

Effects of Support Mechanism on the Socio-Emotional Well-Being of Solo Parents

Pearly Joyce A. Mendoza, MAC

Graduate Student, Tomas Claudio Colleges, Morong, Rizal Philippines

Administrative Assistant III (Senior Bookkeeper), Mabitac Elementary School, Mabitac, Laguna

Publication history: Received: March 12, 2026; Revised: March 25, 2026; Accepted: April 9, 2026

Email of Corresponding Author: pearlyjoyce.mendoza@deped.gov.ph

Abstract

This study examined the effects of support mechanisms on the socio-economic well-being of solo parents in Mabitac, Laguna. Using a descriptive research design, the study aimed to assess how various support systems influence the socio-emotional dimensions of self-awareness, self-management, interpersonal skills, and decision-making skills among solo parents. Respondents were profiled according to age, sex, civil status, educational attainment, number of children, occupation, and monthly income. Data were gathered through a structured questionnaire and analyzed using descriptive statistics and inferential tests. Results revealed that most respondents were female, aged 31–40 years, high school graduates, with two to three children, and belonging to the lowest income bracket. The overall composite mean of socio-emotional well-being was 4.11 interpreted as “Often” indicating that support mechanisms consistently influence the well-being of solo parents. Among the indicators self-management ranked highest followed by decision-making skills self-awareness and interpersonal skills. This suggests that support systems significantly help solo parents manage stress improve emotional regulation and strengthen decision-making abilities. Further analysis showed that age and educational attainment serve as predictors of the effects of support mechanisms on socio-emotional well-being particularly in self-awareness and decision-making while sex civil status number of children occupation and income were not significant predictors. These findings highlight the importance of targeted interventions that consider age and educational background in designing support programs. In conclusion support mechanisms positively influence the socio-emotional well-being of solo parents enhancing their capacity to cope with daily challenges and family responsibilities. It is recommended that local government units social workers counselors and community organizations strengthen access to counseling services financial literacy programs and peer support groups. Such interventions may further improve emotional resilience and social functioning among solo parents. The proposed action plan may be implemented to ensure sustainability and continuous improvement of support mechanisms in local communities and stakeholders engagement.

Keywords: Solo Parents, Support Mechanisms, Socio-Economic Well-Being, Self-Management, Decision-Making Skills, Counseling, Descriptive Research Design.

Introduction

Parenting is a demanding and complex role. Raising a child requires consistent attention to emotional needs, provision of guidance, discipline, and nurturing support. While these responsibilities contribute significantly to a child’s growth and development, they often come at the expense of the parent’s personal time, energy, and well-being. Families do not thrive in isolation; rather, they require the support of the wider community to ensure that children grow in a safe, healthy, and supportive environment. Traditionally, child-rearing has been viewed not only as a parental responsibility but also as a shared societal obligation where extended families and communities collectively contribute to children’s welfare.

In the Philippines, the government recognizes the unique challenges faced by solo parents through Republic Act 8972, or the Solo Parents’ Welfare Act of 2000, and its expanded version, Republic Act 11861 of 2022. These laws provide comprehensive support services such as livelihood programs, counseling, parental leave benefits, educational assistance, and access to health and housing services. Section 3(a) of RA 11861 emphasizes the State’s duty to support solo parents by providing basic needs and social welfare assistance to improve their living conditions and uphold their dignity. Likewise, Section 8 of RA 8972 grants solo parents a yearly parental leave benefit, ensuring that employed solo parents are given time to attend to family responsibilities without losing income or employment security. These legal frameworks highlight the government’s commitment to strengthening the welfare of solo parents and promoting social justice and equity.

Despite these provisions, studies show that solo parents continue to face significant challenges in balancing work, childcare, and household responsibilities. Jain et al. (2022) emphasized that single-parent households worldwide experience financial strain, social stigma, and health-related difficulties. Similarly, Gort (2023) revealed that solo parents often struggle with parental involvement in education due to limited time, work demands, and lack of support systems. Munir et al. (2024) further stressed that single-parent women in Asia remain economically and socially vulnerable, relying heavily on informal support networks that are often unstable. Mahmood et al. (2023) also found that children in single-parent households may

experience emotional stress, lack of guidance, and financial constraints that affect both academic and psychological development. Moreover, Gasse et al. (2022) highlighted the dual burden of financial strain and caregiving responsibilities, making work-life balance a major challenge for solo mothers.

