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Research On

新高考语文写作试题研究
The Practices of Intellectual Stimulation
John Calvin: The Unknown Economist
Evaluation of an Intermediate English Textbook
Evaluation des pratiques d'hygiène
You are not alone... I am here

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Preface

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Boston Research Journal of Social Sciences & Humanities is an international journal that focuses on publishing high-quality journal articles in all sub-areas of humanities & social science. The mission of this journal is to provide an academic forum for scholarly reporting and discussion of developments in all possible aspects of learning in humanities for all the professionals, scholars, and researchers all over the world. It aims to offer an outlet for research and reviews in humanities and social science relevant for national and international development. Published articles are original research manuscripts, which can be theoretical, applied, empirical, case-based, or policy-oriented in all areas of humanities and social science.

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Peer-Reviewed Research Articles

新高考语文写作试题研究——以2020—2024年全国卷为例

向政^δ, 可晓锋^ε, 李先锋^τ

ABSTRACT

2020年新高考实施以来, 写作在新高考语文试题中的难度不断增加, 学生得分却变得不理想。对此, 本文采用文献法、数据统计法及对比研究法, 对2020—2024年新高考写作10套真题进行统计, 从命题题型、引导材料、考点内蕴、考查重点方面分析其趋势。发现其题型以任务驱动型材料作文为主; 材料语选择具有多元性与创新性; 重视考查“正确的世界观和方法论”核心价值; 思辨色彩浓厚。基于以上发现, 对2025年写作试题进行预测和提出高分备考策略。

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1. 引言

随着《中国高考评价体系》将“核心价值、学科素养、关键能力、必备知识”确立为考查维度, 写作试题正经历从知识本位向素养导向的认知图式重构, 越来越重视考查考生对语文核心素养的综合运用能力。并且在当下“新教材、新高考、新课程”的时代浪潮下, 包括四川在内的多个省份将于2025年全面推行新高考模式, 对于即将接触新高考卷的地区的考生来说, 高考写作试题将会是一个极大的挑战与机遇。在这种背景下, 如何让学生更好地应对新高考写作试题的挑战, 提高他们的语文素养, 成为教育工作者需要面对的重要问题。鉴于此, 本研究采

用文献法、统计法及对比分析法等研究方法。以《普通高中语文课程标准(2017年版2020年修订)》与《中国高考评价体系》为坚实的理论基础, 深入剖析2020至2024年间新高考制度下十套全国卷写作试题, 提出写作试题在命题题型、引导材料、考点内蕴、考查重点中潜在的逻辑脉络与发展趋向, 并结合教育改革动向对2025年写作命题趋势进行科学预测。在此基础上, 从教师指导和学生备考两方面提出具有针对性和实操性的备考策略, 以期提供一些有效建议。

II. 文献综述

随着新高考不断实施,作为语文试卷中分值占比最大的一部分,其命题趋势直接影响着一线教师的作文教学的方向引导和策略安排,其重要性也不言而喻,自然成了学者和师生关注的对象。近年来对新高考写作试的研究文献也不断增多,主要分为以下三类:

1. 对新高考写作试题的命题特点、趋势进行研究,提出相应的教学策略。如胡斌,冯小琼在《高考语文全国卷写作命题特点、趋势及教学对策》中,[1]通过对2023年四套全国卷写作试题进行分析,阐述了高考写作命题存在走向对文化的深度理解、走向教学评一致、走向对思维品质的考查等趋势,并提出了相关备考策略,但未将新高考以来的试题进行综合分析,缺乏动态趋势。
2. 对新高考写作试题的材料进行研究,总结出相应的写作教学策略。如李薇在《新高考背景下任务驱动型材料作文教学策略研究》中,[2]从材料、任务、情境三个方面进行分析和阐述,指出任务驱动型材料作文在写作命题中具备的特点,进而提出相关教学策略,但其研究并未全面覆盖材料,未体现其多样性与创新性。
3. 对新高考写作试题的备考策略进行研究。如徐新非在《基于评分标准的高考作文备考策略研究》中,以高考作文评分标准为基础,结合学生的失分痛点,提出对应的高分备考策略;[3]又如张苗在《核心素养视域下高中语文写作教学实践策略研究》中,以语文核心素养为理论基础,从教师的角度出发,提出可操作性的教学策略。[4]通过对比分析,这些策略在一定程度上为一线教师提供了有益参考。然而,都对新高考写作试题提及较少,缺乏研究针对性。

综上所述,现有研究为分析新高考制度下语文写作试题提供了丰富的视角和思路,但针对新高考制度下的写作试题研究有待深入。

III. 核心概念界定

1. 新高考

新高考指为促进教育公平,教育部在高中阶段学校招生、考试和复习制度方面的改革,旨在实施新课程改革以建立起全国统一的普通高中学业水平考试和高校招生考试制度,预计于2025年在全国普遍实施。新高考采用“3+1+2”模式,取消文理分科,更加有利于调动学生学习的主动性和积极性。

2. 新高考语文试卷

新高考语文试卷是在新高考改革背景下,以《普通高中语文课程标准》为命题引导,以《中国高考评价体系》为评价框架,服务于普通高中教育体系,用于全面考查高中生语文素养的标准化测评工具。其卷名为“普通高等学校招生全国统一考试”,通常涵盖现代文阅读(包括论述类文本、实用类文本、文学类文本)、古代诗文阅读(文言文

阅读、古代诗歌阅读、名篇名句默写)、语言文字运用以及写作四大板块,共150分。

3. 写作试题

写作试题是考查语文核心素养的重要载体之一,是全面衡量普通高中学生语文综合素养的重要测评方式。本文主要研究的试题卷为由教育部考试中心负责命制的新高考语文全国卷试题2020年至2024年间的全国I卷和II卷,共十套。所提及的“写作试题”是试卷中的第四大题一写作,共60分,具有规定的题目、规定的字数和规定的要求。

IV. 2020—2024年高考写作试题特征分析

在高考语文学科的整体架构中,写作模块因其独特的评价功能而具有不可替代的地位。作为承载60分值的核心题型,其设计逻辑直接映射着课程改革对学科核心素养的检验要求,旨在全方位地评估学生对语文核心素养的综合运用和表达能力。随着当前教育改革的不断深入,高考语文写作试题的命制趋势也随之调整与变化。纵观近五年新高考写作试题,从中不难发现,在命题类型、引导材料、考点内蕴以及重点考查内容等方面都有规律的变化。因此,本文选取近五年(2020—2024年)新高考卷10道写作试题作为研究对象,将其按照考试年份、试卷卷别、主题、材料类型、引导语内容以及命题类型等方面进行梳理与整合,绘制了如下表1,以便分析其主要规律及特征。

