's personal ability than success achieved on one's own (Ryan et al., 2010).

In the present study, however, students who feel competent in doing tasks (e.g., problem solving) in algebra, are the ones who do not seek help because they likely believe that they have the ability to perform the task. Thus, higher self-efficacy increases some motivational element (i.e., direction, effort, and task value) leading to better academic achievement.

In sum, results provide support to the assumption that motivational beliefs toward help seeking explain, in part, why and how self-efficacy affects the decision to engage even in challenging tasks. Students who endorsed high self-efficacy are more likely refrain from asking help because they believe they can do the tasks alone.

### Educational Implications

The findings have implications for teacher practices attempting to foster adaptive help seeking among university students. Teachers are able to influence students' self-efficacy and task value beliefs in the subjects they teach. Indeed, students are vulnerable to perceptions of threat, which serve to inhibit seeking help with their academic work when needed. Whether students feel comfortable about asking for help in math class is affected by how they feel about their competence. Further, the reasons why students engage in their math work affects whether they feel comfortable about asking for help in the classroom. Math instructors that draw attention to the relative ability of students or extrinsic reasons for doing work could foster concern about negative judgments for seeking help. Teacher practices that emphasize doing work for intrinsic reasons and encourage students to use self-referenced standards could foster positive feelings about seeking help.

Another important implication of the study deals with the predictive relationship of self-efficacy, help-seeking, task value, and achievement final grades. If self-efficacy positively predicts task value and final grades, and avoidance of help-seeking negatively predicts final grades, the students who feel competent that they can perform the tasks are the ones who do not need to engage in help-seeking. The absence of self-doubt among engineering students enables them to solve even the most challenging problems in algebra. This study provides important empirical data in understanding individual differences in how students' achievement and task value were influenced by some motivational factors. Presumably, the absence of self-doubt (i.e., high self-efficacy and certainty) leaves engineering students feeling sufficiently prepared for assigned tasks.

The findings of the study differentiated the influence of the three motivational components to achievement and help-seeking/help-avoidance behavior. The findings in my study suggest that efficacious students are more likely self-regulated and less likely to avoid seeking help. These findings provide support for earlier research (Karabenick & Knapp, 1991; Newman, 2000) that help-seeking intentions are influenced by motivational factors like self-efficacy for learning and performance.

However, several limitations of the present study may be addressed in future research. Since the study was cross-sectional, measurements were gathered at one time point only. Longitudinal studies may be conducted when replicating this study. To improve the fit of the scales that I used particularly the help-seeking and help-avoidance scale, the items may be refined to be able to capture students' specific behavior. Other variables may also be included (e.g., teacher support, peers) in future studies. Finally, this study did not examine the classroom context. Future research is needed to determine how classroom structures impact the relations between motivational variables, attitudes, and help-seeking behavior.

These limitations notwithstanding, this study adds to the existing literature on the positive influence of self-efficacy on task value and final grades; and the negative influence of help-avoidance on final grades. There are limited published research studies involving these motivational variables among Filipino college students, thus, the present study fills this gap.

Similar to research in a wide range of academic contexts (Bong, 2001; Martin & Dowson, 2009; Shell & Husman, 2008), the present finding attests to the importance of enhancing efficacy beliefs to achieve substantive outcomes, such as increased levels of academic performance. Similarly, engineering students who are confident in their academic capabilities monitor and value the tasks more effectively, are more efficient problem solvers, and show more persistence than do equally able peers with low self-efficacy. They also engage in the tasks no matter how difficult it is, evaluate their progress more frequently, and engage in more self-regulatory strategies that promote higher academic achievement.

In conclusion, the results illustrate the importance of linking motivational and attitudinal characteristics of students to provide a fuller understanding of early adolescent help-seeking. To gain an understanding of teacher practices that will foster positive help seeking in adolescents, we must consider how cognitive, motivational, and social factors influence attitudes toward help-seeking behavior.

## REFERENCES

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Bong, M. (2001). Role of self-efficacy and task-value in predicting college students' course performance and future enrollment intentions. *Contemporary Educational Psychology, 26*, 553-570.
- Butler, R., & Neuman, O. (1995). Effects of task and ego achievement goals on help-seeking behaviors and attitudes. *Journal of Educational Psychology, 87*, 261-271.
- Deci, E. I., & Ryan, R. M. (1987). The support of autonomy and the control of behavior. *Journal of Personality and Social Psychology, 53*, 1024-1037.
- Durik, A.M., Vida, M., & Eccles, J.S. (2006) Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology, 98*, 382-393.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109-132.
- Friedel, J.M., Crutina, K. S., Turner, J.C., & Midgley, C. (2010). Changes in self-efficacy beliefs in mathematics across the transition to middle school: Examining the effects of perceived teacher and parent goal emphases. *Journal of Educational Psychology, 102* (1), 102-114.
- Karabenick, S. A. (2003). Seeking help in large college classes: A person-centered approach. *Journal of Educational Psychology, 96*, 369-381.
- Karabenick, S. A. (2004). Perceived achievement goal structure and college student help seeking. *Contemporary Educational Psychology, 28*, 37-58.
- Karabenick, S. A., & Knapp, J. R. (1991). Relationship of academic help seeking to the use of learning strategies and other instrumental achievement behavior in college students. *Journal of Educational Psychology, 83*, 221-230.
- Marchand, G., & Skinner, E. A. (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology, 99*(1), 65-82.
- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, and engagement: Yields for theories, current issues, and educational practice. *Review of Educational Research, 79*, 327-365.

- Newman, R.S. (1990). Children's help seeking in the classroom: The role of motivational factors and attitudes. *Journal of Educational Psychology, 82*, 71-80.
- Newman, R. S. (2000). Social influences on the development of children's adaptive help seeking: The role of parents, teachers, and peers. *Developmental Review, 20*, 350-404.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology, 95*(3), 667-686.
- Pintrich, P.R., & De Groot, E.V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*, 33-40.
- Pintrich, P., Smith, David A. F., Garcia, T., & McKeachie, W. (1991) *A Manual for the Use of Motivated Strategies for Learning Questionnaire (MSLQ)*. Ann Arbor, MI: The University of Michigan.
- Ryan, A.M., Gheen, M.H., & Midgley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social-emotional role, and the classroom goal structure. *Journal of Educational Psychology, 90*, 528-535.
- Ryan, A.M., Patrick, R., & Shim, S. (2010) Differential profiles of students identified by their teacher as having avoidant, appropriate, or dependent help-seeking tendencies in the classroom. *Journal of Educational Psychology, 97*, 275-285.
- Shell, D. F., & Husman, J. (2008). Control, motivation, affect, and strategic self-regulation in the college classroom: A multidimensional phenomenon. *Journal of Educational Psychology, 100*(2), 443-457.
- Skinner, E. A., Edge, K., Altman, J., & Sherwood, H. (2003). Searching for the structure of coping: A review and critique of category systems for classifying ways of coping. *Psychological Bulletin, 129*, 216-269.
- Zimmerman, B.J. (1989). A social-cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*, 329-339.

#### AUTHOR NOTES

Correspondence regarding this manuscript should be addressed to Dr. Felicidad T. Villavicencio (email: felicidad.villavicencio@yahoo.com).

## Dimensions of *Loob*: Can Politicians be Used as Exemplars?

Marshaley J. Baquiano

*Davao Oriental State College of Science and Technology*

Gilda Dans-Lopez

*Ateneo de Manila University*

This study explored the concept of *loob* and investigated how Filipinos intuitively perceived the *loob* of some of the country's leading political figures. The purpose was to determine the dimensions of *loob* and to find politicians that would best exemplify each of these dimensions. Forty-nine freshman college students rated seven politicians on 15 *loob* adjectives. Principal component analysis revealed four categories of *loob*: *Kaaya-ayang loob*, *Hindi Mapagtotoong loob*, *Malakas ang loob*, and *Malambot ang loob*. Correspondence analysis showed Escudero and Roxas as exemplars of *Kaaya-ayang loob*, Estrada as *Hindi Mapagtotoong ang loob*, Lacson as *Malakas ang loob*, and Villar and Estrada as *Malambot ang loob*. Why certain political figures exemplified particular *loob* dimensions were discussed in relation to current events surrounding the politicians around the time of the study.

*Keywords:* *loob*, correspondence analysis, political figures

*Sikolohiyang Pilipino* has advocated the study of the local language as one strategy for understanding indigenous concepts (Enriquez, 1992). *Loob* or "inner core" is one such indigenous Filipino concept that has been discussed in various studies on Philippine culture and values. According to Enriquez (Alejo, 1990, *Paunang Salita*), the concept of *loob* is important and central in understanding Filipino psychology and thinking. In this study, we add to the still growing literature on *loob* by showing that there are four dimensions in the way Filipinos describe *loob*.

## Loob

*Loob* encompasses many aspects of personhood (Jocano, 2001) such as *malay* (consciousness and thought), *dama* (affect), and *ugali* (character). It literally means "inside", but psychologically refers to one's inner being or inner self (De Castro, 1999; Jocano, 2001; Miranda, 1989). In this inner space lies the very foundation of one's ideas, feelings, behaviors, values, and ideals (De Mesa, 2006).

Kohut (1959, as cited in Raines, 1990) states that a person's inner world "cannot be observed with the aid of our sensory organs. Our thoughts, wishes, feelings, and fantasies cannot be seen, smelled, heard, or touched. They have no existence in physical space, and yet they are real, and we can observe them as they occur in time" (p. 62). In everyday Filipino language, this inner world is described in phrases such as *matibay ang loob*, *buo ang loob*, *mabigat ang loob*, or *maaliwalas ang loob* (inner core that is strong, whole, heavy, or clear, respectively). These adjectives are linguistic expressions that describe what is holistically sensed to be inside a person.

But this inner core is not just about the self. Just as consciousness has been described as a social relationship (Azeri, 2011), so too has *loob* been referred to as an experienced oneness of self and other (Sta. Maria & Largoza, 2006). As explained by Alejo (1992, as cited in Sta. Maria & Largoza, 2008) "The other is likewise 'in' my *loob*...Every 'I' comes from the other, provided by the other, influenced by the other" (p. 60). Alejo (1990) stated that we as a people are *kaloob ng kapwa* (interconnected). Each of us comes from our *kapwa-tao* (fellow men) and influenced by our *kapwa* (fellow). Wherever we go or turn, there our *kapwa* is too. In *loob* there is a non-distinction of the self and the other (Sta. Maria & Largoza, 2006).

The interconnection between one's own inner experiences and another person's inner world appears to be facilitated, not by our five senses, but by other faculties such as intuition (Piha, 2005). According to Piha, intuition acts like a radar. A variety of verbal and nonverbal communication patterns is transmitted by one person and the meanings are received by the other. In this way, people enter into another person's inner systems of symbols and meanings, just as they also allow the other person to enter theirs (Jocano, 2001).

What is intuited of another person's inner world is linguistically expressed by phrases that describe *loob*. The Filipino language is replete with such descriptors. And it is through a study of these expressions that the reality of



the psyche and how we experience it can be objectified (Azeri, 2011). Knowing how the inner world is described provides insight into its nature. To further the understanding of this inner core, Bulatao, Dans-Lopez, Balane, and Gomez (2008) undertook an exploratory study to determine if some interpretable dimensions existed and could be uncovered based on a list of *loob* adjectives. Their study yielded four dimensions: *Kaaya-aya ang loob* (pleasant), *Mapagtotoo ang loob* (true), *Malakas ang loob* (strong), and *Malambot ang loob* (soft).

In this study, we seek to confirm these dimensions. But in order to ground an abstraction such as *loob*, we also attempt to find associations with real persons, known public figures who would exemplify each *loob* dimension. In this case, we chose politicians on a potential campaign trail, public figures who willingly opened themselves to the Filipino masses in the hope of becoming elected leaders of the nation. The politicians as exemplars for each *loob* dimension hopefully will anchor the concept of *loob* on Filipino experiences.

### Perceiving *Loob*

It is human nature to constantly make appraisals, especially in social environments. Appraisal of others may be based on externality – words, behavior, or performance – which Filipinos refer to as *labas*. But words and behavior alone sometimes are not sufficient to see into one's thoughts, feelings, and motivations. To appraise and understand another person, it is essential to go beyond externalities, to see into another's inner self, or *loob*.

Appraisal of *loob* is something that Filipinos do all the time (Pe-Pua & Protacio-Marcelino, 2000). One's own personhood and sensitivity are used to perceive the *loob* of others. Thus there is involvement in the other as reflected by the word *kalooban*, with the prefix *ka-* suggesting mutuality so that actions and words of others are understood (Jocano, 2001). *Kalooban* is "entering into another person's inner systems of symbols and meanings" (Jocano, 2001, p. 99), which leads to inner knowing and understanding of the other. *Kalooban* thereupon integrates a Filipino core value called *kapwa* or shared identity and humanness (Enriquez, 1992) with the concept of *loob*.

But how do people perceive another's *loob*? To perceive means to integrate sensory information into precepts of objects and use these precepts to get around in the world (Atkinson, Atkinson, Smith, Bem, & Nolen-Hoeksema, 2000). This processing of information comes in two different modes – one is analytical, deliberate, and rational and is associated with the

intellect; the other is intuitive, automatic, and natural, and is associated with feelings and experience (Epstein, 1994).

It is perhaps through the intuitive mode that Filipinos perceive another's *loob*, for according to Jocano (1999), Filipinos give more importance to feeling? - "heart logic" than "mind logic". This "heart logic" involves *pakiramdam*, or heightened awareness, sensitivity, and feeling for another (Enriquez, 1992). Perceiving *loob* of others involves using an element of one's own *loob* (Bulatao et al., 2008), the *dama* or social dimension of feeling that involves interactions with others (Enriquez, 1992). *Dama* is the "affect part of perception... a way of perceiving or understanding through intuitive feel or insight" (Jocano, 2001, p. 105).

*Dama* probably involves both empathy and intuition. Sta. Maria and Largoza (2008) suggested that it is empathy that is involved in the non-distinction between self and other, showing that there is a neurological basis for it. But Raines (1990) also stated that empathy and intuition are related in that they are both ways of gaining immediate understanding. The difference is that empathy reaches into feelings, while intuition reaches into thought. Empathy is the ability to perceive the subjective experience of another person, while intuition is the knowing of what has been left unsaid (Philipp, Philipp, & Thome, 1999). Empathy, thus, is the source of intuitive understanding.