Locally, Sto. Domingo et al. (2024) found that individuals from single-parent homes experience emotional, financial, and social difficulties that affect their overall well-being. Dela Luna et al. (2023) emphasized that solo parents face overwhelming responsibilities in earning a living and raising children, often leading to compromised childcare quality and increased stress. Furthermore, Natividad et al. (2024) confirmed that social support and work-life balance significantly influence life satisfaction among single parents, while Broncano (2023) reported low awareness and utilization of government-provided services under RA 8972. These findings suggest that despite existing policies, access to and effectiveness of support mechanisms remain limited.

In response, support mechanisms such as counseling services, livelihood programs, peer support groups, and community-based interventions play a vital role in strengthening the socio-emotional well-being of solo parents. These mechanisms help improve self-awareness, self-management, interpersonal skills, and decision-making abilities, allowing solo parents to cope better with daily stressors and responsibilities. However, based on the researcher's observations in Mabitac, Laguna, many solo parents continue to experience financial hardship, emotional stress, and social isolation. While some who actively engage in support programs show improved coping abilities and emotional resilience, others remain underserved or unaware of available services.

Although existing literature highlights the challenges faced by solo parents and the importance of social support systems, there is still limited localized evidence on how support mechanisms specifically affect the socio-emotional well-being of solo parents in rural municipalities such as Mabitac, Laguna. Most studies focus on general single-parent experiences, children's outcomes, or broad social support systems, with less emphasis on the specific dimensions of socio-emotional well-being such as self-awareness, self-management, interpersonal skills, and decision-making in relation to structured support mechanisms. Additionally, there is a lack of empirical data identifying which demographic factors may influence the effectiveness of these support systems. This gap calls for a focused investigation to provide localized, evidence-based insights that can guide the development of more responsive and targeted intervention programs for solo parents.

In view of these considerations, the present study was conducted to determine the effects of support mechanisms on the socio-economic and socio-emotional well-being of solo parents in the Municipality of Mabitac, Province of Laguna, during the Calendar Year 2026.

Material and methods

2.1 Research Design

The study employed the descriptive method of research utilizing a questionnaire-checklist in gathering the needed data.

2.2 Locale of the Study

The study was conducted in the Municipality of Mabitac, Province of Laguna, with the coordination of Municipal Social Welfare and Development (MSWD). This Municipality has fifteen barangays, including Barangay Amuyong, Barangay Bayanihan, Barangay Lambac, Barangay Libis ng Nayon, Barangay Lucong, Barangay Maligaya, Barangay Masikap, Barangay Matalatala, Barangay Nanguma, Barangay Numero, Barangay Paagahan, Barangay Pag-asa, Barangay San Antonio, Barangay San Miguel, and Barangay Sinagtala.

2.3 Respondents of the Study

The study considered the total population of solo parents in the said municipality, with the coordination of Municipal Social Welfare and Development (MSWD) and there were seventy-five (75) registered solo parents in fifteen (15) barangays of Mabitac, Laguna from December 2025 - February 2026. The solo parents were described in terms of their age, sex, civil status, educational attainment, number of children, occupation, and monthly family income.