表1: 2020—2024年写作试题总览

年份	卷别	主题	材料类型	引导语内容	命题类型
2020	新高考 I 卷	疫情中的距离与联系	文字材料	请综合以上材料.....写一篇文章。	话题作文
	新高考 II 卷	通过地名唤起记忆与情感	文字材料	请以“带你走进__”(补充一个地名,使题目完整),写一篇主持词;要求:结合材料。	任务驱动材料作文
2021	新高考 I 卷	体育的重要性	文字材料	请结合材料写一篇文章,体现你的感悟与思考。	新材料作文
	新高考 II 卷	结合“人”字书写寓意进行思考	漫画材料	请把握漫画的内容和寓意,反映你的认识与评价、鉴别与取舍,体现新时代青年的思考。	任务驱动材料作文
2022	新高考 I 卷	本手、妙手、俗手	文字材料	请结合材料写一篇文章,体现你的感悟与思考。	新材料作文
	新高考 II 卷	选择·创造·未来	文字材料	请结合以上材料写一篇文章,体现你的认识与思考。	任务驱动材料作文
2023	新课标 I 卷	故事的力量	文字材料	以上材料引发了你怎样的联想和思考?请写一篇文章。	任务驱动材料作文
	新课标 II 卷	青少年自己的空间	文字材料+语言文字运用 II	请结合以上材料写一篇文章。	任务驱动材料作文
2024	新课标 I 卷	人工智能	文字材料	以上材料引发了你怎样的联想和思考?请写一篇文章。	任务驱动材料作文
	新课标 II 卷	不断抵达未知之境	文字材料+现代文阅读 I	这引发了你怎样的联想与思考?请写一篇文章。	任务驱动材料作文

1. 命题类型以任务驱动型材料作文为主

从我国高考语文作文命题的发展历程来看,其经历了从命题作文、话题作文到材料作文、新材料作文,再到任务驱动型材料作文的演变过程,其中任务驱动型作文在2015年便出现于高考写作试题中,[5]这一过程不仅是命题形式的优化,更是对学生思维能力和综合素质要

求的提升。通过下面图1可知,新高考写作试题命题类型主要以任务驱动型材料作文为主,但新材料作文及话题作文也仍存在于高考写作试题之中。

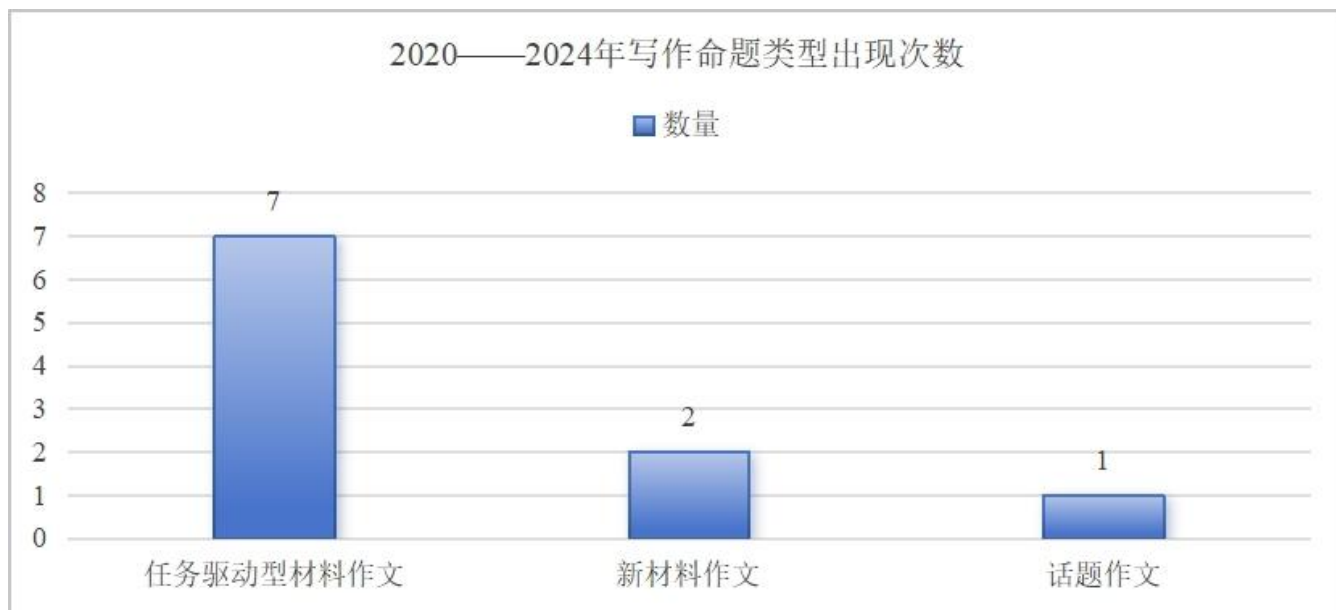


图1: 2020—2024年写作命题类型出现次数

通过表1可知,新高考写作试题题干形成了“材料语+引导语+写作要求”的稳定模式,并且在发展过程中不断展现出新的变化。在2020—2022年的新高考卷以及2023年的新课标Ⅱ卷中,命题引导语多采用“结合材料”的传统表述方式。而到了2023年的新课标Ⅰ卷以及2024年的新课标卷,引导语则转变为“以上材料(这)引发了你怎样的联想和(与)思考”,打破了传统引导方式的局限性,突出了任务驱动的开放性特点。在保证文章与材料有机结合的基础上,给予考生更为广阔的思考空间,鼓励考生从自身的知识储备、生活经验出发,对材料进行多元化解读,充分发挥自身的思维能力与创新意识,展现独特的见解与观点,与《普通高中语文课程标准(2017年版2020年修订)》提出的“考试、测评题目应以具体的情境为载体,以典型人物为主要内容”这一要求相契合。^[6]

以2024年新课标 I 卷为例, 如图2:

四、写作 (60 分)

23. 阅读下面的材料, 根据要求写作。

随着互联网的普及、人工智能的应用, 越来越多的问题能很快得到答案。那么, 我们的问题是否会越来越少?

以上材料引发了你怎样的联想和思考? 请写一篇文章。

要求: 选准角度, 确定立意, 明确文体, 自拟标题; 不要套作, 不得抄袭; 不得泄露个人信息; 不少于 800 字。

图2: 2024年新课标 I 卷写作试题

这个题目具有十分明显的任务驱动, 材料中明确了写作对象: 以互联网和人工智能时代下的人们为对象, 思考其面临的问题; 写作内容也应围绕互联网普及、人工智能应用下问题数量是否减少展开; 同时要求明确文体; 在思维层面着重考查逻辑思维, 对此现象进行深入辩证思考。因此, 从命题形式来看, 任务驱动型作文在学生开始写作之前便明确了具体的写作任务和要求, 为学生提供了清晰的写作方向, 在此任务引导下, 学生需依据任务指向完成写作。这种命题方式能够有效避免学生随意套用模板或进行机械写作等问题, 从而激发学生的写作创造力, 提升写作的主动性和个性化。

在这一变化趋势下, 任务驱动型作文对考生的思维素质、表达观点和逻辑的要求却更高。考生需要在有限的时间内把自己放在真实情境中进行写作, 先进行详尽的信息搜集与分析, 考查考生的信息处理能力和批判性思维。在完成的过程中, 考生还须根据任务要求构建逻辑严密的论证结构, 考查其逻辑思维和组织能力。任务驱动型写作还通常要求考生从多角度审视问题, 激发创造性思维, 促进创新意识的发展。最后通过不断反思和修正自己的写作, 学生的自我评估能力和元认知水平也得到了提高。总之, 任务驱动型写作通过明确的任务导向, 促使学生在写作过程中不断思考、探索和创新, 并且能够自由地、熟练地选择适当的文体, 从而能更加有效地通过语言文字展现并考查考生的思维能力, 突出真实写作水平, 促进教育公平。