### Intuition

Intuition is not a single phenomenon, but rather a process of early stages of knowing (Welling, 2005). It has been described as a hunch, a gut feeling, and knowing without being able to explain how one knows (Hensman & Sadler-Smith, 2011). It has been defined as emotionally charged judgments (Dane & Pratt, 2007), which result from non-sequential information-processing (Sinclair & Ashkanasy, 2005, as cited in Blume & Covin, 2011). Individuals judge even without lucidly articulated justifications. There is the absence of conscious reasoning and critical reflection, but rather there is a process in which "interior" signals seem to potentially guide people's judgment and decision-making (Hodgkinson, Logan-Fox, & Sadler-Smith, 2008).

Intuition arises spontaneously through non-conscious processes (Dane & Pratt, 2007; Welling, 2005). In a relationship, it involves picking up leads from a heightened awareness of the dress, behavior, posture, facial expressions, speech, ideas, gestures, attitudes, and moods, to see into the other's personhood (Philipp et al., 1999). What is perceived is a gestalt that

can come as poignant feelings and impressions arising from non-conscious detection of subtle cues and nonverbal behavior of another (Welling, 2005). At a certain point of the intuitive process, the intuition presents itself as a holistic representation of what is perceived. This may come as words without explicit rational explanations, and it may also come as images.

*Loob* words, as outcome of intuition, reflect holistic representations of an inner world. The adjectives convey a gestalt in the form of images. *Loob* is thus described in terms of aesthetics (*maganda, pangit*), illumination (*maliwanag, madilim*), weight (*magaan, mabigat*), strength (*malakas, mahina*), texture (*malambot, matigas*), or even genuineness (*apat, mapagkunwari*). While the adjectives and the images conjure a lack of rational explanation for why the *loob* of another may be perceived in this or that way, Bulatao and colleagues (2008) surmised that it can still be subjected to empirical analysis so that its dimensions may be uncovered.

### Dimensions of *Loob*

In an exploratory study, a selected set of adjectives used to describe *loob* were subjected to empirical analysis by Bulatao and associates (2008). Sixty-one *loob* adjectives that described one's inner core were first generated by graduate psychology students. These were subsequently reduced to just 15 items in a *Loob* Scale, eliminating those that were not understood in the same way by students who spoke different regional dialects, as well as those that did not factor well in a preliminary analysis.

A variety of magazine pictures were selected as stimuli to reflect persons with varied expressions, actions, and contextual situations. Using these pictures and the 15 *loob* adjectives, counseling and clinical psychologists were asked to use their intuition to rate how intensely each adjective described the *loob* of the person in each of the magazine pictures. Principal components analysis yielded four dimensions of *loob*. These were labeled as *Kaaya-aya*, *Mapagtotoo*, *Malakas*, and *Malambot*.

As images of an inner world, these dimensions are metaphoric and could mean a variety of things, depending on the situation and context of use. They are discussed herein in accordance with the meanings of the adjectives and the characterizations they imply.

*Kaaya-aya*. The first dimension was described by adjectives *maganda, maliwanag, maaliwalas*, and *magaan ang loob*. The adjectives, as defined by Alejo (1990), when taken together suggest inner beauty, goodness, lightness, cleanliness, serenity, and peacefulness. This is similar to a domain of *kagandahang loob* called *malinis na kalooban* (clean), as discussed

in Resurreccion (2007). It refers to innately good persons who are sincere, have a clean conscience, and are pure in thoughts, words, and action. Bulatao and associates (2008) labeled this dimension as *Kaaya-aya*, to encompass the characteristics these persons exude, such as pleasantness and wholesomeness (Jocano, 1999).

*Mapagtotoo*. The second dimension was described by adjectives such as *hindi mapagkunwari*, *hindi maarte*, *hindi mapanukso*, *tapat*, and *matuwid ang loob* (Bulatao et al., 2008). This describes an inner world that is unpretentious, not fancy, true, and genuine. The dimension was labeled *Mapagtotoo ang loob*, which is about being true to self and to others. What is projected by a person is consistent with what others "see" of his *loob*. Enriquez (1992) drew the example of a man who is puffed up with self-importance but whom society perceives as a fool. This person's self-evaluation may be inconsistent with others' view of him, considering him to be *hindi mapagtotoo*. It may happen that some persons mask the true self, and so appear to be pretentious (*mapagkunwari*) or fancy (*maarte*). Those who read through the mask however perceive something different than what is presented to the outside world.

*Malakas*. Bulatao and colleagues (2008) found the third dimension and included *matapang*, *matatag*, *malakas*, and *matigas ang loob* as descriptors. In terms of personal character, these adjectives were described by Alejo (1990) as courage, confidence, and guts - toughness in the face of trials, a readiness to take on risks and face the unknown, determination and perseverance to overcome challenges. It was thus labeled *Malakas ang loob*, which connotes hardiness and a purposeful determined resolve to overcome obstacles. It is the concept of *lakas loob* among Filipinos, a fighting spirit, an inner resource for change and actualizing the good in one's self and in others that inspires one to transcend limitations, such as pain, fear, distance, ignorance, and even death (De Guia, 2005; Enriquez, 1992). On the negative side, determination can have its downside, in that *matigas ang loob* can also entail insensitivity, fierceness, narrow mindedness, and indifference to others (Alejo, 1990).

*Malambot*. The fourth dimension had adjectives *malambot* and *maluwang ang loob* (Bulatao et al., 2008) and was labeled *Malambot ang loob*. The adjectives were characterized by Alejo (1990) as open-heartedness, a readiness to see others' point of view, a desire to make allowance for others, therefore of being approachable, understanding, and accepting. Consequently, *Malambot ang loob* may imply being easily convinced, and influenced by others. On the extreme, it can also mean permissiveness, and lack of restrictions, or *layaw*, which is pampering and

over-indulgence, freedom from strict control, and satisfaction of needs of a child by an adult (De Guia, 2005).

Even as Bulatao and associates (2008) found four *loob* dimensions, the respondents in the study were confined to a select group of Filipinos - graduate students in counseling and clinical psychology class that emphasized the importance of intuition. But reading *loob*, as with *pakikiramdam*, is something Filipinos are born into and grow up with (Pe-Pua & Protacio-Marcelino, 2000). As part of early socialization, Filipinos are encouraged to be constantly sensitive toward others, to pay attention to subtle cues and nonverbal behavior, and to hone their skills in *pakikiramdam*. Thus naïve subjects too and not just psychologists can be respondents in intuiting *loob* of others.

Bulatao and colleagues (2008) also used magazine pictures to extract ratings for *loob* adjectives. These were helpful as stimuli in generating ratings and finding the dimensions of *loob*. But would a different set of stimuli generate the same *loob* dimensions?

The magazine pictures were also useful in finding exemplars for each dimension. However, some of those in the pictures were familiar personalities and some were not. Exemplars are typical instances of a category and are useful in understanding that category (Smith, 1988). They serve as examples and provide straightforward explanations and concrete cases of an abstract concept. A familiar exemplar would thus facilitate understanding of an abstraction. When the person in the picture is unfamiliar, it serves little purpose for use as an example of a *loob* dimension.

### *Loob* of Politicians

As known personalities who promote a public image, political candidates are ideal as exemplars for understanding the dimensions of *loob*, for voters have been shown to use their intuition as a guide for choosing a candidate. In one study in the United States, it was found that rapid automatic inferences from the facial appearance alone of political candidates influence processing of subsequent information about these candidates (Todorov, Mandisodza, Goren, & Hall, 2005). Naïve participants were shown black and white photographs of politicians they did not know, but who were running for an upcoming congressional and senatorial election. They were asked to make a judgment of competence based on the facial appearance alone. It was found that about 70% of candidates, who were perceived as more competent based on facial appearance, actually won the election. The authors concluded that voting preferences are more intuitive than we would actually

like to believe, and that their findings challenge the conception that voters select candidates based on rationality.

In the Philippines too, external qualities of politicians influence processing of subsequent information about who to vote for. According to Bulatao (n.d., as cited in Dans-Lopez & Ty, 2010), physical appearance is given importance by Filipinos. He observed that Filipinos tend to judge another person's internal traits (*loob*) based on one's looks (*labas*), and is perhaps one possible reason why good-looking candidates and movie stars tend to be popular during Philippine elections. Popularity indeed has been found as an important determinant of voting preference among Filipinos (Institute of Political and Electoral Reform [IPER], 2005).

Physical appearance and popularity are aspects of *labas* (externality). So too are accomplishments and news events about the politician. But it is from this *labas* that Filipinos intuitively appraise a politician's *loob*, capturing a gestalt that leads to a judgment of one's intention to serve, sincerity, and ability to serve the people.

### Study Objectives

In the present study, we attempt to replicate the four dimensions of *loob* in the study by Bulatao and colleagues (2008). Instead of using counselors and psychologists as participants, we use adolescent respondents. We also use a different set of stimuli to obtain ratings on *loob* adjectives. Instead of magazine pictures, we use politicians, potential candidates for a nationwide presidential election. These politicians are also used to find exemplars for each *loob* dimension.

The research questions this study hopes to answer are: (1) Will the four dimensions of *loob* in Bulatao et al. (2008) also be gleaned from perceptions of *loob* of politicians? (2) Who among the political figures would be exemplars for each dimension of *loob*?

## METHOD

### Participants

A total of 49 freshman students served as respondents of the study. Fifty one percent were males and 49% were females with ages ranging from 15 to 18 ( $M = 17$ ,  $SD = 1.13$ ). Half were enrolled in Davao Oriental State College of Science and Technology (DOSCAST), a rural state college

located in Mati, province of Davao Oriental. The other half were enrolled in Ateneo de Manila University (ADMU), an urban university located in Quezon City. All respondents from DOSCST were taking up BS Information Technology while those enrolled in ADMU were taking up BS Psychology or BS Management Engineering.

### Measure and Instrument

Students' perception of politicians' *loob* were measured on four dimensions using the 15-item *Loob Scale* developed by Bulatao and colleagues (2008). The 15 items defined four *loob* dimensions namely *Kaaya-aya*, *Mapagtotoo*, *Malakas*, and *Malambot*. These were shown to have acceptable reliabilities (.84, .90, .85, and .65, respectively) and construct validity by Bulatao and colleagues (2008). In this study, wording of each item was slightly modified based on feedback from participants. Whereas the original *Loob Scale* contained one-word adjectives such as *maganda*, *tapat*, *malakas*, and so on, in this study, qualifiers were added to specify that it was the *loob* being described rather than traits of the person. Thus the revised scale contained items such as *maganda ang loob*, *tapat ang loob*, *malakas ang loob*, and so on.

Seven politicians were rated on each of the 15 items on a scale from 1 (no, no, no) to 6 (yes, yes, yes), with a higher number indicating that a *loob* item was strongly perceived in the politician. Thus each respondent filled out a matrix that had 15 columns (*loob* items) and seven rows (politicians).

The politicians selected as stimuli for the study were the prospective top seven presidential candidates in the year 2008 when the study was conducted. Based on the 2008 survey done by Pulse Asia and Social Weather Station, the potential candidates at that time were Manny Villar, Loren Legarda, Erap Estrada, Chiz Escudero, Ping Lacson, and Mar Roxas. A brief profile of these politicians obtained from their website, as of 2008, is presented in the Appendix. This is to show the image these politicians were projecting at the time the study was undertaken.

### Procedure

Two teachers (one from DOSCST and one from ADMU) were asked to allow their students to participate in the study. Having obtained their permission, the *Loob Scale* was emailed to DOSCST in Davao Oriental,

and was administered by the teacher in her class. One of the authors of this research administered the test to ADMU students. Full instructions on how to complete the measures were written on the questionnaire.

The respondents were shown black and white pictures of the seven political candidates, with each picture about the size of a short bond paper. All the pictures were taken from the worldwide web, mostly from the politician's own websites.

The participants were specifically instructed to rate the politicians on the 15 *loob* adjectives using their intuition. That is, they were to answer using their gut feeling (Hensman & Sadler-Smith, 2011) and without conscious reasoning and critical reflection (Hodgkinson et al., 2008). It was not checked whether or not the participants recognized the politicians, as intuition can be used when people have no information or have a lot of information (Hodgkinson, Sadler-Smith, Burke, Claxton, & Sparrow, 2009) about the object being assessed. After the administration of the test, the questionnaires from Davao Oriental were mailed back for data analysis.

### Data Analysis

Matrices containing respondents' ratings were standardized then stacked one on top of each other to create just one data set. Thus the working matrix had 15 columns (*loob* items) and 343 rows (seven politicians rated by 49 respondents). This was patterned after a study by Grice (2004) where 72 participants rated several persons they knew on a list of Big Five attributes. According to Grice (2002), merging of matrices from different individuals is particularly useful when studying group processes. The individual matrices however have to be standardized to ensure that the scaling across different matrices are the same. Standardization and merging for this study's data set was facilitated by the software *Idiogrid* by Grice (2002).

After all the matrices were stacked together to form just one global matrix, the data was then analyzed using principal components analysis, with oblique rotation.

To determine which politicians would be exemplars for each *loob* dimension, correspondence analysis was used. Correspondence analysis is essentially a data reduction technique that investigates associations among row and column categories visually through a scatterplot or map (Maraun, Slaney, & Jalava, 2005). By displaying these relationships graphically, insights on the structure underlying the data may be investigated more readily than from studying tables of numerical values (Everitt, 1997). Consequently,



row categories (*loob* dimensions) and column categories (politician) most similar to each other will appear close to each other on the plot and those that are different from each other will appear distant from each other on the plot.

To obtain a scatterplot of *loob* dimensions versus politicians, the mean scores for each *loob* dimension based on its adjective indicators were first obtained. The politician ratings of all respondents were then aggregated as suggested by Higgs (1991) so that the working matrix had seven politicians on the rows and 15 *loob* items on the columns. This is called the correspondence table. The cells of the table are measures that indicate any relationship, association, or interaction between the row and columns (Meulman & Heiser, 1999). In this case, the cells of the correspondence table were the mean ratings of a politician on each *loob* dimension.

The data was then restructured to make it suitable for correspondence analysis in SPSS (Meulman & Heiser, 1999), such that the matrix had the following three columns: a) politician, b) *loob* dimension, and c) mean score of a politician on a *loob* dimension. The last column of mean scores was used as the weighting variable.