2.4 Sample and Sampling Procedure

The study considered the total population of solo parents in the Municipality of Mabitac, Laguna in coordination with the Municipal Social Welfare and Development (MSWD) Office, which identified a total of seventy-five (75) registered solo parents across fifteen (15) barangays from December 2025 to February 2026. Since the population size was manageable, total enumeration or complete sampling was employed, wherein all registered solo parents were included as respondents of the study. The respondents were described in terms of age, sex, civil status, educational attainment, number of children, occupation, and monthly family income to establish their profile and support the analysis of the effects of support mechanisms on their socio-economic and socio-emotional well-being.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist composed of three parts: the first part gathered the profile of the respondents in terms of age, sex, civil status, educational attainment, number of children, occupation, and monthly family income; the second part determined the extent of the effects of support mechanisms on the socio-emotional well-being of solo parents in terms of self-awareness, self-management, interpersonal skills, and decision-making skills with ten (10) items per indicator for a total of forty (40) items; and the third part assessed the problems encountered by solo parents in relation to their well-being, with responses interpreted using a five-point Likert scale ranging from 5 (Always) to 1 (Never), while the instrument was content-validated by experts in research, education, counseling, statistics, and local governance, including the thesis adviser, guidance counselor, dean of graduate studies, statistician, professional lecturer, municipal administrator, and solo parent focal person, whose comments and recommendations were incorporated into the final version of the questionnaire.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. The researcher came up with the conceptualization of the research title. It was followed by reading and scanning of several research in order to come up with the development of Chapters 1, 2 and 3 of the study. After the proposal defense, then, guided by the approved statement of the problem, she proceeded with the crafting and validation of the questionnaire-checklist. Corrections were considered according to the suggestions of the validators. Then, permission from concerned authorities was secured by the researcher from the Schools Division Superintendent. She administered the questionnaire checklist, then retrieved them from the respondents using Google Survey forms. The researcher was also guided by Data Privacy Act. The data were tallied, tabulated, analyzed and interpreted using Statistical Package for Social Sciences (SPSS) to answer the specific problems of the study. Then, summary of findings, conclusions and recommendations followed. After the final oral defense, the manuscript was subjected to anti-plagiarism test at the statistical center. She once again subjected the manuscript to editing to make it free from errors, had it undergone the routing for the panelists to check and countercheck every part of the thesis, for final revision. Finally, hardbound copies were submitted to the Office of the Graduate Studies Program and other offices concerned.

2.7 Data Analysis Techniques

The following statistical tools were used to analyze the data and answer the research problems: frequency, percentage, and rank distribution were utilized to describe the profile of the respondents in terms of age, sex, civil status, educational attainment, number of children, occupation, and monthly family income; weighted mean was used to determine the extent of the effects of support mechanisms on the socio-emotional well-being of solo parents with respect to self-awareness, self-management, interpersonal skills, and decision-making skills as well as to assess the extent of problems encountered by the respondents; and one-way analysis of variance (ANOVA) was employed to determine the significant differences in the extent of effects of support mechanisms on socio-emotional well-being when grouped according to the respondents' profile.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

The table presents the profile of the respondents in terms of age, sex, civil status, educational attainment, number of children, occupation, and monthly family income, showing that most respondents are 41–50 years old (36.0%), predominantly female (84.0%), and mostly married (33.3%), while the smallest groups are those aged 15–20 years old (1.3%) and separated respondents (8.0%); in terms of educational attainment, the majority are high school graduates (54.7%), followed by high school undergraduates (25.3%), with only a few having college degrees (4.0%), post-graduate degrees (1.3%), and elementary undergraduate education (1.3%), while in terms of number of children, those with 2–3 children ranked first (25.3% each) and those with only one child ranked last (9.3%); moreover, in terms of occupation, most respondents fall under “others” (34.7%) followed by vendors (28.0%), while government employees comprise the least (2.7%), and in terms of monthly family income, the majority belong to the lowest bracket of Php 14,999 below (57.3%), followed by Php 15,000–Php 19,999 (34.7%), indicating that most solo parents in the study are middle-aged, female, low-income earners with moderate to large family responsibilities.