2. 试题材料语选择具有多元性与创新性

在写作试题中, 材料语是连接考生与写作试题的桥梁。它不仅为考生设定了思考与表达的框架, 引导其聚焦核心主题, 还通过提供丰富信息与情境, 激发考生在写作时的思维活力与创造力, 确保文章论述有理可依、有据可循。

● 材料语选择多元化

由表1可发现, 根据表1的统计结果, 当前高考作文命题材料语呈现出多维度的选材特征。具体而言, 试题素材库主要涉及社会热点议题与个体生命体验、传统文化精髓与哲学思辨、青年成长轨迹与认知发展规律、现代科技前沿与文明演进趋势等关键维度, 且材料语构成也在不断进行创新。尽管试题选材丰富多样, 但其主要特征依然突出, 具体特征如下:

● 贴近学生生活, 彰显青春气息

新高考实施以来, 高考语文写作命题秉持“以人为本”的核心理念, 日益聚焦于“人的存在”这一核心主题, 命题趋势显著地倾向于凸显学生的个人成长历程, 鼓励学生深入探索并积极肩负起以人为本的社会使命, 从而在文学创作中实现自我价值的升华与超越。例如, 2022年以“选择·创造·未来”为主题, 紧扣青少年面临人生选择、充满创造力和对未来的憧憬, 契合青春的成长阶段与内心追求。再如, 2024年新课标 I 卷的作文题, 以互联网和人工智能为背景, 贴近学生日常, 激发其对科技与生活的深刻反思, 体现了青春视角下的时代关切。这些题目材料语不仅贴近学生生活, 还引导他们从青春视角审视时代变迁, 从个人角度展开思维, 从而激发深层次的个性化思考与表达。

● 关注社会热点, 体现时代脉搏

白居易认为: “文章合为时而著, 歌诗合为事而作。”文学创作不仅仅要反映社会生活, 还要和当下的时代相联系在一起, 强调了文学与现实生活的密切关系。如2020年新高考 I 卷选择疫情下的各行各业的温情为材料, 紧扣全球疫情背景, 引导学生思考人与人之间的关系变化。再如, 2022年适逢中国共青团成立100周年, 新课标 II 卷作文紧扣时代主题, 关注青年成长, 引导青年学生将个人命运与国家命运紧密结合, 以实现中华民族伟大复兴。这些紧扣时代的材料, 不仅引导学生关注社会发展, 更促使他们将个人成长与时代进步紧密相连, 考生在写作时, 能从自身经历出发, 展现对时代问题的见解, 培养

社会责任感与使命感, 实现自我成长与时代精神的深度融合。

3. 促进读写结合, 创新材料形



图3: 2020—2024年写作试题材料类型

由上图3可知, 新高考背景下的写作试题材料语主要以文字为载体, 共9次, 而漫画材料仅仅出现了1次。虽然大多为文字材料, 但在材料语选取方面, 2023年和2024年新课标Ⅱ卷均选择与试卷其他部分的内容相结合, 体现了写作试题的创新性。例如, 2024年新课标Ⅱ卷关联现代文阅读Ⅰ, 以材料三为主, 兼顾材料二, 并通过“太空之旅”一词呼应材料一, 展现了人类月球探索的历程, 进而引出写作核心。这种设计将人类的伟大探索之旅与学生的生活和学习情境相联系, 打破了阅读试题与写作试题之间的传统壁垒。考生在完成其他部分的阅读后, 对相关概念已有初步认知, 写作时能够迅速将其转化为文字表达, 从而实现知识的有效迁移与运用。并且这种读写结合的设计还鼓励考生进行跨学科思考, 将科学知识与人文关怀相结合, 激发多元思维、培养综合素养。通过这种创新形式, 写作不再是一个孤立的任务, 而是与阅读、思考、表达相辅相成的有机整体, 有利于对语文核心素养进行考查。

对材料语的选择趋势上, 试题所采用的材料倾向于选取社会热点话题。其核心目的在于着重考查考生对于“家事国事天下事”的认知水平以及评价能力, 始终在引导着考生要铭记时代赋予的使命, 将自身与中国未来的发展、时代的命运紧密相连。与此同时, 此类试题也在积极推动考生强化阅读习惯的养成, 引导考生广泛阅读, 逐步发展跨学科综合素养, 致力于考查考生的复合型能力, 以更好地适应未来社会的多元需求。

4. 试题重视考查“正确的世界观和方法论”核心价值

在新一轮课程标准改革及《中国高考评价体系》所倡导的“一核四层四翼”理论框架的引领下, [7]高考写作试题的考察重点已从原先单一的语言技能层面, 逐步转型为对考生语文核心素养的系统性、综合性评估, 旨在全面提升学生的综合素质。而在“四层”的建构中, “核心价值”指明立德树人根本任务, 为高考考查内容起到方向引领作用, 主要包含“政治立场和思想观念、世界观和方法论、道德品质和综合素质”3个一级指标和“理想信念、以人民为中心的思想、爱国主义情怀、法治意识、正确的世界观和方法论、奋斗精神、责任担当、品德修养、健康情感、劳动精神”10个二级指标。基于此, 下面将结合《高考评价体系》里“核心价值指标体系”中的更加具体的二级指标对试题考查内容进行分类整理, 以便直观展示重点考查指标, 如下表2

表2: 2020—2024年写作试题核心价值考查指标总览

年份	卷别	主题	考查指标	指标内涵
2020	新高考Ⅰ卷	疫情中的距离与联系	理想信念 责任担当	立志肩负起时代责任； 具有社会责任感
	新高考Ⅱ卷	通过地名唤起记忆与情感	爱国主义情怀 品德修养	厚植爱国主义情怀； 理性面对当代社会经济、文化、 科技、环境等方面
2021	新高考Ⅰ卷	体育的重要性	正确的世界观和方法论 健康情感	正确认识社会发展规律； 注重增强体质
	新高考Ⅱ卷	结合“人”字书写寓意进行思考	正确的世界观和方法论 健康情感	善于透过现象看本质； 注重健全人格
2022	新高考Ⅰ卷	本手、妙手、俗手	正确的世界观和方法论 奋斗精神	实事求是，尊重客观规律； 历练不懈奋斗的精神
	新高考Ⅱ卷	选择·创造·未来	爱国主义情怀 正确的世界观和方法论	弘扬中华优秀传统文化； 正确认识社会发展规律
2023	新课标Ⅰ卷	故事的力量	理想信念 爱国主义情怀	增强“四个自信”； 认同中华民族
	新课标Ⅱ卷	青少年自己的空间	品德修养 健康情感	自尊自信、意志坚强； 具有健康意识
2024	新课标Ⅰ卷	人工智能	正确的世界观和方法论 品德修养	坚持用联系、发展、矛盾的观点 观察和分析问题； 理性面对当代社会经济、文化、 科技、环境等方面的伦理问题与 伦理冲突
	新课标Ⅱ卷	不断抵达未知之境	正确的世界观和方法论 奋斗精神	坚持用联系、发展、矛盾的观点 观察和分析问题； 具有勇于奋斗的精神状态

由表2可知，写作试题考查核心价值内容较为丰富，为了更直观地展示哪一项核心价值考查较多，下面将结合表2进行绘制柱状图，以便清晰可见。

图4:2020—2024年写作试题考查核心价值内容出现次数



由图4可见,出现最多的指标为“正确的世界观和方法论”,占比最大。其次为“爱国主义情怀”“品德修养”“健康情感”等,而“以人民为中心”“法治意识”“劳动精神”这三个指标暂时未明显出现。可见在新高考写作试题中对“正确的世界观和方法论”这一指标的重视程度,要求学生要坚持用联系、发展、矛盾的观点观察和分析问题,要善于透过现象看本质,有利于对学生的情感价值态度进行考查。