In correspondence analysis, chi-square distance is the standard method used to find the appropriate coordinates of each row and column category on a plot (Meulman & Heiser, 1999). This method was employed in this study. A two-dimensional scatterplot was thereafter generated. Although there may be more than two dimensions to describe the associations, typically a two-dimensional plot is produced because it is easier to interpret patterns on two-dimensions (Kroonberg & Lombardo, 1999). The plot was examined to determine which politician would be closest to which *loob* dimension.

## RESULTS

Principal components analysis, oblique rotation, showed four *loob* dimensions similar to the findings of Bulatao and colleagues (2008): *Kaaya-aya*, *Hindi Mapagtotoo*, *Malakas*, and *Malambot* (Table 1). The only marked difference was that *tapat ang loob* and *matuwid ang loob* loaded on the factor *Kaaya-aya*, rather than on *Hindi Mapagtotoo* as expected. One reason for the difference could be that the original study had items that did not have the qualifier "*ang loob*". Bulatao and colleagues (2008) used single word items such as *tapat*, which is a trait, rather than *tapat ang loob*, which is a more holistic description of the person's inner world.

Table 1  
*Loob* Scale Pattern Matrix

<i>Loob</i> Scale	Kaaya-aya	Hindi- Mapagtotoo	Malakas	Malambot
Maliwanag ang loob	.892			
Matuwid ang loob	.774			
Tapat ang loob	.772			
Maaliwalas ang loob	.766			
Maganda ang loob	.651			
Magaan ang loob	.578			
Maarte ang loob		.917		
Mapanukso ang loob		.806		
Mapagkunwari ang loob		.723		
Matapang ang loob			.842	
Malakas ang loob			.702	
Matatag ang loob			.701	
Matigas ang loob			.512	
Malambot ang loob				.877
Maluwag ang loob				.742

Total variance explained was 62.46%, with *Kaaya-aya* explaining 33.02%, *Hindi Mapagtotoo ang loob*, 13.80%; *Malakas*, 8.24%; and *Malambot*, 7.40%. The analysis showed that *Kaaya-aya* was negatively related to *Hindi Mapagtotoo* (-.38) and positively correlated to *Malambot* (.24). *Hindi Mapagtotoo* furthermore was negatively correlated with *Malambot* (-.22). Since some of the correlation values were above .30 and there was no compelling reason to insist on orthogonal rotation, oblique rotation was deemed appropriate.

Internal consistency using Cronbach's alpha was 0.83 for *Kaaya-aya*, 0.77 for *Hindi Mapagtotoo*, 0.63 for *Malakas*, and 0.53 for *Malambot*. Being the last factor in the solution, *Malambot* had the lowest reliability, perhaps because the dimension had only two indicators – *malambot* and *maluwag*. Pedhazur and Schmelkin (1991) however stated that values of .50 or .60 are acceptable when the measures are used for research purposes.

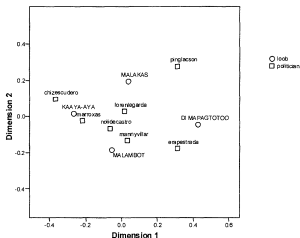
Correspondence analysis was thereafter conducted to see which politician would cluster with a *loob* dimension. The correspondence table is shown on Table 2.

Table 2  
Correspondence Table, Mean Ratings of Politician per *Loob* Dimension

<i>Loob</i>	Politician						
	Chiz Escudero	Erap Estrada	Loren Legarda	Manny Villar	Mar Roxas	Noli de Castro	Ping Lacson
<i>Kaaya-aya</i>	4.66	3.70	4.30	4.10	4.48	4.21	3.79
<i>Hindi Mapagtotoo</i>	2.41	3.14	2.93	2.86	2.61	2.73	3.12
<i>Malakas</i>	4.26	3.97	4.18	3.91	4.07	4.01	4.31
<i>Malambot</i>	4.13	4.01	4.00	3.98	4.06	4.01	3.65

The two-dimensional scatterplot (Figure 1) showed that on the horizontal dimension, *Kaaya-aya ang loob* was on the extreme left, opposite of *Hindi Mapagtotoo ang loob* on the right. Chiz Escudero and Mar Roxas were also on the extreme left suggesting that they were perceived as *Kaaya-aya ang loob*, while Ping Lacson and Erap Escudero on the opposite end were perceived as *Hindi Mapagtotoo ang loob*.

Figure 1: Scatterplot of correspondence between *loob* dimensions and politicians.



Along the vertical dimension, *Malakas ang loob* was on the upper end and *Malambot ang loob* was at the lower end of the plot. Ping Lacson and Chiz Escudero were closest to the top, suggesting that they were perceived as *Malakas ang loob*, while Erap Estrada and Manny Villar at the bottom were perceived as *Malambot ang loob*.

Based on distances on the plot, Chiz Escudero and Mar Roxas appeared to be closest to *Kaaya-aya*, Erap Estrada to *Hindi Mapagtotoo*, Ping Lacson to *Malakas*, and Manny Villar as *Malambot*.

Manny Villar as an exemplar of *Malambot* however appeared counter-intuitive. Row-wise on the correspondence table, he had the lowest mean rating for *Malambot ang loob*. Column-wise, his *loob* was perceived as *Kaaya-aya* first, and *Malambot* next.

To clarify why Manny Villar was closest to *Malambot ang loob* on the plot, the contribution of the politicians (column points) to inertia was also examined. Inertia tables show which category contributes substantially to an axis (Meulman & Heiser, 1999). These can be treated as R-squared, since these are measures of the importance of a category on an axis (Hsieh, 2004).

The inertia contribution of the politicians to the horizontal and vertical axes is shown on Table 3. It verified that on the horizontal "*Kaaya-aya* versus *Hindi Mapagtotoo*" axis, Chiz Escudero, Mar Roxas, Erap Estrada, and Ping Lacson were dominant points, contributing a total of 98% of the inertia. On the vertical "*Malakas* versus *Malambot*" axis, the important politicians were Erap Estrada, Ping Lacson, and Manny Villar, contributing 89% of the inertia.

The table also shows that Ping Lacson and Erap Estrada were important contributors to both the horizontal and vertical axes. But Ping Lacson appeared to be a more important contributor to the vertical "*Malakas* versus *Malambot*" axis, since his contribution was higher at 53.9%, compared to only 25.1% at the other axis. Erap Estrada, however, appeared to be equally important to both axes. His contribution was about equal to the horizontal (25%) and vertical (22.3%) axes.

Manny Villar's contribution to the inertia of the vertical "*Malakas* versus *Malambot*" axis was low at 12.6%, even as it was non-zero. One way of understanding why he was the closest politician to *Malambot ang loob* on the scatterplot then was because Erap Estrada, another possible exemplar of "*Malakas* versus *Malambot*", was also being pulled toward the other "*Kaaya-aya* versus *Hindi Mapagtotoo*" axis, leaving him as the next closest contender.

Table 3  
Contribution of Politicians to Axis Inertias

	Contribution of Point to Inertia of Dimension	
	1 (Horizontal Axis)	2 (Vertical Axis)
Chiz Escudero	.360	.067
Erap Estrada	.250	.226
Loren Legarda	.001	.005
Manny Villar	.003	.126
Mar Roxas	.124	.004
Noli De Castro	.011	.032
Ping Lacson	.251	.539
Active Total	1.000	1.000

It can then be said that Manny Villar is just one possible exemplar of *Malambot ang loob*, albeit a weak one, and Erap Estrada too would be an exemplar of this dimension.

## DISCUSSION

*Loob* or "inner core" is described by Filipinos in everyday language through a variety of adjectives. A person's inner world cannot be observed using the five senses (Kohut (insert year), as cited in Raines, 1990). But like consciousness, it emerges through linguistic activity (Azari, 2011). Language is the medium through which the reality of the psyche and of inner experience is objectified. Knowing how the inner world is described and classified provides insight into its nature.

In this study, we examined the adjectives that described *loob* for evidence of four dimensions. We did find factors similar to those in the study by Bulatao and colleagues (2008). The same four *loob* dimensions emerged even when the stimulus was changed from magazine pictures to politicians, and the raters were a younger set of respondents instead of adults. This provided substantiation for the four dimensions of *loob*.

The study also sought out exemplars for each dimension that would help crystallize its meaning. Participants were asked to intuit the *loob* of politicians. According to Welling (2005), the process of intuiting goes through

several phases. First, one's attention is drawn to something that alerts a feeling. Certain elements are sensed to be relevant. The judgment is charged by affect, resulting from non-sequential information-processing (Sinclair & Ashkanasy, 2005, as cited in Blume & Covin, 2011). There is the absence of conscious reasoning and critical reflection, but rather a process in which inner signals seem to potentially guide people's judgment and decision-making (Hodgkinson et al., 2009). As the relevant elements or ideas are connected, the feeling presents itself in images or other forms of metaphors that take on a gestalt (Welling, 2005).

Filipino adjectives associated with *loob* do take on a gestalt. The manner by which *loob* is described is metaphoric, as shown by the four dimensions, reflecting the aesthetics (*Kaaya-aya*), genuineness (*Mapagtotoo*), strength (*Malakas*), and tenderness (*Malambot*) of another person's inner world.

But although the gestalt becomes perceivable, the meaning still has to be unraveled and decoded (Welling, 2005). Jocano (2001) attempted to uncover the deeper meaning of *loob* through field studies and found that its elements were *malay* (consciousness and thought), *dama* (affect), and *ugali* (character). These elements may be considered the details, captured by the adjectives that attempt to encompass all of these holistically, albeit metaphorically.

In this study, the meanings behind the adjectives were not unraveled or decoded. Participants were not asked for reasons behind ratings of *loob* for each politician. But as a way of making sense of why certain political figures exemplified particular *loob* dimensions, current events surrounding the politicians around the time of the study were discussed.

*Kaaya-aya ang loob* which had indicators *maliwanag*, *matuwid*, *tapat*, *maaliwalas*, *maganda*, and *magaan* (bright, straight, true, clear, beautiful, and light, respectively) appeared on the left of the scatterplot, alongside Chiz Escudero and Mar Roxas. This was contrasted to *Hindi Mapagtotoo ang loob* on the right, which had indicators *maarte*, *mapagkumwari*, and *mapanukso* (artsy or fancy, pretentious, and mocking, respectively). On the right of the plot too, were Erap Estrada and Ping Lacson. What these two politicians had in common was having been charged or linked to a criminal case. Erap Estrada, as former President of the country, was charged of plunder (Profile, 2007), while Ping Lacson had been facing grave charges concerning the Kuratong Baleleng rubout case. He has also been alleged as being involved in drugs and kidnapping (Ager, 2006). This might suggest that *Hindi Mapagtotoo ang loob* involves feelings of doubt or questions of trust on the part of the perceiver. The politician closest to *Hindi Mapagtotoo ang loob* was Erap Estrada, making him the better exemplar

of this dimension. This could be due to his impeachment as President, being found guilty, and eventually sentenced (Profile, 2007).

In comparison, the politicians on the right of the plot, Chiz Escudero and Mar Roxas, had not been involved in any political controversy or in any criminal case. As exemplars of *Kaaya-aya ang loob*, they probably symbolize trustworthiness as politicians because of their untainted reputation. The contrast between *Kaaya-aya* and *Hindi Mapagtotoo* in terms of political character thus appears to draw a distinction between trustworthiness and doubt, or between transparency and deceptiveness.

On the vertical axis, *Malakas ang loob* and *Malambot ang loob* were on opposite ends. *Malakas ang loob* had indicators *matapang*, *malakas*, *matatag*, and *matigas* (brave, strong, sturdy, and hard, respectively) and was at the upper end of the plot. On the upper end too were politicians Ping Lacson and Chiz Escudero. These two politicians were both vocal about their dissatisfaction of the administration at the time of the conduct of this study. They both spoke out strongly against President Arroyo. Ping Lacson initiated exposés on electoral fraud and corruption against Arroyo (Exposé, n.d.) and Chiz Escudero led two failed attempts to impeach her (Aning, 2007). Ping Lacson however was closer to *Malakas ang loob*, making him the better exemplar. This is perhaps because his exposés eventually incited the Filipino people to call for the resignation of President Arroyo (Exposé, n.d.).

*Malambot ang loob*, on the other hand, had indicators *malambot* (soft) and *maluwag* (roomy, spacious, or pliable) and appeared on the lower end of the plot. The politicians at the lowest end were Manny Villar and Erap Estrada. Both politicians were known to be close to the masses. They were both renowned for being caring and supportive of the poor and the needy. Manny Villar helped many overseas Filipino workers (OFW) with his Sagip-OFW and OFW repatriation programs (OFW Assistance, n.d.), while Erap fostered an image as the friend of the poor and as Robin Hood who is dedicated to redistributing power and wealth (Profile, 2007). These may have influenced participants to see them as open-hearted and members of the masses.

*Malakas ang loob* and *Malambot ang loob* were contrasted along the vertical axis of the scatterplot. In terms of character, these appear to draw a distinction between politicians who fight for principles and for what is right, versus those who show compassion and service to the poor and needy.

Certainly these four dimensions co-exist simultaneously such that the *loob* of a politician may be perceived on all dimensions in varying degrees. As such, politicians such as Erap Estrada turned out to be an exemplar of

more than one dimension. The adjective indicators together with the exemplars, when brought together, nevertheless offered insights on the meaning of each *loob* dimension in the context of political candidates.

### LIMITATIONS AND FUTURE STUDIES

This study adds to the still growing literature on *loob*. It gives a deeper understanding of the concept by showing that there are four dimensions in the way Filipinos describe a person's inner core. The study comes with some limitations however. First, the *Loob Scale* was a very short one, intended to minimize respondent fatigue since participants had to rate several politicians on the same scale. But it could be that there are other dimensions of *loob*. Perhaps a longer scale with more *loob* adjectives will reveal other dimensions. Also, the last factor *Malambot ang loob*, had low reliability because there were only two indicators. If the existing scale were to be used in other studies, perhaps more *loob* adjectives could be added to improve reliability.

Second, the respondents may or may not have recognized the politicians in the photographs shown to them. Hodgkinson and associates (2009) stated that intuition becomes particularly useful when people do not have much information or when they have too much information about the person being evaluated. However, it is not known how recognition of the person in the photograph will influence participants' evaluation of *loob*, and if more knowledge about that person would result to a different outcome. A study that considers non-recognition, recognition, and existing knowledge about a recognized person, would be an area of study that could add to what is already known about the intuitive process.