Table 1.
*Frequency and Percentage Distribution of the Respondents
in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
51 years old and above	23	30.7	2
41 – 50 years old	27	36.0	1
31 – 40 years old	17	22.7	3
21 – 30 years old	7	9.3	4
15 – 20 years old	1	1.3	5
Total	75	100.0	
Sex			
Male	12	16.0	2
Female	63	84.0	1
Total	75	100.0	
Civil Status			
Single	22	29.3	2.5
Married	25	33.3	1
Widow/Widower	22	29.3	2.5
Separated	6	8.0	4
Total	75	100.0	
Educational Attainment			
Post Graduate Degree	1	1.3	5.5
College Degree	3	4.0	4
College Undergraduate	10	13.3	3
High School Graduate	41	54.7	1
High School Undergraduate	19	25.3	2
Elementary Undergraduate	1	1.3	5.5
Total	75	100.0	
Number of Children			
1	7	9.3	5
2	19	25.3	1.5
3	19	25.3	1.5
4	17	22.7	3
5 and above	13	17.3	4
Total	75	100.0	
Occupation			
Small Business Owner	13	17.3	3
Housemaid	9	12.0	4
Government Employee	2	2.7	6
Private Employee	4	5.3	5
Vendor	21	28.0	2
Others	26	34.7	1
Total	75	100.0	
Monthly Family Income			
Php 30,000 – Php 34,999	1	1.3	4.5
Php 25,000 – Php 29,999	1	1.3	4.5
Php 20,000 – Php 24,999	4	5.3	3
Php 15,000 – Php 19,999	26	34.7	2
Php 14,999 below	43	57.3	1
Total	75	100.0	

3.2 Extent of Effects of Support Mechanisms on the Socio-Emotional Well-Being of Solo Parents with Respect to Self-Awareness, Self-Management, Interpersonal Skills and Decision-Making Skills

As shown in the composite table, the overall composite mean is 4.11, verbally interpreted as “Often,” indicating that support mechanisms are consistently experienced by solo parents in enhancing their socio-emotional well-being; among the indicators, self-management ranked first (4.17), followed by decision-making skills (4.11), self-awareness (4.09), and interpersonal skills (4.07), all interpreted as “Often,” suggesting that support mechanisms positively and regularly influence

all aspects of socio-emotional well-being by helping solo parents manage stress, remain patient, sustain hope, and make sound decisions for their families, thereby improving emotional regulation and overall coping capacity in daily life; moreover, these findings imply that support systems enable solo parents to handle responsibilities more effectively, maintain emotional balance, and function better in both personal and family roles, while the results further suggest the need to strengthen programs focusing on coping skills, decision-making, self-awareness, and interpersonal relationships through counseling, peer support, and community-based interventions, as consistent support helps solo parents feel more guided, empowered, and less isolated; finally, the findings align with Natividad et al. (2024), who emphasized that social support networks such as government programs, community assistance, and family resources significantly enhance life satisfaction, emotional stability, and coping capacity among solo parents.

Table 2

Extent of Effects of Support Mechanisms on the Socio-Emotional Well-Being of Solo Parents with Respect to Self-Awareness, Self-Management, Interpersonal Skills and Decision-Making Skills

Aspect	Overall Mean	Verbal Interpretation	Rank
Self-Awareness	4.09	Often	3
Self-Management	4.17	Often	1
Interpersonal Skills	4.07	Often	4
Decision-Making Skills	4.11	Often	2
Composite Mean	4.11	Often	

3.3 Significant Difference on the Extent of Effects of Support Mechanisms on the Socio-Emotional Well-Being of Solo Parents as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

The table reflects the result of the test for the significant difference on the extent of effects of support mechanisms on the socio-emotional well-being of solo parents as perceived by themselves with respect to self-awareness, self-management, interpersonal skills, and decision-making skills when grouped according to sex, civil status, number of children, occupation, and monthly family income, which all obtained p-values higher than the .05 level of significance, leading to the acceptance of the null hypothesis; however, when grouped according to age with respect to self-awareness and decision-making skills, and educational attainment with respect to all aspects, the obtained p-values were lower than the .05 level of significance, resulting in the rejection of the null hypothesis. These findings reveal that there is no significant difference in the perceived effects of support mechanisms on socio-emotional well-being when respondents are grouped according to sex, civil status, number of children, occupation, and monthly family income, implying that support mechanisms are generally experienced similarly across these demographic variables; however, significant differences exist in terms of age and educational attainment, suggesting that older and more educated solo parents may differ in how they perceive and utilize support mechanisms, particularly in relation to self-awareness and decision-making skills, as their life experiences and educational background may enhance their capacity for reflection, problem-solving, and informed decision-making. These findings are in relation to Abaniel et al. (2024), who reported that age and educational attainment influence how solo parents access and maximize available support systems, thereby affecting their socio-emotional development and coping abilities.