这一考查趋势就更加考验学生在写作过程中突出其平时的思维思考方式,展现其对核心素养的深化程度,同时也引导着学生写作时正确审题、立意以及阐述。

(四) 试题思辨色彩浓厚

语文核心素养包括:语言建构与运用、思维发展与提升、审美鉴赏与创造、文化传承与理解四部分,在如今新高考试题中都得到了充分体现。而语言是思维的外化,作文作为最能够展现学生语言表达能力的试题,也同样展示着学生不同的思维层次。其中分析2020—2024年写作试题可以发现,试题设计愈发注重对学生思维的考查,主要体现为在具体情境和多元主题下进行考查,具体如下:

1. 以具体思辨试题为主

表3: 思辨写作类型内涵表及在2020—2024年写作试题中的出现次数

类型	内涵	出现次数
观点表达型	基于材料, 提出问题或观点, 结合自己的知识、经验去印证	7
观点阐释型	对既定或隐含观点, 运用事例, 结合自己的经验、感悟、理解去阐释	2
哲理思辨型	基于哲理, 展开思辨分析, 展示丰富修养和逻辑思辨能力	0
学术分析型	基于文本, 深度分析, 无须借助已有知识经验, 展示真实学术分析能力	0
宣教说服型	观点坚定, 面向公众, 立场鲜明, 说服读者, 感情充沛, 态度真诚	1

荣维东教授在《高考思辨写作功能类型初探》一文中, 从批判思维教育、功能问题学和教学实践角度, 对思辨写作分为观点表达型、观点阐释型、哲理思辨型、学术分析型、宣教说服型五种, [8]具体含义如表3。

根据表3可知, 近五年新高考写作试题中, 观点表达型占比最高, 共出现7次, 占比达70%;观点阐释型次之, 出现2次, 占比20%;宣教说服型出现1次, 占比10%。由表3内涵可知, 观点表达型和观点阐述型命题的材料通常都是具体的事件, 结合具体的问题, 来确定自己的观点, 可以称之为具体思辨试题。如2024年新课标 I 卷, 根据“我们的问题是否会越来越少?”这一具体的事件进行思考, 能够有效地考查学生在具体情境中的思维能力和表达能力, 所考察的要素相较而言更加全面。而宣教说服类的试题, 其材料通常是给出话语性内容或者是开放性的话题, 自由度较高, 没有具体思辨的方向, 试题思辨较为抽象, 如2020年新高考 II 卷。因此, 新高考写作试题主要以具体思辨试题为主, 未来的趋势也更倾向于在具体情境下对思辨能力进行考查。

2. 思辨主题具有多

表4: 2020—2024年新高考写作试题主题及思辨元素表

年份	卷别	主题	思辨元素
2020年	新高考 I 卷	疫情中的距离与联系	距离与联系
2021年	新高考 I 卷	体育的重要性	强与弱
2022年	新高考 I 卷	围棋三个术语“本手、妙手、俗手”之间的关系	本手、妙手、俗手
	新高考 II 卷	以“选择·创造·未来”为主题的征文活动	选择·创造·未来
2024年	新课标 I 卷	人工智能的普及与人类的问题	科技与人文

从表4能够清晰洞察，思辨型作文在主题方面展现出丰富的多元特性，其中二元与三元主题占据主导地位。这类作文试题通常蕴含或给出两个及以上观点，从结构视角审视，这些观点多呈并列态势；就内涵而言，一般呈现出对立统一的关系。这就要求考生在思考时，务必具备深度，能够透过给定的材料，精准洞察题目本质所意图表达的核心内容；同时，思考亦需具备广度，能够从多个维度审视问题，清晰梳理概念间的内在联系。此外，思考过程中还应融入批判性思维、逻辑性思维以及辩证思维，以此全面提升对问题的分析与理解能力。

在新高考背景下，最突出的就是对考生思辨能力的考查，课标中也多次提及对其的培养，肯定思辨能力在学生成长和发展过程中的重要作用。思辨类作文在考查中对学生的理性思维具有较大挑战，需要考生提炼材料中的对立关系，进行思辨性的解读和分析，进而确定核心观点并结合个人经历和想法进行理性阐述，增强作文的思辨性。

在全球教育测评改革的演进图谱中，提升高阶认知能力已成为各国考试体系重构的核心命题。以全球范围颇具影响力美国SAT作文试题为例，其“分析性”作文充分调动考生批判性思维对话题展开辩证分析、具体阐述与创新性表达，而我国新高考背景下的写作试题与其最新的“分析性”作文有着相似之处，都体现了在时代背景下对培养人的关键能力与综合素养的重视。同时我国高考写作命题在促使考生的“理性思考”与“感性想象”能力协同发展方面也在不断努力。[9]英国A-Level写作测评体系则另辟蹊径，侧重于自由表达，通过赋予学生充分的话语选择权，在个性化表达与实用性书写的平衡中推进教育公平。在新高考背景下，我国高考写作命题也不断改革与创新，这种改革轨迹表明，我国写作测评正经历着全球教育治理框架下的本土创新实践，在保持文化主体性的同时不断深化、发展和寻求超越。

V. 2020—2024年高考写作试题特征分析

2025年作为我国新高考改革的关键年份，四川、云南、山西等第五批高考综合改革省都将迎来新的局面，下面我将结合以上对2020—2024年写作试题的分析以及一线教师观点，做出如下预测：