Third, perceptions of politicians' *loob* in this study represent only the views of the youth. It is non-representative of the voting public. This study also does not reflect voting preferences. But it certainly would be interesting to see if intuiting *loob* plays a role in Filipino decisions on whom to vote for. Studies do show that people use intuition when making decisions (Hensman & Sadler-Smith, 2011; Woiceshyn, 2009). The study by Todorov and colleagues (2005) in fact showed that competence of political candidates was judged based on facial appearance alone. This finding challenges the notion that voters select candidates based on rationality.

Investigating how perception of politicians' *loob* actually translates into candidate selection would also give a better understanding of Filipino voting behavior. It has been shown that Filipinos select candidates based on four criteria (IPER, 2005). The first three - popularity, party program, and



endorsement by a traditional group – are *labas*, characteristics of the candidate that can be seen and observed by voters. But the last factor - benefit to the voter - was an inference about the character of the candidates. This last factor had items: *madaling lapitan* (approachable), *malinis na pagkatao* (clean personhood), and *matulungin sa mga nangangailangan* (helpful to the needy). The items are a judgment of character and could be the unraveled and decoded meaning of an intuited image about a politician. A future study might examine how political characterizations such as these are related to each of the four *loob* dimensions, and how these eventually translate to actual voting behavior.

Knowing the dimensions of *loob* and how it relates to various types of *labas* (such as facial appearance, actions, or words), and subsequent character judgments, can lead to other studies that investigate intuitive decisions and eventual behavior toward the other. Perhaps the findings can also open doors to the study of the intuitive process.

## REFERENCES

- Ager, M. (2006, November 24). Arroyo pals blast Lacson for 'resign' call. *Philippine Daily Inquirer*. Retrieved from [http://newsinfo.inquirer.net/breakingnews/nation/view/20061124-34567/Arroyo\\_pals\\_blast\\_Lacson\\_for\\_%91resign%92\\_call](http://newsinfo.inquirer.net/breakingnews/nation/view/20061124-34567/Arroyo_pals_blast_Lacson_for_%91resign%92_call)
- Alejo, A. (1990). *Tao po! Tuloy! Isang landas sa pag-unawa sa loob ng tao*. Quezon City, Philippines: Ateneo de Manila University Office of Research and Publications.
- Aning, J. (2007, January 31). Escudero files candidacy to stop intrigues. *Philippine Daily Inquirer*. Retrieved from [http://newsinfo.inquirer.net/inquirerheadlines/nation/view/20070131-46584/Escudero\\_files\\_candidacy\\_to\\_stop\\_intrigues](http://newsinfo.inquirer.net/inquirerheadlines/nation/view/20070131-46584/Escudero_files_candidacy_to_stop_intrigues)
- Atkinson, R., Atkinson, R., Smith, E., Bem, D., & Nolen-Hoeksema, S. (2000). *Hilgard's introduction to psychology* (12th ed.). Manila, Philippines: Harcourt.
- Azeri, S. (2011). Consciousness as objective activity: A historical-genetic approach. *Science & Society*, 75(1), 8-37.
- Biography (n.d.). Retrieved July 31, 2009 from <http://www.lorenlegarda.com.ph/about.html>
- Blume, B. D., & Covin, G. J. (2011). Attributions to intuition in the venture founding process: Do entrepreneurs actually use intuition or just say that they do? *Journal of Business Venturing*, 26, 137-151.

- Bulatao, J., Dans-Lopez, G., Balane, K.N., & Gomez, G.G.A. (2008, August). *Loob* through pictures. Convention conducted at the 45<sup>th</sup> Psychological Association of the Philippines Annual Convention, Davao City, Philippines.
- Burton, S. (2001). *People power redux*. Retrieved October 4, 2009 from <http://www.time.com/time/asia/magazine/2001/0129/cover1.htm>
- Chiz Says CBCP Position a Big Letdown (2008, February 27). Retrieved from [http://www.senate.gov.ph/press\\_release/2008/0227\\_escudero2.asp](http://www.senate.gov.ph/press_release/2008/0227_escudero2.asp)
- Dalangin-Fernandez, L. (2007, October 25). Arroyo grants pardon to Estrada. Retrieved from [http://newsinfo.inquirer.net/breakingnews/nation/view/20071025-96730/%28UPDATE\\_3%29\\_Arroyo\\_grants\\_pardon\\_to\\_Estrada](http://newsinfo.inquirer.net/breakingnews/nation/view/20071025-96730/%28UPDATE_3%29_Arroyo_grants_pardon_to_Estrada)
- Dane, E., & Pratt, M. G. (2007). Exploring intuition and its role in managerial decision making. *Academy of Management Review*, 32, 33-54.
- Dans-Lopez, G., & Ty, W. (2010). Star Test : Reliability and construct validity. In J. Bulatao & G. Dans-Lopez (Eds.), *Consciousness mapping* (pp. 53-70). Quezon City, Philippines: Ateneo de Manila University Press.
- De Castro, L.D. (1999). *Kagandahang loob: Love in Philippine bioethics*. *Eubios Journal of Asian and International Bioethics*, 9, 39-40.
- De Guia, K. (2005). *Kapwa: The self in the other*. Pasig City, Philippines: Anvil Publishing.
- De Mesa, J. (2006). Reading the 1593 'ama namin' as a Filipino. *2401*, 38(7), 4-6.
- Enrile ousts Villar (2008, November 17). Retrieved from <http://www.abs-cbnnews.com/nation/11/17/08/enrile-ousts-villar-senate-coup>
- Enriquez, V. (1992). *From colonial to liberation psychology: The Philippine experience*. Manila, Philippines: DLSU Press.
- Epstein, S. (1994). Integration of the cognitive and the psychodynamic unconscious. *American Psychologist*, 49(8), 709-724.
- Estrada: the charges (2001, July 10). Retrieved from <http://news.bbc.co.uk/2/hi/asia-pacific/1430835.stm>
- Everitt, B. (1997). Annotation: Correspondence analysis. *Journal of Child Psychology and Psychiatry*, 38(7), 737-745.
- Exposé (n.d.). Retrieved from <http://www.pinglacson.net/about>
- Grice, J. (2002). Idiogrid: Software for the management and analysis of repertory grids. *Behavior Research Methods, Instruments, & Computers*, 34(3), 338-341.
- Grice, J. (2004). Bridging the idiographic-nomothetic divide in ratings of self and others on the Big Five. *Journal of Personality*, 72(2), 203-241.

- Have you met Mar? (n.d.). Retrieved July 31, 2009 from [http://www.marroxas.com/LS/staticpages/id-1244532566956/\\_ABOUT\\_MAR.html](http://www.marroxas.com/LS/staticpages/id-1244532566956/_ABOUT_MAR.html)
- Hensman, A., & Sadler-Smith, E. (2011). Intuitive decision making in banking and finance. *European Management Journal*, 29(1), 51-66, doi:10.1016/j.emj.2010.08.006
- Higgs, N. (1991). Practical and innovative uses of correspondence analysis. *Journal of the Royal Statistical Society*, 40(2), 183-194.
- Hodgkinson, G. P., Langan-Fox, J., & Sadler-Smith, E. (2008). Intuition: A fundamental bridging construct in the behavioral sciences. *British Journal of Psychology*, 99, 1-27.
- Hodgkinson, G. P., Sadler-Smith, E., Burke, L. A., Claxton, G., & Sparrow, P. R. (2009). Intuition in organizations: Implications for strategic management. *Long Range Planning*, 42, 277-297.
- Hsieh, M. (2004). An investigation of country-of-origin effect using correspondence analysis: A cross-national context. *International Journal of Market Research*, 46(3), 267-295.
- Institute of Political and Electoral Reform (2005). Restudying the Filipino voter today. Retrieved from <http://www.iper.org.ph/documentation/Chapter%2001-09.pdf>
- Jocano, F.L. (1999). *Working with Filipinos*. Quezon City, Philippines: Punlad Research House.
- Jocano, F.L. (2001). *Filipino worldview: Ethnography of local knowledge*. Quezon City, Philippines: Punlad Research House.
- Kroonberg, P., & Lombardo, R. (1999). Nonsymmetric correspondence analysis: A tool for analysing contingency tables with a dependence structure. *Multivariate Behavioral Research*, 34(3), 367-396.
- Loren Legarda (n.d.). Retrieved from [http://www.senate.gov.ph/senators/sen\\_bio/legarda\\_loren\\_bio.asp](http://www.senate.gov.ph/senators/sen_bio/legarda_loren_bio.asp)
- Manny Villar (n.d.) Retrieved from [http://www.senate.gov.ph/senators/sen\\_bio/villar\\_bio.asp](http://www.senate.gov.ph/senators/sen_bio/villar_bio.asp)
- Mar Roxas (n.d.). Retrieved from [http://www.senate.gov.ph/senators/sen\\_bio/roxas\\_bio.asp](http://www.senate.gov.ph/senators/sen_bio/roxas_bio.asp)
- Maraun, M., Slaney, K., & Jalava, J. (2005). Dual scaling for the analysis of categorical data. *Journal of Personality Assessment*, 85(2), 209-217.
- Meulman, J., & Heiser, W. (1999). *SPSS categories 11.0*. Chicago, IL: SPSS.
- Miranda, D.M. (1989). *Loob: The Filipino within*. Manila, Philippines: Divine Word Publications.
- OFW assistance (n.d.) Retrieved May 6, 2011 from [http://www.villarfoundation.org/in\\_action.php?subcat=ofw\\_repatiation](http://www.villarfoundation.org/in_action.php?subcat=ofw_repatiation)

- Panfilo Morena Lacson (n.d.). Retrieved from <http://www.pinglacson.net/about>
- Pedhazur, E., & Schmelkin, L. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pe-Pua, R., & Protacio-Marcelino, E. (2000). Sikolohiyang Pilipino (Filipino psychology): A legacy of Virgilio G. Enriquez. *Asian Journal of Social Psychology*, 3, 49-71.
- Personal Profile (n.d.). Retrieved July 31, 2009 from <http://www.chizescudero.com/story/19/biography>
- Philipp, R., Philipp, E., & Thorne, P. (1999). The importance of intuition in the occupational medicine clinical consultation. *Occupational Medicine*, 49(1), 37-41.
- Piha, H. (2005). Intuition: A bridge to the coenesthetic world of experience. *Journal of the American Psychoanalytic Association*, 53(1), 23-49.
- Profile: Joseph Estrada (2007, October 26). Retrieved from <http://news.bbc.co.uk/2/hi/asia-pacific/1063976.stm>
- Raines, J. (1990). Empathy in clinical social work. *Clinical Social Work Journal*, 18(1), 57-72.
- Resurreccion, R. (2007). Malasakit, pakikipagkapwa, at kalinisang loob: Mga pundasyon ng kagandahang loob. *Malay*, 19(3), 67-78.
- Smith, E. (1988). Concepts and thoughts. In R. Sternberg & E. Smith (Eds.), *The psychology of human thought* (pp. 19-49). Cambridge, UK: Cambridge University Press.
- Sta. Maria, M., & Largoza, G. (2008). On the non-distinction of self and other in the notion of personhood. *International Journal for Dialogical Science*, 3(1), 55-68.
- The Man (n.d.). Retrieved July 30, 2009 from <http://www.mannyvillar.com.ph/theman.php>
- Todorov, A., Mandisodza, A., Goren, A., & Hall, C. (2005). Inferences of competence from faces predict election outcomes. *Science*, 308, 1623-1626.
- Vice President Noli "Kabayan" de Castro (n.d.). Retrieved from <http://www.kabayannoli.com/>
- Welling, H. (2005). The intuitive process: The case of psychotherapy. *Journal of Psychotherapy Integration*, 15(1), 19-47.
- Woiceshyn, J. (2009). Lessons from "good minds": How CEOs use intuition, analysis and guiding principles to make strategic decisions. *Long Range Planning*, 42 (3), 298-319.

## APPENDIX

### POLITICIAN PROFILES

The selected politicians used as stimuli in this study were Manny Villar, Loren Legarda, Erap Estrada, Noli de Castro, Chiz Escudero, Ping Lacson, and Mar Roxas.

Manny Villar is a congressman of Las Piñas and Muntinlupa. He served three full terms and was chosen Speaker of the House of Representatives during his last term in 1998 (The Man, n.d.). He was a senator in 2001 and assumed the senate presidency in 2006 (Manny Villar, n.d.). However, he was forced to resign as senate president in 2008 due to lack of support in the senate (Enrile ousts Villar, 2008). Coming from humble beginnings, he worked his way up through hard work, persistence, and perseverance until, as a businessman, he was able to establish one of the largest homebuilding companies in the country today (The Man, n.d.).

Loren Legarda was a well-known anchor person of two popular news programs before she entered the world of politics. She ran for senate in 1998 and became the youngest woman senator of the country (Biography, n.d.). In 2001, she was voted in the senate as majority leader, making her the first woman to occupy such position (Loren Legarda, n.d.). When her term ended in 2004, she ran for vice president but lost to Noli de Castro. She became the first woman to top the senate race twice when she once again ran and won in the 2007 elections (Biography, n.d.).

Joseph "Erap" Estrada was the 13th president of the Philippines. Before becoming president, Erap was a movie actor who had played lead roles in several movies. He later used his popularity to enter politics (Profile, 2007). He served as mayor of San Juan for 17 years, then as senator for 6 years, then as vice president of the country for another 6 years. He was elected president in 1998, but was thrown out of office three years later during the 2001 EDSA Revolution (Burton, 2001). He faced charges of plunder (Estrada, 2001) and was found guilty in 2007 (Profile, 2007). He was later granted pardon by President Gloria Macapagal-Arroyo (Dalangin-Fernandez, 2007).

Noli de Castro, better known as *Kabayan* (Vice President, n.d.) or fellow countryman, was a former broadcast journalist, just like Loren Legarda. He was elected senator in 2001. Three years later, he ran for vice president as an independent candidate. He was the 14<sup>th</sup> vice president of the country in 2004 (Vice President, n.d.).

Francis "Chiz" Escudero started his political career at the age of 28. He was congressman of the 1st District of Sorsogon for 9 years, served as Assistant Majority Floor Leader in 1998, and House Minority Floor leader in 2004. He was elected senator in 2007. He studied at the University of the Philippines from grade school to law school (Personal Profile, n.d.). What has been seen of him in the media is his being vocal about his disapproval of the "bad performance" of the present administration (Chiz Says CBCP, 2008).