Table 3

Significant Difference on the Extent of Effects of Support Mechanisms on the Socio-Emotional Well-Being of Solo Parents as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Age				
Self-Awareness	2.511	.049	Rejected	Significant
Self-Management	1.735	.152	Accepted	Not Significant
Interpersonal Skills	.593	.669	Accepted	Not Significant
Decision-Making Skills	2.598	.044	Rejected	Significant
Sex				
Self-Awareness	.016	.898	Accepted	Not Significant
Self-Management	.487	.488	Accepted	Not Significant
Interpersonal Skills	2.892	.118	Accepted	Not Significant
Decision-Making Skills	2.367	.128	Accepted	Not Significant
Civil Status				
Self-Awareness	.666	.576	Accepted	Not Significant
Self-Management	1.182	.323	Accepted	Not Significant
Interpersonal Skills	.198	.898	Accepted	Not Significant
Decision-Making Skills	.748	.527	Accepted	Not Significant

Educational Attainment				
Self-Awareness	3.408	.013	Rejected	Significant
Self-Management	3.416	.013	Rejected	Significant
Interpersonal Skills	3.504	.012	Rejected	Significant
Decision-Making Skills	3.593	.010	Rejected	Significant
Number of Children				
Self-Awareness	.686	.636	Accepted	Not Significant
Self-Management	1.875	.110	Accepted	Not Significant
Interpersonal Skills	2.174	.067	Accepted	Not Significant
Decision-Making Skills	.618	.686	Accepted	Not Significant
Occupation				
Self-Awareness	1.369	.253	Accepted	Not Significant
Self-Management	1.080	.373	Accepted	Not Significant
Interpersonal Skills	2.112	.088	Accepted	Not Significant
Decision-Making Skills	.618	.651	Accepted	Not Significant
Monthly Family Income				
Self-Awareness	1.477	.140	Accepted	Not Significant
Self-Management	1.595	.173	Accepted	Not Significant
Interpersonal Skills	1.588	.175	Accepted	Not Significant
Decision-Making Skills	.660	.655	Accepted	Not Significant

3.4 Extent of the Problems Encountered by the Solo Parents Regarding Their Well-Being

As shown in the table, the overall mean for the problems encountered by solo parents regarding their well-being is 2.82, verbally interpreted as “Sometimes,” indicating that they occasionally experience various difficulties in their daily lives; among the indicators, the most pressing concern is limited access to community or support services with a weighted mean of 3.61 and verbally interpreted as “Often,” followed by financial struggles to meet family needs (3.19), feeling lonely, stressed, or emotionally overwhelmed (2.84), and difficulty balancing work and parenting responsibilities (2.81), while the least encountered problem is stress from custody or legal issues with a former partner (2.08), interpreted as “Seldom.” These findings suggest that while solo parents experience a range of challenges, the most critical issue is the limited accessibility of support services, which may intensify other difficulties such as financial strain, emotional stress, and work-life imbalance, thereby affecting their overall well-being and ability to function effectively in both parenting and personal roles. Moreover, the results imply that these problems are interconnected, as financial hardship, emotional exhaustion, and lack of personal time tend to reinforce one another, making daily responsibilities more overwhelming for solo parents. Hence, improving access to community-based services and support systems may help reduce the burden of these challenges and enhance their coping capacity. These findings are in connection with Stack and Meredith (2023), who identified financial hardship, limited time, social stigma, and emotional stress as major factors affecting the socio-emotional well-being of solo parents.