1. 题型上：重视读写结合类

下面结合表1中材料类型绘制折线图，以便直观展示读写结合类试题出现次数及其明显趋势变化，如图5所示：

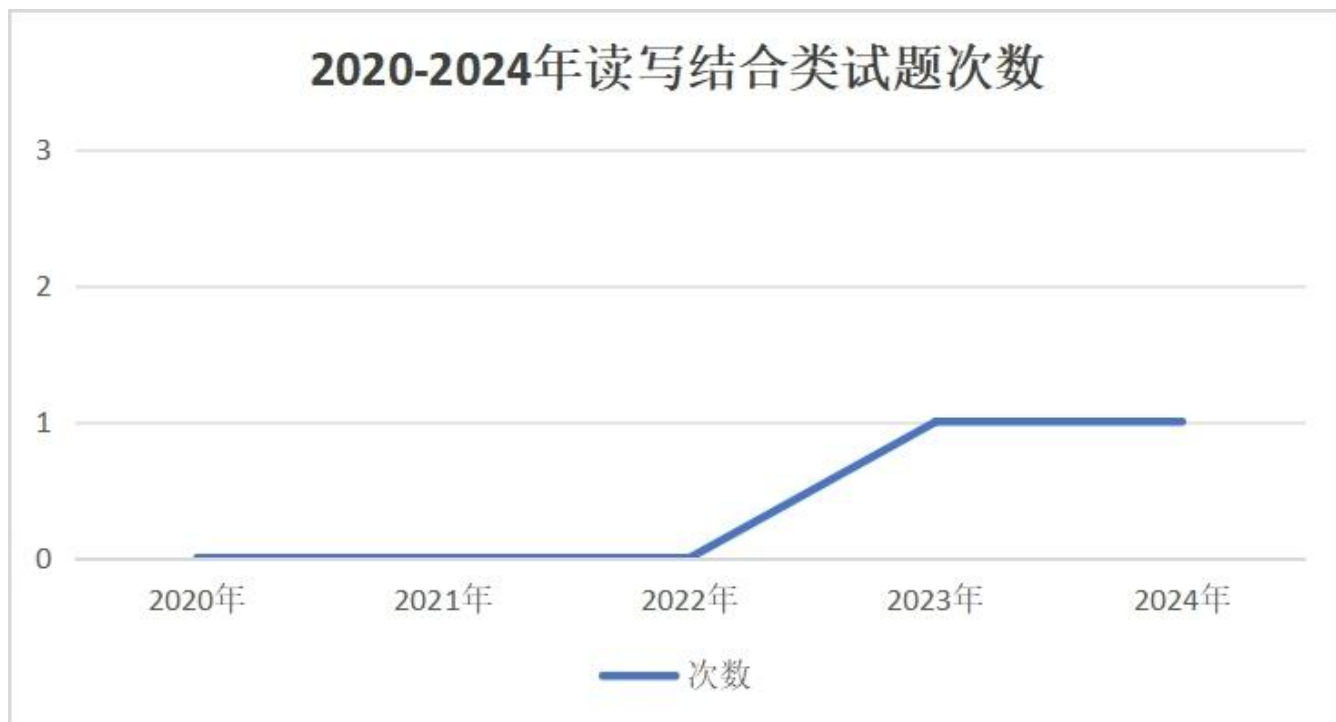


图5: 2020—2024年读写结合类试题出现次数

23. 阅读下面的材料, 根据要求写作。

本试卷阅读 II 的材料二中说: “人类本来是艺术的, 本来是富于同情的。只因长大起来, 把这点心灵阻碍或消磨了。”

你是否同意上述说法? 请写一篇文章。

要求: 选准角度, 确定立意, 明确文体, 自拟标题; 不要套作, 不得抄袭; 不得泄露个人信息; 不少于 800 字。

图6: 2025年高考综合改革适应性测试语文写作试题

由上图可知, 2023和2024年连续两年各出现了一次读写结合类写作试题, 且2025年适应性试题中也出现了该题型, 如图6, 以阅读材料为基础, 引导学生在阅读中汲取信息, 进而形成自己的见解并阐述。可见, 新高考写作试题中读写结合的趋势日益明显, 学生需掌握如何从阅读材料中提取有效信息、如何将阅读与写作有机结合起来, 提高对读写结合新题型的适应能力, 以及如何获取高分的应对能力。

2. 内容上: 贴近现实生活, 深度考查“正确的世界观和方法论”

近年来, 高考写作题目始终紧密围绕时代焦点进行设置, 其核心意图在于促使学生关注社会变迁、联结现实生活, 引导形成正确的世界观和方法论, 从而培育他们的

社会责任感及批判性思维。一线教师刘国勇在2025年高考语文作文备考建议中提出了“要将所学知识与时代表题相结合, 通过文学、历史、科学等多维度视角, 探讨科技、文化、人性之间的复杂关系”。[10]故而本文预测2025年试题将继续聚焦社会热点, 引导学生深入思考现实问题, 展现独立见解与深刻洞察。

3. 考点上: 思辨能力为王

近几年高考写作试题常常以问句的形式与学生展开对话, 比如“这引发了你怎样的联想与思考”, 让学生思考这个时代与自己息息相关的核心本质问题, 在具体情境和多元元素中挖掘学生思维的广度与深度, 关注学生逻辑思维、辩证思维和创造思维的发展程度, 以考查学生思维的广度与深度。一线教师赵军提出了“要把握高考作

文命题的思辨性趋向”，[11]姜向荣、朱于国老师也提出“思辨写作逐渐成为高考作文命题的主流”，[12]这种命题方式不仅考查考生的知识基础，并且重点考查是否具备敏锐的洞察力和深刻的思辨能力。因而，在平时需加强对思维的锻炼。

VI. 高考写作高分备考策略

基于对2020—2024年间新高考写作试题、写作试题预测的深入分析，本文将从教师指导与学生备考两个方面出发，提出针对新高考背景下写作试题的指导与备考策略，以期提供参考，具体如下：

1. 教师方面

● 强化对“双标”的研究，明确考点要求

新高考写作命题突出体现了以核心素养为培养目标，促进人的全面发展。且新高考语文试卷是在新高考改革背景下，以《普通高中语文课程标准》为命题引导，以《中国高考评价体系》为评价框架而构成的。基于此，教师在教学实践中需要进一步强化对新课标中核心素养内涵的深层理解，以及对高考评价体系里“一核四层四翼”命题原则的深入研究，从而清晰洞察写作试题的考查要点与能力指向，为写作教学的高效开展提供坚实有力的支撑与保障。

● 用好教材，适应读写结合新题型

高中语文统编版教材的写作教学通常将写作与阅读紧密整合，往往依托文本情境进行随文设计，使读写活动在具体语境中自然衔接。因此，在阅读指导的过程中，教师应当引领学生对文本的结构布局、语言风格以及深层意蕴等方面进行细致剖析，不仅能提升学生的文本解读能力，更能培养他们敏锐的批判性思维。并根据阅读材料设计相关的写作任务，如让学生对阅读内容进行续写、改写、评论等，使学生在写作中运用阅读所获得的知识与技能，比如：统编版语文教材必修下第一单元，这一单元为思辨性阅读与表达学习任务群中一部分，其单元任务也提及要学会“如何阐述自己的观点”，且这一单元中课文《庖丁解牛》、《鸿门宴》等都具有很大的价值，所以教师可以在讲授这些课文之时，把写作任务加入其中，引导学生进行思考，加强锻炼，更有利于深化学生对读写结合型试题的理解和适应。

● 立足“任务驱动”，提升思维能力

在前面的分析中，我们可以知道如今新高考的写作题型向任务驱动型转变，更加注重考查学生的问题解决和思维能力。任务驱动型题目的本质，即在真实或模拟的情境中，引导学生分析问题、解决问题，从而培养其批判性思维和创新思维。因此，教师在指导学生备考时，应以任务为导向，创设多样化的任务情境，选取当时的热点事件或有争议的事情，为学生创设写作情境，设计贴近实际、贴近生活的写作题目，激发学生的思考热情，引导他们深入分析问题，提出合理见解。通过不断地训练，帮助

学生养成快速定位问题核心，有条理地进行论述的能力，提升思维的敏捷性和深度。

● 把握时代脉搏，关注社会热点

基于对写作试题材料语的分析，可知在材料语选择上是具有多元化的，充分体现了引导学生积极参与社会公共事务的特点。因此，教师在教学过程中，既要紧扣教材核心内容，又需突破传统教学边界，利用信息化时代的优势，巧妙地将时代脉搏、知识体系与现实生活紧密相连，引导学生形成正确的世界观和价值观。通过关注社会热点话题，鼓励学生进行广泛的阅读和讨论，学生们能够不断提升对社会现象的敏锐洞察力和深刻分析能力，进而在写作过程中展现出更高的认知水平和更丰富的思想内涵。

2. 学生方面

新高考背景下，写作涵盖了丰富的核心素养元素，通常考查学生对其的综合运用与表达能力，本文将从语文核心素养中语言、思维、审美以及文化这四个方面展开备考策略阐述，以更好提升语文核心素养、提高应对能力，具体如下：