Panfilo "Ping" Lacson was chief of the Presidential Anti-Organized Crime task force and Director-General of the Philippine National Police during the Estrada administration (Panfilo Morena Lacson, n.d.). He resigned from those posts shortly after the 2001 EDSA Revolution. He became senator in 2001, ran for president in 2004 but lost, then was reelected senator in 2007. His exposés against President Gloria Macapagal-Arroyo include the Hello Garci and ZTE broadband deal controversies (Exposé, n.d.).

Manuel "Mar" Roxas is the grandson of former Philippine President Manuel Roxas. He trained and worked as an economist in the United States of America before entering Philippine politics. He served as Representative of the 1st District of Capiz from 1993 until 2000. He was Majority Leader of the House of Representatives (Have you met Mar?, n.d.). His stint in congress was cut short when he was appointed Secretary of the Department of Trade and Industry by then president Joseph Estrada. As DTI secretary, he became known as Mr. *Palengke* when he pushed for the development of the "palengke" (market) as the basic unit of the economy (Mar Roxas, n.d.). He resigned from office ten months after his appointment, but was reappointed two months after his resignation by the new president, Gloria Macapagal-Arroyo. He was elected senator in 2004.

Republic of the Philippines  
**CONGRESS OF THE PHILIPPINES**

Metro Manila

Fourteenth Congress  
Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-seventh day of July,  
two thousand nine.

**REPUBLIC ACT No. 10029**

**AN ACT TO REGULATE THE PRACTICE OF PSYCHOLOGY CREATING  
FOR THIS PURPOSE A PROFESSIONAL REGULATORY BOARD OF  
PSYCHOLOGY, APPROPRIATING FUNDS THEREFOR AND FOR OTHER  
PURPOSES**

*Be it enacted by the Senate and House of Representatives of the Philippines  
in Congress assembled:*

**ARTICLE I**

**TITLE**

**Section 1. Title.** - This Act shall be known as the "*Philippine Psychology Act  
of 2009*".

**ARTICLE II**

**STATEMENT OF POLICY**

**Section 2. Statement of Policy.** - The State recognizes that psychologists have an important role in nation-building and development. It also acknowledges the diverse specializations of psychologists and the diverse functions specific to the varied specializations. It particular, it recognizes the significance of the psychological services that practicing psychologists provide to diverse types of clients, but also recognizes the need to protect the public by preventing

inexperienced or untrained individuals from offering psychological services. Hence, it shall nurture competent, upright and assiduous psychologists whose standards of practice and service shall be excellent and globally competitive through the administration of inviolable, effective and credible licensure examinations and the imposition and promotion of regulatory measures, programs and activities that enhance their professional growth and well-being.

## ARTICLE III

### DEFINITION OF TERMS

**Section 3. *Definition of Terms.*** - As used in this Act, the following terms shall have the following meanings:

- (a) "*Psychology*" is the scientific study of human behavior. It involves the application of scientific methods to inquire into the biological, cognitive, affective, developmental, personality, social, cultural and individual difference dimensions of human behavior.
- (b) "*Practice of Psychology*" consists of the delivery of psychological services that involve application of psychological principles and procedures for the purpose of describing, understanding, predicting and influencing the behavior of individuals or groups, in order to assist in the attainment of optimal human growth and functioning. The delivery of psychological services includes, but is not limited to: (1) psychological interventions: psychological counseling, psychotherapy, psychosocial support, coaching, psychological debriefing, group processes and all other psychological interventions that involve the application of psychological principles to improve psychological functioning of individuals, families, groups and organizations; (2) psychological assessment: gathering and integration of psychology-related data for the purpose of making a psychological evaluation, accomplished through a variety of tools, including individual tests, projective tests, clinical interview and other psychological assessment tools, for the purpose of assessing diverse psychological functions including cognitive abilities, aptitudes, personality characteristics, attitudes, values, interests, emotions and motivations, among others, in support of psychological counseling, psychotherapy and other psychological interventions; and (3) psychological programs: development, planning, implementation, monitoring and evaluation of psychological treatment for individuals and/or groups.
- (c) "*Psychologist*" means a natural person who is duly registered and holds a valid certificate of registration and a valid professional identification card as professional psychologist, issued by the Professional Regulatory Board of Psychology and the Professional Regulation Commission pursuant to



this Act for the purpose of delivering the different psychological services defined in this Act.

- (d) "*Psychometrician*" means a natural person who holds a valid certificate of registration and a valid professional identification card as psychometrician issued by the Professional Regulatory Board of Psychology and the Professional Regulation Commission pursuant to this Act. As such, he/she shall be authorized to do any of the following: *Provided*, That such shall at all times be conducted under the supervision of a licensed professional psychologist: (1) administering and scoring of objective personality tests, structured personality tests, excluding projective tests and other higher level forms of psychological tests; (2) interpreting results of the same and preparing a written report on these results; and (3) conducting preparatory intake interviews of clients for psychological invention sessions.

## ARTICLE IV

### PROFESSIONAL REGULATORY BOARD OF PSYCHOLOGY

**Section 4.** *Creation and Composition of the Professional Regulatory Board of Psychology.* - There is hereby created a Professional Regulatory Board of Psychology, hereinafter called the Board, a collegial body under the administrative control and supervision of the Professional Regulation Commission, hereinafter referred to as the Commission, which shall be composed of a Chairperson and two (2) members appointed by the President of the Philippines from a list of three (3) nominees for each position. The list of nominees shall be submitted to the Commission by the integrated and accredited national organization of psychologists. The Board shall be organized not later than sixty (60) days from the effectivity of this Act.

**Section 5.** *Qualification of the Chairperson and the Members of the Professional Regulatory Board of Psychology.* - The Chairperson and members of the Board shall, at the time of their appointment and for the course of their term, possess the following qualifications:

- (a) A natural born citizen and resident of the Philippines;
- (b) At least thirty-five (35) years of age;
- (c) Possess good moral character;
- (d) Hold a doctorate degree in psychology conferred by a university, college or school in the Philippines or board duly recognized and/or accredited by the Commission on Higher Education (CHED);
- (e) Have at least ten (10) years of practice in psychology and psychometrics in a duly recognized institution, clinic or center, as well as at least five (5) years of teaching experience in the field of psychology;

- (f) Be a registered and licensed psychologists, except in the case of the first members of the Board who shall automatically be conferred a valid certificate of registration and a valid professional identification card in psychology and psychometrics upon appointment to the Board;
- (g) Is neither an officer, trustee nor member of the faculty of any university, college, institute or school where a regular course in psychology is offered or taught or review classes conducted and shall not have any pecuniary interest, direct or indirect, in any such institution;
- (h) Is not an officer, nor hold any position other than being a member of the integrated and accredited national organization of psychologists; and
- (i) Shall not have been convicted of any crime involving moral turpitude.

**Section 6. Term of Office.** - The members of the Board shall hold office for a term of three (3) years or until their successors shall have been appointed and duly qualified. Each member of the Board may be reappointed for one (1) full term of three (3) years. The first members of the Board shall hold office for the following terms: the Chairperson for three (3) years; one (1) member for two (2) years; and the other member for one (1) year, which shall be specified in their respective appointments. Any vacancy occurring within the term of a member shall be filled for the unexpired portion of the term only. Each member of the Board shall qualify by taking the proper oath prior to the performance of his/her duties.

**Section 7. Powers and Duties.** - The Board shall have the following powers and duties:

- (a) Administer and implement the provisions of this Act and promulgate as well as revise or update, as necessary, rules and regulations, resolutions and guidelines hereto: *Provided*, That the policies, resolutions, rules and regulations issued or promulgated by the Board shall be subject to review and approval of the Commission;
- (b) Supervise and monitor the registration, licensure and practice of psychologists and psychometricians in the Philippines;
- (c) Administer oaths in connection with the administration of this Act;
- (d) Issue, and upon compliance with due process requirements, suspend or revoke, and/or reinstate, the certificate of registration and professional identification card for psychologists and psychometricians;
- (e) Adopt an official seal of the Board;
- (f) Monitor the conditions and circumstances affecting the practice of psychology and psychometrics in the Philippines and adopt such measures as may be deemed lawful and proper for the enhancement and maintenance of high professional, ethical and technical standards of the profession;
- (g) Issue permits to and exercise visitorial powers over agencies, institutions, associations and partnerships to verify that the persons practicing psychology and psychometrics therein are psychologists and psychometricians with valid certificates of registration and valid

- professional identification cards, and that they possess the necessary accreditation, skills and/or facilities to competently carry out their functions;
- (h) Assist the Commission in the formulation and implementation of the guidelines on continuing professional education for psychologists and psychometricians;
  - (i) Ensure, in coordination with the CHED, that all educational institutions offering the course/program of psychology strictly comply with the policies, standards and requirements prescribed by the CHED for such course/program, especially in the areas of administration, curriculum, faculty, library and facilities;
  - (j) Prepare, adopt, issue and amend, in consultation with the CHED, syllabi for the licensure examination subjects;
  - (k) Investigate and, when warranted, her administrative cases involving violations of this Act, its implementing rules and regulations as hereinafter promulgated, and any applicable code of ethics and/or code of professional standards. For this purpose, it may issue subpoena *testificandum* and subpoena *duces tecum* to secure the appearances of witnesses and the production of documents in connection therewith: *Provided*, That the Board's decision, resolution or orders rendered in administrative cases shall be subject to review only on appeal; and
  - (l) Perform such other functions and duties as may be lawfully delegated to it, or as it may deem necessary to carry out the objectives of this Act.

**Section 8. Compensation and Allowances.** - The Chairperson and members of the Board shall receive the same compensation and allowances as those received by the Chairperson and members of the existing regulatory boards under the Commission, as provided in the charter of the Commission and in the General Appropriations Act.

**Section 9. Removal or Suspension of Members of the Professional Regulatory Board of Psychology.** - Any member of the Board may, upon the recommendation of the Commission, upon observance of due process and completion of the proper investigation, be suspended or removed by the President from office for cause, such as gross neglect of duty, incompetence, malpractice, behavior unbecoming of a psychology professional, immorality, unethical or dishonorable conduct, final conviction of any crime involving moral turpitude, any act of grant and corruption, and participation in the manipulation of or any dishonesty relative to the licensure examinations and/or the registration process.

**Section 10. Administrative Supervision over the Board, Custodian of its Records, Secretariat and Support Services.** - The Board shall be under the administrative supervision and control of the Commission. All records of the Board, including documents relative to the licensure examinations as well as administrative and other investigative cases conducted by the Board, shall be kept in the custody of the Commission. The Commission shall designate the Secretary of the Board

and shall provide the secretariat with necessary support services to effectivity implement the provisions of this Act.

## ARTICLE V

### LICENSURE EXAMINATIONS

**Section 11. *Examinations Required.*** - All applicants for registration to practice psychology and psychometrics shall be required to pass a licensure examination for psychologists and psychometricians to be conducted by the Board in such places and dates, and subject to such requirements prescribed by the Commission.

**Section 12. *Qualifications of Applicants for the Licensure Examination for Psychologists.*** - Any person may apply to take examination for registration and licensure as a psychologist after furnishing evidence satisfactory to the Board that the applicant:

- (a) Is a Filipino citizen, a permanent resident or a citizen of a foreign state/ country which extends reciprocity to the Philippines relative to the practice of the profession;
- (b) Holds at least a master's degree in psychology conferred by a university, college or school in the Philippines or abroad recognized/accredited by the CHED and has obtained sufficient credits for the subjects covered in the examinations;
- (c) Has undergone a minimum of two hundred (200) hours of supervised practicum/internship/clinical experience related to services enumerated in paragraph (b) of Section 3 of this Act and under the auspices of a licensed psychologist or other licensed mental health professional;
- (d) Is of good moral character; and
- (e) Has not been convicted of an offense involving moral turpitude.

**Section 13. *Qualifications of Applicants for the Licensure Examination for Psychometricians.*** - Any person may apply to take the examination for registration and licensure as a psychometrician by furnishing evidence satisfactory to the Board that the applicant:

- (a) Is a Filipino citizen, a permanent resident or a citizen of a foreign state/ country which extends reciprocity to the Philippines relative to the practice of the profession;
- (b) Holds at least a bachelor's degree in psychology conferred by a university, college or school in the Philippines or abroad recognized/accredited by the CHED and has obtained sufficient credits for the subjects covered in the examinations;
- (c) Is of good moral character; and
- (d) Has not been convicted of an offense involving moral turpitude.

**Section 14. Examination Subjects for Psychologists.** - The licensure examination for psychologists shall cover the following subjects:

- (a) Advanced Theories of Personality;
- (b) Advanced Abnormal Psychology;
- (c) Advanced Psychological Assessment; and
- (d) Psychological Counseling and Psychotherapy.

**Section 15. Examination Subjects for Psychometricians.** - The licensure examinations for psychometricians shall cover the following subjects:

- (a) Theories of Personality;
- (b) Abnormal Psychology;
- (c) Industrial Psychology; and
- (d) Psychological Assessment.

The Board may recluster, rearrange, modify, add or exclude and prescribed subjects for psychologists and psychometricians as the need arises.

**Section 16. Registration Without Examination for Psychologists.** - A person who possesses the qualifications required to take the examination for registration as a psychologist pursuant to the provisions of this Act may be registered without examination: *Provided*, That the applicant files with the Board within three (3) years after its creation an application for registration and issuance of certificate of registration and professional identification card by submitting credentials satisfactory to the Board that the applicant had, on or prior to the effectivity of this Act, fulfilled the requirements under either subparagraphs (a), (b) or (c) herein:

- (a) Obtained a doctoral degree in psychology and had accumulated three (3) years of work experience in the practice of psychology;
- (b) Obtained a master's degree in psychology and accumulated a minimum of five (5) years of work experience in the practice of psychology;
- (c) Psychologists or employees who hold positions as psychologists presently employed in various government or private agencies, who have a bachelor's degree in psychology, accumulated a minimum of ten (10) years of work experience in the practice of psychology as a psychologist, and who have updated their professional education in various psychology-related functions.

**Section 17. Registration Without Examination for Psychometricians.** - A person who possesses the qualifications required to take the examination for registration as a psychometrician may be registered without examination: *Provided*, That the applicant files with the Board within three (3) years after its creation an application for registration and issuance of a certificate of registration and professional identification card by submitting credentials satisfactory to the Board that the applicant before the effectivity of this Act had obtained a bachelor's

degree in psychology and had accumulated a minimum of two (2) years full time work experience in the practice of psychometrics.