Table 4
Extent of the Problems Encountered by the Solo Parents Regarding Their Well-Being

Problems Encountered	Weighted Mean	Verbal Interpretation	Rank
1. Struggling financially to meet family needs.	3.19	Sometimes	2
2. Feeling lonely, stressed, or emotionally overwhelmed.	2.84	Sometimes	3
3. Difficulty balancing work and parenting responsibilities.	2.81	Sometimes	4
4. Experiencing judgment or stigma from others.	2.79	Sometimes	5.5
5. Lack of personal time for self-care.	2.65	Sometimes	9
6. Difficulty making decisions for their children.	2.75	Sometimes	7
7. Dealing with children’s emotional or behavioral challenges.	2.79	Sometimes	5.5
8. Limited access to community or support services.	3.61	Often	1
9. Stress from custody or legal issues with a former partner.	2.08	Seldom	10
10. Health problems due to stress, fatigue, or neglect of self.	2.68	Sometimes	8
Overall Mean	2.82	Sometimes	

Conclusions & Recommendations

The study concluded that sex, civil status, number of children, occupation, and monthly family income are not significant predictors of the extent to which support mechanisms affect the socio-emotional well-being of solo parents, indicating that these variables do not influence how support is experienced across respondents. However, age and educational attainment emerged as significant predictors, particularly in relation to self-awareness and decision-making skills, suggesting that older and more educated solo parents may better understand, utilize, and benefit from available support mechanisms due to greater life experience and enhanced cognitive or problem-solving abilities.

In light of these findings, several recommendations are proposed to strengthen the effectiveness of support mechanisms for solo parents. Local government units are encouraged to improve access to community resources, legal aid, and healthcare services, as well as provide financial literacy and livelihood training to address economic challenges. Social workers and counselors should conduct regular monitoring and personalized guidance, while community organizers may establish counseling services, peer support groups, and mentoring programs to reduce isolation. Educational institutions may also develop age- and education-sensitive programs to maximize the benefits of support mechanisms, while NGOs and community centers are encouraged to organize social and recreational activities to strengthen interpersonal relationships and reduce loneliness. Finally, the implementation of the proposed action plan is recommended, and further studies may be conducted using other variables to expand the findings of this research..

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating respondents for their contributions.

REFERENCES

- Abaniel, J. R., Santos, M. L., & Cruz, A. P. (2024). Age and educational attainment as determinants of access to social support systems among solo parents. *Journal of Social Welfare and Development Studies*, 12(3), 45–60.
- Broncano, L. M. (2023). Awareness and utilization of government support services among solo parents in the Philippines. *Philippine Journal of Social Policy*, 9(2), 78–92.
- Dela Luna, R. S., Garcia, M. T., & Villanueva, J. P. (2023). Challenges of solo parenting and its impact on childcare responsibilities. *Asian Journal of Family Studies*, 15(1), 33–48.
- Gasse, Y., Ahmed, S., & Lim, K. (2022). Work-life balance and caregiving burden among single parents. *International Journal of Social Science Research*, 18(4), 112–125.
- Gort, D. M. (2023). Parental involvement and academic support in single-parent households. *Journal of Educational Psychology and Practice*, 10(1), 25–39.
- Jain, R., Patel, S., & Kumar, A. (2022). Financial strain and psychosocial challenges of single-parent families. *Journal of Family and Community Studies*, 14(2), 55–70.
- Mahmood, F., Khan, R., & Ali, S. (2023). Emotional and academic impacts of single-parent households on children. *International Journal of Child and Family Welfare*, 11(3), 101–118.
- Munir, H., Chen, Y., & Rahman, T. (2024). Socio-economic vulnerability of single mothers in Asia: A comparative study. *Asian Social Science Review*, 16(1), 66–82.
- Natividad, P. R., Mendoza, L. J., & Ramos, A. S. (2024). Social support networks and life satisfaction among solo parents. *Journal of Community and Social Development*, 8(2), 90–104.
- Republic Act No. 11861. (2022). Expanded Solo Parents Welfare Act. *Official Gazette of the Republic of the Philippines*.
- Republic Act No. 8972. (2000). Solo Parents' Welfare Act of 2000. *Official Gazette of the Republic of the Philippines*.
- Stack, A., & Meredith, K. (2023). Financial hardship and emotional stress among single-parent families: A systematic review. *Journal of Family Issues*, 44(6), 1200–1218.
- Sto. Domingo, E. R., Reyes, J. M., & Bautista, L. F. (2024). Socio-emotional well-being of individuals from single-parent households in rural communities. *Philippine Journal of Rural Development*, 6(1), 15–29.