● 增强语言运用能力

在课程标准中，“语言建构与运用”放在最前，可见其重要之处。语言运用能力主要分为对语言的建构和对语言的准确运用能力，[13]因而，在备考过程中，可以借鉴以下策略：

● 积极积累素材，建构语言系统

通过广泛阅读与整理经典文学作品、时事新闻等，丰富词汇量，掌握不同文体表达方式，能够为高考写作提供丰富的语言素材。同时，也可以通过口头语言沟通，积累表达技巧，提升语言表达的流畅性和准确性。再反复重组语言系统，优化运用能力，结合个人特色，形成语言系统，使语言更加精炼、生动。

● 积极创设情境，运用语言实践机会

在日常生活和学习中，主动寻找或创设各种语言表达情境，如参与辩论、演讲等活动，将积累的素材和表达技巧付诸实践，不断锤炼语言运用的灵活性和准确性，提升实际应用能力，进而在面临考试时也能文思泉涌，准确表达。

3. 拓宽思维广度

在高考作文评分标准中，我们可以看到其对思维深度的重视，同样在课程标准中也提到要培养学生形象思维、逻辑思维和创造思维，那么在自己的作文中能突出思维的广度，那么就更有机会获取高分。因而，可以借鉴下面三个策略以获取高分：

● 展开充分想象与联想

在写作时,通过读题后,通过想象与联想,获取大脑中的相关经验与想法,从不同的角度去审题和立意,这样题目要求和对材料的解读也会更加形象,让立意更加深刻。

● 加强逻辑分析能力

在写作过程中,不论是作文结构的完整性、中心的突出性,还是主题的明确性,这些都需要考生在构思时注意逻辑分析,才能有条理地对作文内容展开叙述。

● 打破固有思维

课程标准中提出,要敢于求新求异,敢于去追求思维上的创新、表达上的创新。而在如今大部分人在模仿中失去了自己的创造思维,在表达上也显得固化,所以,考生在备考时一定要打破固有思维,培养自己的创新能力。

4. 提升审美创造能力

语文写作是学生发现美、欣赏美和创造美的过程,[14]要想写出有质量、有水平的作文,还需要具有审美鉴赏和创造的能力。因而,考生可以借鉴以下策略以提升审美创造能力:

● 积极阅读文学作品

在文学阅读过程中,审美活动同步展开。学生在此过程中不仅能够形成对文本内容的个性化感受,还能促使自身的价值观逐步成熟,进而培育出高尚的审美情趣与品位,最终实现写作水平的提升。

● 个性化表达

每个人眼中的美都是不同的,在写作时可以对自己的审美体验展开叙述,表达自己的情感、态度与观念,表达和创造自己眼中笔下的美好世界,更加能增强作文的感染力,从而提高分数。

5. 拓展文化视野

写作同样注重对文化的传递与传承,其中中华优秀传统文化、革命文化、社会主义先进文化更是必须继承和弘扬,同时专家也提到高考作文命题将持续推进中华文化元素融入复杂的真实性问题情境。[15]所以,在备考时必须加强这一方面的能力,策略具体如下:

● 立足“三种文化”,提升文化底蕴

在平时学习时,需要多体会中华文化的核心思想理念和挖掘其中的人文精神,热爱中华文化,继承传统文化,认同和敬重革命文化,增强我们的文化自信,提升自己的文化底蕴,树立正确的文化观。在写作时更能展现自己深厚的语言和思想,以提升其写作能力和人格修养。

● 关注热点,与时俱进

在对文化进行继承与弘扬时,还需要理性检视传统文化,有机关联“三种文化”,并贯通多元文化。[16]这就需要关注当下的热点,以理性的态度审视文化,取其精

华、去其糟粕,让文化在时代的发展中滚滚向前。在写作时留下时代特色,根植于文化土壤中,内涵更加丰富。

VII. 结语

教育强则国强,在新高考背景下,为推动我国教育公平的实现,高考作文命题也在持续调整优化。基于此,本文选取2020—2024年新高考写作试题作为研究对象,综合运用文献法、统计法和对比研究法等多种方法,深入剖析现阶段高考写作命题的变革特征与趋势,发现新高考语文写作试题命题类型以任务驱动型材料作文为主、试题材料语选择具有多元性与创新性、试题重视考查“正确的世界观和方法论”核心价值、试题思辨色彩浓厚这四大特征。并对2025年写作试题进行了科学合理的预测,即:重视读写结合类题型;内容贴近现实生活,深度考查“正确的世界观和方法论”核心价值;重视思辨能力。在此基础上,从教师指导和学生备考两个维度,提出了相应的高分备考策略,以期提供有益的参考。

新高考以来,相关专家和教育学者也在不断地研究新高考写作试题,并取得了一定的成效。在这些研究成果的启发下,引导着笔者进行论文写作。但是,新高考背景下语文改革还在持续深化,写作试题也不断发展,仍存在很大的研究空间。由于笔者的研究水平有限,且一线教学经验较少,在本文研究中仍存在不足之处,笔者将会在以后的学习和教学实践过程中不断完善。

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The Practices of Intellectual Stimulation by Parents for Their Children as an Illustration of Transformational Leadership

Nahla Gahwaji⁵, Khadijah Abotoug⁶

ABSTRACT

This research aimed to explicate the extent to which parents engage in the practice of intellectual stimulation for their children, conceptualized as an illustration of transformational leadership, employing a descriptive analytical methodology where an instrument was developed to assess the progression of transformational leadership levels in parenting, encompassing the Bartering, Building, Bonding, and Banking approaches. This instrument was administered randomly to a cohort of (701) parents whose children are enrolled in primary education within the city of Jeddah in Saudi Arabia. The findings indicate that the degree of parental practices of intellectual stimulation is remarkably elevated, suggesting a high level of Banking in transformational leadership, with an arithmetic mean of (6.16 out of 7). Furthermore, the investigation disclosed statistically significant discrepancies dependent upon the gender of the child and the educational level of the parents. The study promotes the execution of additional quantitative and qualitative research to reveal the perspectives of children and compare them with those of their parents, alongside recommending the enhancement of reflection practices among both parents and children through tailored training programs.

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Read Online: <https://rebrand.ly/cs6hd41>

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I. INTRODUCTION

The significance of the formative years of a child, particularly during the five-year period preceding formal education, is manifest in the development and cultivation of the child's personality, thereby underscoring the necessity to concentrate on the intrinsic factors affecting the child (Lee & Kim, 2023). Given that the child's primary interactions occur within the domestic environment, the nurturing of these relationships plays a critical role in augmenting the practices associated with the educational process. Despite the crucial nature of all elements surrounding the child, it is the parental practices that exert the most substantial influence on the formation and characterization of the relationship between the child and the parents (Kong & Yasmin, 2022). Education, being one of the more challenging endeavors, necessitates both patience and resilience from parents to achieve the desired outcomes they aspire to attain through the development of their relationship with their children. Investigating parenting practices and their correlation with the child's personality constitutes a salient area of inquiry, characterized by the interplay of factors and variables influenced by the prevailing social conditions and the inherent characteristics of the child, resulting in varied outcomes across different cultural contexts, even though parental practices may exhibit similarities (Akhter et al., 2020).