**Section 18. *Ratings in the Examination.*** - To be qualified as having passed the licensure examination for psychologists and psychometricians, a candidate must have obtained a weighted general average of at least seventy-five percent (75%) for all subjects, with no grade lower than sixty percent (60%) in any given subject. An examine who obtains a weighted general average of seventy-five percent (75%) or higher but obtains a rating below sixty percent (60%) in any given subject may retake such subjects within the next two (2) years, and upon obtaining a rating of at least seventy-five percent (75%) in each such subject, shall then be deemed to have passed the licensure examination.

**Section 19. *Report of Ratings.*** - The Board shall submit to the Commission an official report detailing the ratings obtained by each examine within ten (10) calendar days after the examination, unless such period is extended for just cause.

## ARTICLE VI

### REGISTRATION

**Section 20. *Oath of Psychologists and Psychometricians.*** - All successful examines qualified for registration and all qualified applicants for registration without examination shall be required to take an oath to uphold the profession before any member of the Board or any officer of the Commission authorized to administer oaths, prior to entering into the practice of psychology or psychometrics in the Philippines.

**Section 21. *Issuance of Certificate of Registration and Professional Identification Card.*** - A certificate of registration and professional identification card shall be issued to all successful examines and registrants without examination upon compliance with all the legal requirements, including payment of fees, prescribed by the Commission. The certificate of registration shall bear the signature of the Chairperson of the Commission and members of the Board, indicating that the person named therein is entitled to practice the profession with all the privileges and concomitant responsibilities appurtenant thereto. The said certificate shall remain in full force and effect until suspended in accordance with this Act. A professional identification card bearing the registration number, date of issuance and validity term of three (3) years, duly signed by the Chairperson of the Commission, shall likewise be issued to every registrant who has paid the prescribed registration fee. Upon expiration of the professional identification card, the psychologist and psychometrician may renew the same upon proof of compliance with continuing education requirements prescribed by the Board and/or the Commission.

**Section 22. *Disclosure of Registration Information.*** - The psychologist or psychometrician shall be required to indicate his/her registration and professional identification card number and date of issuance, the duration of validity, including the professional tax receipt number on each document signed, used or issued in connection with the practice of his/her profession.

**Section 23. *Non-issuance of Certificate of Registration and Professional Identification Card.*** - The Board shall not register nor issue a certificate of registration or professional identification card to any person convicted of a criminal offense involving moral turpitude, has been found guilty by a judicial or other duly constituted tribunal of immoral or dishonorable conduct, or has been medically diagnosed to be of unsound mind. In the event of non-issuance of the certificate for any reason, the Board shall furnish the applicant a written statement setting forth the reasons for such denial, which statement shall be incorporated to the records of the Board.

**Section 24. *Foreign Reciprocity.*** - No foreigner shall be admitted to the psychology or psychometrics licensure examinations unless he/she proves that the country of which he/she is a citizen either:

- (a) Admits Filipino citizens to the practice of psychology or psychometrics without need for registration and issuance of a certificate of registration/professional identification card;
- (b) Allows Filipino citizens to practice psychology or psychometrics without restriction; or
- (c) Allows Filipino citizens to practice the same after an examination on terms of strict and absolute equality with nationals of said country.

**Section 25. *Practice through Special/Temporary Permit.*** - Special/temporary permits may be issued by the Board, subject to the approval by the Commission and payment of appropriate fees, to the following persons:

- (a) Licensed psychologists or psychometricians from foreign countries/states who are internationally acknowledged specialists or outstanding experts in psychology or psychometrics: *Provided*, That their services are important and necessary either due to the lack or inadequacy of available local specialists or experts or in recognition of their potential contribution to the promotion and advancement of the practice of psychology of psychometrics through transfer of technology;
- (b) Licensed psychologists or psychometricians from foreign countries/states whose services shall be free and offered exclusively to indigent patients in a particular hospital, center or clinic; and
- (c) Licensed psychologists or psychometricians from foreign countries/states employed as exchange professors to teach psychology or psychometrics in schools, colleges, universities offering psychology or psychometrics courses or programs.

The permit shall detail the conditions thereof which shall, among other things, include the effectivity period of not more than one (1) year subject to renewal and the specific place of practice such as the clinic, hospital, center, school, college, university offering the course of psychology or psychometrics. The Board, subject to the approval by the Commission, shall prescribe rules and regulations on the implementation of this particular section.

**Section 26. Suspension or Revocation of Certificate of Registration and Professional Identification Card or Cancellation of a Special/Temporary Permit.** - The Board shall have the power, after notice and hearing, to suspend or revoke the certificate of registration and professional identification card or to cancel special/temporary permits granted pursuant to this Act on any ground set forth in Section 33 of this Act or any of the instances hereunder:

- (a) Procurement of a certificate of registration and/or professional identification card or special/temporary permit by fraud or deceit;
- (b) Allowing an unqualified person to advertise or to practice the profession by using one's certificate of registration or professional identification card or special/temporary permit;
- (c) Violating or conspiring to violate any of the provisions of this Act, its implementing rules and regulations, the code of ethics or code of professional standards promulgated hereinafter by the Board;
- (d) Manifest physical or mental incompetence to render psychological services with reasonable skill and safety to his/her clients/patients;
- (e) Professional misconduct or negligence in the performance of duties as a psychometrician; and
- (f) Engaging in the practice of the profession during the period of one's suspension.

**Section 27. Reinstatement.** - A psychologist or psychometrician whose certificate of registration has been revoked may apply to the Board for reinstatement at any time after two (2) years from the date of revocation of said certificate. The application shall be in writing and shall conform to requirements hereinafter prescribed by the Board. No certificate of registration or professional identification card or special/temporary permit shall be reinstated unless the Board is satisfied that a good cause exists to warrant such reinstatement. Issuance of a new certificate of registration or professional identification card or special/temporary permit in lieu of one that has been lost, destroyed or mutilated shall be subject to applicable rules prescribed by the Commission.

**Section 28. Appeal from Judgement.** - The decision of the Board shall *ipso facto* become final fifteen (15) days from receipt of the decision by the respondent unless an appeal has been filed with the Commission within the same period. The Commission's decision on appeal may be further appealed before the Court Appeals within fifteen (15) days from receipt thereof.



**Section 29. *Rights of the Respondent.*** - The respondent psychologist or psychometrician shall have the right to be represented by counsel at all stages of the proceedings as well as to speedy disposition of his/her case. He/She shall have the right to confront witnesses against him/her in addition to such other rights guaranteed by the Constitution.

## ARTICLE VII

### PRIVILEGED COMMUNICATION AND PROFESSIONAL INTEGRATION

**Section 30. *Rights to Privilege Communication for Psychologists and Psychometricians.*** - A psychologists or psychometrician cannot, without the consent of the client/patient, be examined on any communication or information disclosed and/or acquired in the course of giving psychological services to such client. The protection accorded herein shall extend to all pertinent records and shall be available to the secretary, clerk or other staff of the licensed psychologist or psychometrician. Any evidence obtained in violation of this provision shall be inadmissible for any purpose in any proceeding.

**Section 31. *Integration of the Profession.*** - The profession shall hereinafter be integrated by consolidating all practitioners into one (1) national organization of registered and licensed psychologists and psychometricians, which shall be recognized and accredited by the Board, subject to approval of the Commission. A psychologist or psychometrician duly registered and licensed by the Board and the Commission shall automatically become a member of said organization and shall receive the benefits and privileges, as well as be subject to all responsibilities and obligations, appurtenant thereto upon payment of the required fees and dues. Membership in the integrated organization shall not be a bar to membership in any other association of psychologists and/or psychometricians. *lavphil*

**Section 32. *Code of Ethics and Code of Practice for Psychologists and Psychometricians.*** - The Board shall adopt and promulgated the Code of Ethics and Code of Practice for Psychometricians prescribed and issued by the accredited professional organization of psychologists.

## ARTICLE VIII

### PROHIBITED ACTS, PENALTIES AND ENFORCEMENT OF THIS ACT

**Section 33. *Prohibited Acts.*** - (a) No person shall:

- (1) Engage in the professional practice of psychology or psychometrics nor represent himself/herself as a professional practicing psychologist or psychometrician without a valid certificate of registration or valid

- professional identification card, or a valid special/temporary permit granted by the Board pursuant to this Act;
- (2) Represent himself/herself to be a licensed and authorized practicing psychologist or psychometrician during the time that his/her certificate of registration has been suspended or revoked or professional identification card without being renewed, or special/temporary permit cancelled;
  - (3) Allow any other person to use his/her certificate of registration and professional identification card or special/temporary permit for any purpose, regardless of whether such enables the unqualified individual to engage in the practice of psychology or psychometrics;
  - (4) Use, exhibit and/or misrepresent as his/her own the certificate of registration and/or professional identification card or special/temporary permit of another; and
  - (5) Give any false, inaccurate, misleading or incomplete information to the Board on order to obtain a certificate of registration or professional identification card or special/temporary permit.
- (b) No corporation, partnership, association or entity shall operate a psychology or psychometrics office, center, clinic or otherwise engage in the practice or allow the practice of psychology or psychometrics within its premises without securing a permit therefor from the Board. Such permit shall be issued only after the Board is satisfied that such establishment is competently staffed by a psychologist and equipped with sufficient and adequate psychology-related instruments and facilities.
- (c) A violation of any provision of this Act or of its implementing rules and regulations shall be penalized accordingly.

**Section 34. Penalties.** - Any person who violates any provision of this Act implementing rules and regulations shall be punished with imprisonment of not less than six (6) months but not more than three (3) years, or a fine of not less than Ten thousand pesos (P10,000.00) but not more than One hundred thousand pesos (P100,000.00), or both, at the discretion of the court.

**Section 35. Injunction.** - The Board may initiate action to enjoin, restrain, and/or prosecute any individual, corporation, association, partnership or entity engaging in the practice of psychology and psychometrics in violation of this Act.

**Section 36. Enforcement.** - It shall be the duty of all duly constituted law enforcement agencies and officers of national, provincial, city or municipal governments to uphold and enforce the provisions of this Act and to investigate and prosecute or cause the investigation and prosecution of any person violating the same.

**ARTICLE IX****MISCELLANEOUS PROVISIONS**

**Section 37. *Funding Provision.*** - The Chairperson of the Commission shall immediately hereinafter include in the Commission's programs the prompt implementation of this Act, funding of which shall be provided for in the annual General Appropriations Act.

**Section 38. *Implementing Rules and Regulations.*** - Within ninety (90) days after the constitution of the Board, it shall promulgated the necessary implementing rules and regulations, subject to approval of the Commission, to implement the provisions of this Act.

**Section 39. *Separability Clause.*** - If any provision of this Act shall at any time be found to be unconstitutional or invalid, the remainder thereof not affected by such declaration shall remain in full force and effect.

**Section 40. *Repealing Clause.*** - All laws, decrees, rules or regulations inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

**Section 41. *Effectivity.*** - This Act shall take effect after fifteen (15) days following its complete publication in two (2) newspapers of general circulation.

Approved,

(Sgd.) **PROSPERO C. NOGRALES**  
Speaker of the House  
of Representatives

(Sgd.) **JUAN PONCE ENRILE**  
President of the Senate

This Act which is a consolidation of Senate Bill No. 3498 and House Bill No. 6512 was finally passed by the Senate and the House of Representatives on December 14, 2009 and December 16, 2009, respectively.

(Sgd.) **MARILYN B. BARUA-YAP**  
Secretary General  
House of Representatives

(Sgd.) **EMMA LIRIO-REYES**  
Secretary of Senate

Approved: **March 16, 2010**

(Sgd.) **GLORIA MACAPAGAL-ARROYO**  
*President of the Philippines*

# Proposed PAP Scientific and Professional Ethics Committee (PAP-SPEC) Rules and Procedures for Investigations of Unethical Conduct

1. Type of Investigations of Unethical Conduct. There are two types of investigations of unethical conduct: (a) Show cause proceedings : an investigation that is initiated on the basis of an adverse decision or action relating to a member of the PAP; and (b) Reviews of alleged unethical conduct : an investigation initiated by a complainant that charges a PAP member with violation of the Code of Ethics.
  - 1.1. *Show Cause Proceedings*. The show cause procedure can be used when another body — including criminal or civil courts, licensing boards, professional organizations, among others — has already rendered an adverse decision regarding the ethical conduct of a PAP member. For example, if a PAP member has been convicted of a criminal offense; has been expelled or suspended by another professional association; or has been decertified, unlicensed, or deregistered or had a certificate, license, or registration revoked or suspended by a professional licensing board, the PAP-SPEC may initiate a show cause case. The procedures to be followed in show cause proceedings are specified in Section 5 below.
  - 1.2. *Reviews of Alleged Unethical Conduct*. The PAP-SPEC may initiate reviews of unethical conduct of a PAP member in response to a complaint brought by members and nonmembers of the PAP. Complaints must be submitted within specified time periods, with clear documentation of the alleged unethical conduct and reference to the provisions of the PAP Code of Ethics for Philippine Psychologists. The procedures to be followed in reviews of alleged unethical conduct are specified in Section 6 below.
2. Jurisdiction
  - 2.1 *Persons*. The PAP-SPEC has jurisdiction over all active members of the PAP (i.e., fellows, associates, and affiliates). The PAP-SPEC also has jurisdiction over inactive members of the PAP if the alleged unethical behavior was committed during a time when the member was an active member of the PAP.

## 2.2 Time Limits for Complaints and Initiation of Ethics-Related Procedures

2.2.1. *Show Cause Notices.* The PAP-SPEC may issue a show cause notice less than one year after the date it discovered that the applicable provisions for use of show cause procedures had become final and less than 10 years after the alleged conduct occurred.

2.2.2. *Reviews of Alleged Unethical Conduct.* The PAP-SPEC shall review complaints brought by members and nonmembers of the PAP against any PAP members only if the formal complaint is submitted to the PAP-SPEC less than five years after the alleged conduct either occurred or was discovered by the complainant.

2.2.3. *Exceptions to Time Limits for Complaints by Members and Nonmembers.* Complaints that are not received within the time limits set above may still be considered in cases when the behavior alleged involved one of the following: sexual misconduct; felony conviction; fraud; plagiarism; blatant, intentional misrepresentation; or other behavior likely to cause substantial harm.

## 3. Confidentiality and Notifications

- 3.1. **Requirement of Confidentiality.** All information concerning complaints against members shall be confidential, except that the Chair of the PAP-SPEC may disclose such information when compelled by a valid subpoena, in response to a request from a legal agency or when otherwise required by law. Such information may also be released when the Chair determines that release of that information is necessary to protect the interests of (a) the complainant or respondent; (b) other investigative or adjudicative bodies; (c) the PAP; or (d) members of the public, and release will not unduly interfere with the PAP's interest in respecting the legitimate confidentiality interests of participants in the ethics process and its interest in safeguarding the confidentiality of internal peer review deliberation.
- 3.2. **Access by, Officers, Staff and Other Duly Appointed Persons.** Information may be shared with officers of the PAP, and with staff and/or members of the PAP designated by the PAP President and/or the PAP-SPEC Chair to assist the Committee with its work. Subject to the confidentiality provisions in these Rules, these persons are authorized to use this information only for the purposes set out in these Rules regardless of whether or not the person providing the information has executed a release.
- 3.3. **Notification in Connection with Investigation or Final Disposition of Investigation.** Any notification of final disposition of an ethical case shall include the ethical standard(s) that were judged to have been violated [and, if violation is not found, the standards not violated,] and the sanction (including a statement that directives were given), if any.

3.3.1. *Notification of Respondent and Complainant.* The PAP-SPEC Chair shall inform the respondent and the complainant of the final disposition in the ethical case within 15 days after the final disposition. This notification shall include the rationale for the Association's actions. The PAP-SPEC Chair may also at any time, as a matter of discretion, provide information to the complainant regarding the status of a case.

3.3.2. *Membership.* The PAP-SPEC Chair shall report annually to the PAP membership the names of individual members who have lost membership due to unethical behavior and the names of members who have resigned their membership while under ethics investigation. For those members who lost their membership, the PAP-SPEC Chair will also report the ethical standard(s) violated or the type of underlying action for a show cause case.

3.3.3. *Other Entities.* When the PAP Board of Directors determines that further notification is necessary for the protection of the PAP or the public or to maintain the standards of the PAP, the Chair of the PAP-SPEC shall communicate the final disposition to those groups and/or individuals so identified. Such notification may be made to the PRC Board of Psychology and Psychometrics, and/or other similar parties.

3.3.4. *Disclosure of Fact of Investigation.* Pertinent to 3.3.4, the PAP-SPEC Chair may disclose the fact that an individual is under ethical investigation in cases deemed to be serious threats to the public welfare, but only when to do so before final disposition appears necessary to protect the public, and only when the PAP Board of Directors approves the disclosure of said information.

3.3.5. *Notification of Loss of Membership Upon Written Request.* The PAP shall inform any person who submits a written inquiry concerning a psychologist that a former member has lost membership due to unethical behavior, or that a former member has resigned while under ethics investigation.

- 3.4. *Initiation of Legal Action Constitutes Waiver.* A respondent to an ethical case who initiates a legal action against the Association or any of its agents concerning any matters considered or actions taken by the PAP-SPEC shall be considered to have effectively waived any interest in confidentiality recognized in these rules with respect to the subject matter of the legal action.
- 3.5. *Communication for Investigation or Other Functions.* The provisions regarding confidentiality shall not prevent the PAP-SPEC Chair from communicating any specific information (including information from the respondent, complainant, or a witness) to the respondent, complainant,

witnesses, or other sources of information to the extent necessary to facilitate the performance of any functions set forth in these rules and procedures.

#### 4. Records

- 4.1. Confidentiality of Ethics Files. Files of the PAP-SPEC related to investigation and disposition of cases shall be confidential. Investigation records containing personally identifiable information shall be maintained for at least five years after a matter is closed. However, in cases in which members have lost membership, records shall be maintained indefinitely.
- 4.2. Records for Educative Purposes. The provisions on confidentiality of records shall not prevent the PAP-SPEC from maintaining records in a secure place for archival or record keeping purposes, or from using or publishing information concerning ethics matters for educative purposes, provided that all identifying is removed.

#### 5. Rules for Use of Show Cause Procedures

##### 5.1. Predicates for Use of Show Cause Procedures

5.1.1. Conviction of a Criminal Offense. If a PAP member has been convicted of a criminal offense, and such conviction is not under appeal, the PAP-SPEC may use the show cause process.

5.1.2. Expulsion, Suspension, Unlicensure, Decertification, or Other Actions. If one of the following actions has been taken and is not under appeal, the PAP-SPEC may use the show cause process: (a) a member has been expelled or suspended for ethical violations from another regional or national psychological association or any professional organization related to the profession of psychology; or (b) a member has been denied a license, certificate, or registration, has been unlicensed, decertified, or deregistered, has had a license, certificate, or registration revoked or suspended by the PRC's Board of Psychology and Psychometrics, or any similar entity for ethical violations, or has voluntarily surrendered a license or certificate of registration as a result of pending allegations of unethical conduct.

- 5.2. Initiation of and Guidelines for Show Cause Procedures. When the predicates indicated in 5.1 are satisfied, the PAP-SPEC may open a show cause case.

5.2.1 The PAP-SPEC Chair shall notify the respondent regarding the initiation and predicates of the show cause procedures, and invite the respondent to explain why he/she should not be expelled by the PAP for unethical conduct.

5.2.2. The respondent shall be given 60 days to explain why the PAP should not expel the respondent from PAP membership on the basis of the

previous adverse decision. The respondent may show that procedures involved in the previous adverse decisions were not fair and may argue against the merits of the previous action. The respondent may request that the pending PAP decision be reviewed in view of the arguments.

5.2.3. If the respondent asks for a review, and upon receipt of the respondent's request for review and supporting statement and upon conclusion of any necessary further investigation, the case shall be reviewed by the PAP-SPEC. The PAP-SPEC may designate other PAP members to assist the committee in its review of the case. When review of a case has been completed, the Committee shall vote to take one of the following actions:

5.2.3.1. Dismiss the matter

5.2.3.2. Recommend one of the following actions to the PAP Board:

5.2.3.2.1. *Reprimand or Censure, With or Without Directives.*

The PAP-SPEC may recommend that the respondent be reprimanded or censured, with or without one or more directives.

5.2.3.2.2. *Expulsion.* The PAP-SPEC may recommend that the respondent be expelled from the PAP.

5.2.4. A respondent who does not respond within 60 days of notification, has effectively waived the right to a review, and thus, would be automatically expelled.

5.2.5. At the outset of the case, instead of contesting the charges, the respondent may offer a resignation, which is deemed a resignation while under ethics investigation, and would mean the termination of the show cause procedure.

## 6. Rules for Complaints Alleging Violation of the Ethics Code

6.1. Complaints Submitted by Members or Nonmembers. Complaints may be submitted by members or nonmembers of the Association.

6.2. Review of Alleged Violation. When a member appears to have violated the PAP's Code of Ethics, the PAP-SPEC may proceed on its own initiative. The Committee may, at any time, exercise its discretion to discontinue a review. If the Committee does so, the respondent shall be so notified.

6.3. Anonymous Complaints. The PAP-SPEC shall not act upon anonymous complaints.

6.4. Complaints Against Nonmembers. If the complaint does not involve an individual within the jurisdiction of the Committee, the Director shall inform the complainant and may suggest that the complainant contact another agency or association that may have jurisdiction.



- 6.5. **Review Based Upon a Member's Filing of a Capricious or Malicious Complaint.** To prevent abuse of the ethics process, the PAP-SPEC is empowered to bring charges against a complainant if the initial complaint is judged by the entire membership of the PAP-SPEC to be (a) frivolous and (b) intended to harm the respondent rather than to protect the public. The filing of such a complaint constitutes a violation of the Ethics Code.
- 6.6. **Countercomplaints.** The PAP-SPEC will not consider a complaint from a respondent against a complainant during the course of its investigation of an existing complaint involving the two parties. Rather, the PAP-SPEC shall study all sides of the matter leading to the first complaint and consider countercharges only after the first complaint is resolved.
- 6.7. **Consecutive Complaints.** When a complaint is lodged against a member who is involved in another previously closed ethical case regarding similar alleged behavior, materials in the prior case may be considered as evidence in connection with the new case as long as the PAP-SPEC is informed of the final disposition of the prior case.
- 6.8. **Simultaneous Complaints.** When more than one complaint is simultaneously pending against the same member, the PAP-SPEC may choose to combine the cases or to keep them separate. In the event the cases are combined, the PAP-SPEC shall inform the various complainants about this decision, and shall also take reasonable steps to ensure that the legitimate confidentiality interests of any complainant, witness, or respondent are not compromised by combination.
- 6.9. **Filing of Complaints.** A complaint shall include of a detailed account of the alleged unethical behavior with specific references to provisions of the PAP Code of Ethics that are alleged to have been violated. For purposes of determining time limits, a complaint shall be considered filed with PAP as soon as the complaint is received by the PAP Office.
- 6.10. **Preliminary Evaluation of Complaints.** The PAP-SPEC Chair or a designated PAP officer shall review each complaint to determine if jurisdictional criteria are met and if it can be determined whether cause for action exists. If jurisdictional criteria are not satisfied, the matter shall be closed and the complainant notified about this decision. If the information is not sufficient to determine whether jurisdictional criteria are met, the PAP-SPEC Chair shall inform the complainant about so, and the complainant will be given 30 days from receipt of the request for supplemental information. If no response is received from the complainant within that period, the matter may be closed.
- 6.11. **Substantial Evaluation of Complaints.** All complaints not closed under 6.10 shall be reviewed by the PAP-SPEC Chair to determine whether cause for action by the PAP-SPEC Committee exists.

6.11.1 Cause for Action Defined. Cause for action shall exist when in the judgment of the PAP-SPEC Chair the respondent's alleged unethical acts (or omissions), if proved, would constitute a breach of ethics. For purposes of determining whether cause for action exists, incredible, speculative, and/or internally inconsistent allegations may be disregarded.

6.11.2 Information Insufficient to Determine Cause for Action. If the PAP-SPEC Chair assesses that the information is not sufficient to determine whether a case should be opened, the Chair may inform the complainant about so. The complainant shall be given 30 days from receipt of the request to supplement the complaint. If no response is received from the complainant within this period, the matter may be closed.

6.11.3 Preliminary Investigation Due to Insufficient Information. If the PAP-SPEC Chair decides that there is insufficient information to determine whether a case should be opened, the Chair may also initiate a preliminary investigation.

6.11.3.1. *Notification to Respondent.* The PAP-SPEC Chair shall inform the respondent in writing if a preliminary investigation is opened. The PAP-SPEC Chair will include a copy of all evidence in the file; a copy of the PAP Code of Ethics Code; a copy of these rules; a statement that information submitted by the respondent shall become a part of the record and can be used if further proceedings ensue; and an invitation to give an initial response.

6.11.3.2. *Time for Respondent Response.* The respondent shall have 30 days after receipt of the notification of a preliminary investigation to file an initial response. The respondent may in the alternative accept the opportunity to resign from membership.

6.11.3.3. *Information From Other Sources.* During the preliminary investigation the PAP-SPEC Chair may request additional information from the complainant, respondent, or any other appropriate source. The information submitted by such sources shall be shared with the respondent, and the respondent shall be given an opportunity to respond to the additional information.

6.11.3.4. *Action if There Continues to Be Insufficient Information.* At the conclusion of the preliminary investigation, if the PAP-SPEC Chair determines that they still lack evidence sufficient to determine whether cause for action exists, the matter shall be closed.

6.11.4. Determination of Cause for Action.

6.11.4.1. If the PAP-SPEC Chair determines that cause for action does not exist (with or without a preliminary investigation), the matter shall be closed.

6.11.4.2. If the PAP-SPEC Chair determines that a cause for action exists (with or without a preliminary investigation), the Chair shall convene the PAP-SPEC to consider whether (a) there is a reasonable basis to believe that it would be extremely difficult to prove the alleged ethical violation by a preponderance of the evidence, and (b) the alleged ethical violation constitutes only minor or technical violation that does not warrant further action, have already been adequately addressed by the respondent in another forum, or are likely to be corrected by the respondent. If the PAP-SPEC agrees that either (a) or (b) are met, the matter shall be closed. Otherwise, the matter shall be opened as a case investigation following the procedures in 6.12.

6.11.4.3. *Educative Letter.* If a matter is closed under 6.11.4.1 or 6.11.4.2, the PAP-SPEC may send an educative letter to the respondent that calls the respondents' attention to the pertinent ethical code and standard.

## 6.12. Case Investigation

6.12.1. *Issuance of Charge Letter and Response From Respondent.* If a case investigation is opened, the PAP-SPEC shall inform the respondent in a charge letter. The charge letter shall contain a concise description of the alleged behaviors at issue and identify the specific section(s) of the PAP Code of Ethics that the respondent is alleged to have violated. The charge letter shall include a copy of the complaint and any materials submitted by the complainant or on the complainant's behalf that will be included in the record before the Committee, a copy of the PAP Code of Ethics and these rules, a statement that information submitted by the respondent shall become a part of the record, and can be used if further proceedings ensue, and a specific set of directives regarding how the respondent is expected to reply.

6.12.2. *Issuance of New Charge Letter to Conform to Evidence Discovered During Investigation.* At any time prior to final resolution of the case investigation, in order to make the charges conform to the evidence developed during the investigation, the PAP-SPEC may opt to issue a new charge letter setting forth a new set of ethical standard(s) and/or describing alleged behaviors to those contained in the initial charge letter.

6.12.3. *Time for Respondent's Response.* The respondent shall have 30 days after receipt of the charge letter to file an initial response. This deadline may be extended provided a request is made in writing within the 30 days indicating a good cause for an extension.

6.12.4. *Resignation under Ethical Investigation.* The respondent may in the alternative accept the opportunity to resign from membership.

6.12.5. *Personal Appearance.* The personal appearance of the respondent is not mandated, nor is it the right of the respondent to have a personal appearance with the PAP-SPEC. However, the PAP-SPEC may request the respondent to appear personally before the Committee if doing so would assist the PAP-SPEC in the case investigation.

6.12.6. *Information From Other Sources.* The PAP-SPEC may also request for additional information may be requested from the complainant, respondent, or any other appropriate source.