Considering parental uncertainty regarding their child-rearing methodologies and their overall efficacy, conceptualizing parents as leaders serves to strengthen their practices through the implementation of educational leadership principles. Educational leadership is predicated upon competencies that parents can cultivate and adapt in accordance with various leadership paradigms (Gartzia, 2023). Among the diverse array of educational leadership styles, transformational leadership has been shown to achieve considerable success within the realm of educational institutions (Pinquart & Gerke, 2019). The practices of the transformational leader are manifested in their commitment to fostering a constructive relationship between the child and their parents, which may prompt the leader to engage in actions that are advantageous for both the child and the parents alike. Among the various dimensions of transformational leadership, intellectual stimulation

plays a pivotal role by motivating parents to engage in independent thought and articulate the ideas they hold to others (Morton et al., 2010).

This illustrates the advantages of conducting research on the comprehensive parental practices pertaining to intellectual stimulation, which serves as a focal point of transformational leadership within the domain of early childhood education and its consequent effects on child behavioral outcomes. The early years of a child's life, particularly the five years before starting school, play a crucial role in shaping their personality. During this period, parents' interactions with their child have a significant impact on their development. The home environment and parental practices are essential in influencing the child's growth and relationship with their parents (Liu & Guo, 2010). Effective parenting requires patience, persistence, and strong leadership skills. By adopting transformational leadership practices, parents can build a positive relationship with their child and encourage independent thinking and idea-sharing. This leadership style, which includes intellectual stimulation, can benefit both parents and children, making it a valuable area of study in early childhood development (Gartzia, 2023).

Transformational leadership has demonstrated efficacy within the realm of educational institutions, thereby reinforcing its implementation across these entities (Dabke, 2014). Concurrently, it seems that a degree of ambiguity exists among parents regarding the distinctions between democratic and permissive parental leadership, which may lead to inappropriate parental practices that could be detrimental, particularly if parents are convinced of the legitimacy of their approaches and mistakenly attribute them to democratic parenting (Ferguson, 2006). This phenomenon can be elucidated by the challenges inherent in a leader's ability to fully embrace either a democratic or authoritarian leadership style in practical contexts, suggesting that a definitive framework for leadership is often elusive (Vertel, 2024).

Studies have addressed the concept of leadership with parents such as (Galbraith, 2000) who constructed a theoretical model for improving the status of the family through leadership where transformational leadership is one of the patterns that positively affect family well-being. Another study pointed out that transformational leadership

is similar to effective parenting in many areas (Pooper & Mayseless, 2003). This may be due to the fact that the focus in transformational leadership on developing developmental and psychological processes and raising the level of performance of the follower, in addition to its success in building a positive relationship and achieving the desired outcomes in many areas, is what made its application in parenting verifiable and logical (Morton et al., 2010).

This may be attributed to the remarks of (Wilder, 2014), who noted that parents frequently lack awareness of positive practices when they engage in them intuitively, coupled with a lack of understanding regarding the underlying reasons for many negative behaviors. Both Watabe and Hibbard (2014) articulated the necessity of exploring a broader spectrum of parenting styles beyond the contradiction of assertive and authoritarian parenting during childhood. Conversely, transformative parenting has been evidenced by various research studies across different developmental stages and has been promoted for implementation in early childhood to explain the dynamics of the parental relationship (Morton, 2010). Among the concepts associated with transformational leadership, intellectual stimulation has been identified as the least investigated in the research studies, notwithstanding its potential significance in the developmental path of followers, encompassing attributes such as open-mindedness, respect for opposing viewpoints, acceptance, and reflective thinking (Bolkan & Goodboy, 2010; Morton, 2010; Sanchez-Cardona et al., 2018).

Intellectual stimulation is a crucial aspect as it empowers parents to assist their offspring in autonomously navigating and articulating cognitive strategies (Morton, et al. 2010). The significance of intellectual stimulation is underscored by its beneficial outcomes on educational processes and its affirmative influence on individuals within the vicinity of the leader (Sanchez-Cardona et al., 2018). This concept encompasses aspects such as open-mindedness, respectfulness, acceptance, and reflective thinking; the subsequent discourse elucidates these elements with a particular emphasis on parental practices. The capability of open-mindedness captures the capacity to approach issues and challenges from multiple perspectives, facilitated by creative thinking and

the reassessment of the validity of assumptions held by both leaders and their followers. Mothers exhibiting elevated socio-economic status demonstrated marked variations in their child-rearing methodologies, encompassing inventive directives, thus illustrating their interpretation of the matter from both their vantage point and that of the offspring (Goodall & Montgomery, 2023). Similarly, a research by (Zhao et al., 2012) identified a pronounced level of parental encouragement for the child in addressing potential challenges, although the domain of intellectual values was noted to have the lowest level of emphasis, which, according to the researchers, may stem from the insufficient application of dialogue within the family atmosphere in comparison to other dimensions.

Respect for alternative perspectives is fundamental. Transformational leadership practices inspire followers by facilitating their creativity and innovation without subjecting them to adverse criticism regarding potential mistakes. The phenomenon of stimulation becomes more pronounced when one engages in problem-solving within the organizational context, examining issues from varied viewpoints while honoring all perspectives (Subandi et al., 2023). Parental acknowledgment of the cognitive independence of their adolescent children can considerably reduce the incidence of foreseen health-related difficulties during this developmental stage (Morton et al., 2010). Furthermore, empirical evidence suggests that transformational parenting practices are marginally more pronounced in fathers in the domain of intellectual stimulation compared to mothers, alongside an indication that paternal transformationalism is more effective in fostering self-regulation concerning physical activities than maternal involvement; conversely, maternal contributions have shown an uptick in promoting healthy dietary habits and overall life satisfaction (Zhao & Yang, 2021).

There is a pronounced appreciation among parents for intellectual values, including the acceptance of differing opinions, which originates within the familial environment, characterized by interactions marked by tolerance, affection, and respect among family members (Jankowska & Gralewski, 2020). The observed disparities in this regard favored parents collectively, attributable to their active engagement in the child's upbringing,

informed by their awareness, while variations were evident based on educational attainment and socioeconomic status. Acceptance pertains to a positive emotional bond through which the child perceives warmth and affection, feeling valued and emphasized for their strengths rather than their shortcomings, while endeavoring to comprehend their challenges (Khanum et al., 2023). The researchers discovered a negative correlation between acceptance and withdrawal behaviors in children, with significant differences in the degree of warmth favoring maternal figures over paternal ones. Similarly, acceptance exerts a more favorable influence on mothers compared to fathers. This observation underscores the critical role of acceptance and the commitment of parents to fostering the child's sense of belonging within educational settings, as well as the necessity for nurturing and kindness in cultivating connections with family and peers, thereby highlighting the child's capacity to commence from a secure home foundation and engage in behaviors that fulfill their social needs (Yunci & Qing 2023).

The practices employed by parents are designed to cultivate the child's personality and facilitate his social adaptation to the surrounding environment by addressing fundamental needs, ensuring his protection and security, fulfilling his emotional aspirations, and overseeing the developmental phase he is undergoing through effective guidance and mentorship (McKee et al., 2021). This underscores the pivotal function of practices and behaviors across diverse cultures in attaining parenting objectives, which are manifested in the development of the child's personality and his awareness to engage with the external environment, as well as the acquisition of cultural values (Kahraman et al., 2017). Consequently, the child's engagement within a positive environment alongside the parents significantly contributes to the development of his cognitive and social outcomes in subsequent stages of life (Jago, 2011). While physical and genetic determinants are definitely influential in shaping a child's personality, parental practices have equal significance due to their fundamental role in identity formation. The rationale for investigating these practices is grounded in the research by Kantova (2024) that indicate that higher parental involvement is correlated with an increased probability of high school graduation, while stricter parental behaviour is found to

decrease the expected likelihood of completing high school, which embody that constructive practices foster a fundamental motivation within the child to achieve success, whereas detrimental practices may adversely impact his motivation.