- 6.13. **Review and Resolution by the PAP-SPEC.** The PAP-SPEC may assign a member of the Committee or any PAP officer, member, or staff to serve as a case monitor. The monitor may provide assistance to the PAP-SPEC to assure that an adequate record is prepared for the review. Officers and members may also be assigned to participate during review deliberation, but they may not vote in the PAP-SPEC's resolution of the case. When review of a case has been completed, the PAP-SPEC shall vote to take one of the following actions described below: dismiss the charges, recommend reprimand or censure, or recommend expulsion. In addition to any of these actions, the Committee may vote to issue an educative letter. In cases when the charge letter involves several ethical violations, the PAP-SPEC may decide to dismiss some charges but find violation and take disciplinary action on other charges in the charge letter. The respondent shall be notified of the PAP-SPEC's action, the ethical standard(s) involved, if any, the rationale for the Committee's decision, and if appropriate, any sanction and directives.

#### 6.13.1. Dismissing the Charges

6.13.2.1. *No Violation.* The PAP-SPEC may dismiss a charge if it finds the respondent has not violated the ethical standard as charged.

6.13.2.2. *Violation Would Not Warrant Further Action.* The PAP-SPEC may dismiss the complaint if it concludes that any violation it might find (a) would constitute only a minor or technical violation that would not warrant further action, (b) has already been adequately addressed by the respondent in another forum, or (c) is likely to be corrected by the respondent.

6.13.2.3. *Insufficient Evidence.* The PAP-SPEC may dismiss a charge if it finds insufficient evidence to support a finding of an ethics violation.

6.13.2. **Recommend Sanctions.** If the PAP-SPEC finds that the respondent has violated the PAP Code of Ethics, the PAP-SPEC will recommend sanctions specified in 6.14, with or without one or more available directives indicated in 6.15.

6.13.4. **Educative Letter.** Where the PAP-SPEC deems it appropriate, the PAP-SPEC may issue an educative letter, to be shared only with the respondent, concerning the behaviors charged or other matters. An educative letter may be issued whether the PAP-SPEC dismisses the charges or recommends sanctions after finding violations.

6.13.5. **Resignation Under Ethics Investigation.** A respondent may in the alternative accept the opportunity to resign from membership with the understanding that such resignation will be deemed for all purposes a "resignation under ethics investigation." This opportunity is available only if the respondent provides to the PAP-SPEC a signed, notarized affidavit indicating acceptance of the opportunity to resign while under ethics investigation.

6.14. **Available Sanctions.** In cases when the PAP-SPEC finds that the respondent has violated the PAP Code of Ethics, the PAP-SPEC shall recommend appropriate sanction on the basis of circumstances that aggravate or mitigate the culpability of the member, including prior sanctions, directives, or educative letters from the PAP or similar external agencies as set forth below.

6.14.1. **Reprimand.** Reprimand is the appropriate sanction if the ethical violation is of a kind *not* likely to cause harm to another person or to cause substantial harm to the profession and was *not* otherwise of sufficient gravity as to warrant a more severe sanction.

6.14.2. **Censure.** Censure is the appropriate sanction if the ethical violation was of a kind likely to cause harm to another person, but the violation was *not* of a kind likely to cause substantial harm to another person or to the profession and was not otherwise of sufficient gravity as to warrant a more severe sanction.

6.14.3. **Expulsion.** Expulsion from membership is the appropriate sanction if the ethical violation was of a kind likely to cause substantial harm to another person or the profession or was otherwise of sufficient gravity as to warrant such action. In cases when the respondent is a Certified Psychology Specialist, expulsion shall also mean decertification.

6.15. **Available Directives.** In addition to the sanctions, the PAP-SPEC may also indicate specific directives in their disposition of the ethical case.

6.15.1. **Cease and Desist Order.** Such a directive requires the respondent to cease and desist specified unethical behavior(s).

6.15.2. **Other Corrective Actions.** The PAP-SPEC may require other corrective actions as may be necessary to remedy a violation, protect the interests of the PAP, or protect the public. In no case shall a corrective action involve

a requirement that the respondent make a monetary payment to the PAP or persons injured by the conduct.

6.15.3. *Supervision Requirement.* Such a directive requires that the respondent engage in supervision.

6.15.4. *Education, Training, or Tutorial Requirement.* Such a directive requires that the respondent engage in education, training, or a tutorial.

6.15.5. *Evaluation and/or Treatment Requirement.* Such a directive requires that the respondent be evaluated by an appropriate psychology professional to determine the possible need for treatment and/or, if dysfunction has been established, obtain treatment appropriate to that dysfunction.

6.15.6. *Probation.* Such a directive requires monitoring of the respondent by the PAP-SPEC to ensure compliance with the Ethics Committee's mandated directives during the period of those directives.

6.16. *Concurrent Litigation or Other Disciplinary Proceedings.* Civil or criminal litigation, or any other disciplinary proceedings involving the respondent shall not prevent the PAP-SPEC from acting to execute its functions; the PAP-SPEC may proceed or may stay the ethics process during the course of litigation. Delay in conducting the investigation by the PAP-SPEC during the pendency of civil or criminal proceedings shall not constitute waiver of jurisdiction. When another body or tribunal has investigated the same allegations and found no merit to the allegations, the PAP-SPEC may, in its discretion, decide not to open a matter or, if a matter has already been opened, the PAP-SPEC may close the matter.

7. *Respondent's Response to Disposition of Ethics Case.* The respondent shall be given 30 days after receipt of the final disposition of an ethical procedure (whether show cause procedures of review of alleged ethical violation) to respond to the PAP-SPEC's final disposition and recommendations. The response may request the PAP Board of Directors to review and reconsider the PAP-SPEC's decision and provide appropriate supporting arguments for this request. The request may not contain information that had previously been considered by the PAP-SPEC, but may include new information that had previously not been considered by the PAP-SPEC during its review or investigation. The PAP Board of Directors has the option to dismiss or to act on the request to review. In case that the Board opts to review, it shall define a set of procedures for the review based on their assessment of the requirements of the review. After completing their review, the PAP Board of Directors may reaffirm or revise the PAP-SPEC's original disposition and recommendation. The PAP Board of Directors' decision is final and may not be subject to further review.

## Statement of the Psychological Association of the Philippines on Non-Discrimination Based on Sexual Orientation, Gender Identity and Expression

Lesbian, gay, bisexual and transgender (LGBT) Filipinos continue to experience stigma, prejudice and discrimination in Philippine society. This stigma is manifested in actions such as: bullying, teasing and harassment of LGBT children and adolescents in families, schools and communities; media portrayal of LGBTs as frivolous, untrustworthy and even dangerous or predatory; denying transgender Filipinos entry into commercial establishments; pigeonholing LGBT Filipinos into particularly limited roles and occupations; or curtailing their rights to participate in the political sphere.

LGBT Filipinos often confront social pressures to hide, suppress or even attempt to change their identities and expressions as conditions for their social acceptance and enjoyment of rights. Although many LGBTs learn to cope with this social stigma, these experiences can cause serious psychological distress, including immediate consequences such as fear, sadness, alienation, anger and internalized stigma (Hatzenbuehler, 2009; Meyer, 2003). This anti-LGBT prejudice and discrimination tend to be based on a rhetoric of moral condemnation and are fueled by ignorance or unfounded beliefs associating these gender expressions and sexual orientations with psychopathology or maladjustment.

However, decades of scientific research have led mental health professional organizations worldwide to conclude that lesbian, gay and bisexual orientations are normal variants of human sexuality. These include: the American Psychiatric Association in 1973, the American Psychological Association in 1975, British Psychological Society, the Colombian Society of Psychology, Psychological Society of South Africa, the Australian Psychological Society, and the International Network on Lesbian, Gay and Bisexual Concerns and Transgender Issues in Psychology, among others.

The Psychological Association of the Philippines (PAP) aligns itself with the global initiatives to remove the stigma of mental illness that has long been associated with diverse sexualities and to promote the wellbeing of LGBT people. Moreover, the PAP Code of Ethics (2010) is clear in its stance against discrimination. Filipino psychologists are called upon to recognize the unique worth and inherent dignity of all human beings; and to respect the diversity among persons and peoples (Principle I, a and b). This means that Filipino psychologists should not

discriminate against or demean persons based on actual or perceived differences in characteristics including gender identity and sexual orientation (Ethical Standard III-A and C; V-B.8).

In order to eliminate stigma, prejudice, discrimination and violence against LGBT, the PAP resolves to support efforts to:

- oppose all public and private discrimination on the basis of actual or perceived sexual orientation, gender identity and expression;
- repeal discriminatory laws and policies, and support the passage of legislation at the local and national levels that protect the rights and promote the welfare of people of all sexual orientations and gender identities and expressions;
- eliminate all forms of prejudice and discrimination against LGBTs in teaching, research, psychological interventions, assessment and other psychological programs;
- encourage psychological research that addresses the needs and concerns of LGBT Filipinos and their families and communities;
- disseminate and apply accurate and evidence-based information about sexual orientation and gender identity and expression to design interventions that foster mental health and wellbeing of LGBT Filipinos.

#### REFERENCES

- American Psychiatric Association. (1973). Position statement on homosexuality and civil rights. *American Journal of Psychiatry*, 131; 497.
- Anton, B.S. (2009). Proceedings of the American Psychological Association for the legislative year 2008: Minutes of the annual meeting of the Council of Representatives, February 22-24, 2008, Washington, DC, and August 13 and 17, 2008, Boston, MA, and minutes of the February, June, August, and December 2008 meetings of the Board of Directors. *American Psychologist*, 64; 372-453.
- Conger, J.J. (1975). Proceedings of the American Psychological Association, Incorporated, for the year 1974: Minutes of the annual meeting of the Council of Representatives. *American Psychologist*, 30; 620-651.
- Hatzenbuehler, M. L. (2009). How does sexual minority stigma "get under the skin"? A psychological mediation framework. *Psychological Bulletin*, 135; 707-730.
- International Network for Lesbian, Gay and Bisexual Concerns and Transgender Issues in Psychology (2001). Sexual orientation and mental health: Toward global perspectives on practice and policy. Retrieved from <http://www.apa.org/pi/lgbt/resources/international-meeting.pdf>
- Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129; 674-697.
- Psychological Association of the Philippines Scientific and Professional Ethics Committee. (2010). Code of Ethics for Philippine Psychologists. *Philippine Journal of Psychology*, 43; 195-217.



## INFORMATION FOR AUTHORS

### *Types of Articles*

In pursuit of its aims, the *PJP* will publish various types of articles: (a) regular research reports, (b) short research reports, (c) theoretical review articles, (d) general articles on psychology in the Philippines, (e) book reviews, and other types of articles that may be invited and/or approved by the Editors.

Regular research reports describe original research papers that describe empirical work that represents a significant addition to psychological knowledge in any of the major areas of psychology science. Regular research reports should be no more than 8,000 words, and should include an abstract of no more than 200 words; the reference list cannot exceed 50 items.

Short research reports describe original research papers that describe empirical work that either (a) replicates findings previously published in the international research literature, (b) validates theories, hypotheses, methods, and psychological instruments developed in other countries, or (c) presents preliminary or exploratory findings that present innovations in theory, method, or analysis. Short research reports should be no more than 4,000 words, and should include an abstract of not more than 150 words; the reference list cannot exceed 30 items.

Theoretical review articles present either a tutorial, a critical review, and/or a meta-analysis of Philippine research on a research problem or research method that relates Philippine research to global research on the same topic. Theoretical review articles should be no more than 8,000 words, and should include an abstract of not more than 200 words; the reference list cannot exceed 50 items.

General articles give perspectives on problem, issues, and/or new developments pertaining to research, teaching, and practice of psychology in the Philippines, or to psychology in Philippine society, government, or social problems. General articles should be no more than 6,000 words, and should include an abstract of not more than 150 words; the reference list cannot exceed 50 items.

Book reviews provide critical commentaries on psychology books published in the Philippines, books authored or co-authored by Filipino psychologists, or edited books with contributions by Filipino psychologists. Book reviews should be no more than 2,000 words, and should not include an abstract; the reference list cannot exceed 5 items.

Articles that do not fall under any of the five types described above, but that fit the aims and scope of the *PJP* may be invited by or proposed to the Editors.

### *Preparation and Submission of Manuscript*

All manuscripts must be prepared following the style of the *Publication Manual of the American Psychological Association* (6th Edition); all prescriptions regarding the handling of references, tables, figures, headings and subheadings, abbreviations, symbols, among others must be followed. Permission from the copyright owner should be included for use of any figure previously published elsewhere.

Only electronic versions of the manuscripts will be accepted. Manuscripts must be prepared using any readily available word processing software.

Authors should submit at least three separate document files:

1. Title page: this contains the following: (a) title of manuscript, (b) running head, (c) author(s), (d) author affiliation, (e) contact information of the corresponding author including postal address, phone, fax, and email address;
2. Manuscript: authors should remove all personal information in the actual manuscript, and should ensure that the actual manuscript contains no information that may indicate the identity of the authors.
3. Cover letter: addressed to The Editor indicating the intention to submit the manuscript to the *PJP* and the type of article being submitted (i.e., regular research report, book review, etc.). The letter should also affirm that the authors complied with all ethical guidelines related to research (see *Ethical Principles and Guidelines for Philippine Psychologists*), and that the manuscript being submitted has not been published in any form previously, and is not currently being considered for publication in any form elsewhere.

All submissions are done electronically; no submissions with hardcopies of the manuscripts will be accepted. Authors should email their submissions to [PJPEditor@yahoo.com](mailto:PJPEditor@yahoo.com).

#### *Peer-Review Policy and Procedures*

Upon submission, the Editor or one of the Associate Editors reads the manuscript and decides whether it is likely to be competitive for publication. Within two to three weeks of submission, authors are notified by email that their manuscript either (a) has been declined without review or (b) has been sent to referees for peer-review. For manuscripts that are reviewed, authors can expect a decision within 90 days after submission. The editorial decision for such manuscripts shall be one of the following: (a) acceptance with routine or minor revisions, (b) revise and resubmit, or (c) rejection.

The *PJP* implements a double blind peer review policy. It also seeks to implement a constructive peer review policy, wherein referees are encouraged to provide authors with detailed comments that would help authors improve their manuscripts for publication.

Manuscripts that are accepted will be subject to edited to improve readability and effectiveness. Prior to actual publication, authors will be asked to review the pre-publication proofs of their manuscript, and to supply corrections and/or missing information.

#### *Copyright*

The copyright of all published manuscripts shall owned by the Psychological Association of the Philippines. The transfer of the copyright to the Psychological Association of the Philippines will apply to all printed and electronic copies of the manuscript, and will be affirmed by the authors and the Psychological Association of the Philippines in the copyright agreement forms.

Published by the  
Psychological Association of the Philippines