Reflection, in this context, refers to a form of reflective cognition, which involves a perceptive examination of the circumstances encountered by the child, along with a thorough analysis, interpretation, and formulation of a suitable resolution through intentional cognitive processes (Kong & Yasmin, 2022). The investigation conducted by Camoirano (2017) identified the efficacy of parental reflection in mirroring the child's experiences and advocated for further comprehensive research on susceptibility. The inquiry conducted by Lo and Wong (2020) also encompassed a review of antecedent research on parental reflection, revealing that such reflection is predominantly observed during middle childhood (ages 6–12), a phenomenon the researchers attributed to the enhanced comprehension of parents. The researchers underscored the significance of consideration in transforming parenting into a more efficacious instrument for caregivers. Transformative Leadership Levels, as outlined by (Sergiovanni, 2007), categorize educational leadership into four distinct approaches, as illustrated in Figure (1).

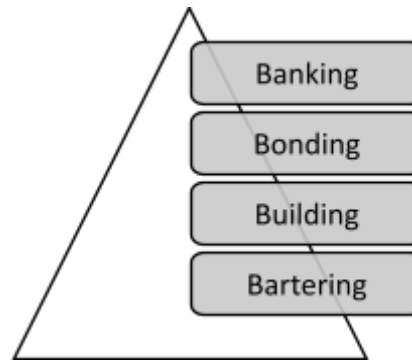


Figure 1: The leadership approaches (Sergiovanni, 2007)

It is significant to acknowledge that Sergiovanni (2007) embraced the conceptual framework proposed by Burns (2003) in categorizing leadership into transactional and transformative styles. The initial level pertains to transactional leadership, characterized by a system of negotiating or exchange, whereas the three subsequent levels, which are the focal point of this investigation, pertain to transformational leadership. The ensuing definitions explain these levels: Leadership by Building is regarded as the foundational stage in the development of transformational leadership and serves as the cornerstone for the succeeding phases. This stage is predicated on addressing the needs of subordinates by fostering an environment that inspires them to excel in their performance (Subandi, 2022). The initial phase commences with the alignment of objectives between the leader and the subordinate, stimulating a sense of belonging for the follower within the broader organizational context, thereby enhancing their overall capacity to fulfill expectations (Mashele, 2017; Sergiovanni, 2007). This phase is advantageous for the followers as it encourages their self-efficacy, alongside their perception of competence and capability, thus meeting their intrinsic needs. Leadership by Bonding constitutes the second phase wherein the values and beliefs of both the leader and the follower are harmonized (Subandi, 2022). This phase underscores the significance of values within transformational leadership and adherence to shared beliefs in interactions that align with the objectives established in the preliminary stage, thereby connecting the leader and the follower through the cultivation of an internal ethical framework that imparts a sense of significance to

the actions undertaken by the follower (Sergiovanni, 2007). Leadership by Banking is identified as the ultimate stage that facilitates the establishment of a transformational leadership paradigm that is inherently operational within the organization (Subandi, 2022). This stage is characterized by the sustainability of operations without necessitating direct oversight from the leader (Deng et al., 2023; Sergiovanni, 1999). Within this context, a state of stability is attained due to the subordinate's dedication to the requisite tasks and their perception of these tasks as integral to their personal aspirations, thereby transforming their role from the follower to partner as the relationship evolves positively, negating the need for control or the imposition of directives (Deng et al., 2023).

Consequently, this raises an inquiry regarding the efficacy of parents' practices of intellectual stimulation in fostering improvements in children's behaviors. To adequately address this inquiry, it is imperative to explain the intellectual stimulation practices employed by parents, given their substantial influence on the nature of the parental relationship, which is surveyed in the primary question of the research:

What is the extent of essential intellectual stimulation in the parental implementation of the transformational leadership style when interacting with the child?

The subsequent assumptions arise from the inquiry:

1. There were no statistically significant discrepancies observed in the mean degree of intellectual stimulation practiced by parents,

attributable to the educational level of the parents.

2. There were no statistically significant discrepancies noted in the mean degree of parental intellectual stimulation practices, which could be attributed to the variable of the child's gender.
3. There were no statistically significant discrepancies identified in the mean degree of parental intellectual stimulation practices relating to the grade attended by the child.

Jeddah. Among these respondents, the distribution included fathers (14.3%) and mothers (85.7%). Table (1) presents an analysis of the educational attainment of the sample, revealing that (34.1%) possess a general education within the total sample size, while (8.3%) hold a diploma, (49.4%) have achieved university-level education, and (8.3%) have pursued postgraduate studies

II. OBJECTIVE OF THE STUDY

The main objective of the study is reveal the level of intellectual stimulation within the context of parental practices of transformational leadership style with the child, while identifying statistically significant differences in the mean degrees of parental intellectual stimulation practices associated with the variables of parental educational level, child gender, and grade attended by the child.

III. METHODOLOGY

In addressing the research inquiry, a descriptive, analytical, and quantitative methodology was employed, thought appropriate for the study's objectives, as it aids in the accurate presentation of information concerning the current state of the phenomenon (Chapman, 2024). Such an approach fulfills the study's aim of defining and examining parental engagement in intellectual stimulation as an indicator of transformational leadership.

IV. POPULATION AND SAMPLE

The population for the study was comprised of the parents of children enrolled in primary education within the city of Jeddah, which accounted for a total of (340,722) students across public, private, and international educational institutions, as indicated by the statistical data from the Ministry of Education (MOE, 2024). A simple random sampling technique was employed to extract the sample, thereby ensuring that all segments of the society had the opportunity to participate in responding to the survey inquiries (Palys, 2014). With responses collected from (701) parents of primary grade children in the city of

Table 1: Demographic characteristics of sample (educational level of parents)

Demographic characteristics	Classifications		Parents		Total
			Fathers	Mothers	
Educational level	General Education	No.	39	200	239
		%	5.6	28.5	34.1
	Diploma	No.	9	49	58
		%	1.3	7.0	8.3
	University	No.	38	308	346
		%	5.4	43.9	49.4
	Graduate Studies	No.	14	44	58
		%	2.0	6.3	8.3

Table 2 presents the demographic characteristics of the sample participants as determined by the gender of the children. The information discloses that (38.1%) of parents have boys, while (61.9%) have girls.

Table 2: Demographic characteristics of sample (child's gender)

Demographic characteristics	Classifications		Parents		Total
			Fathers	Mothers	
Child's gender	Boy	No.	70	197	267
		%	10.0	28.1	38.1
	Girl	No.	30	404	434
		%	4.3	57.6	61.9

Regarding the child's school grade, the data in Table (3) indicate that (39.3%) of the sample members have children in the first grade of primary school, while (30.4%) have children in the second grade of primary school, and (2.8%) have children in the third grade of primary school.

Table 3: Demographic characteristics of sample (grade attended by the child)

Demographic characteristics	Classifications		Parents		Total
			Fathers	Mothers	
Grade level attended by child	First grade	No.	39	240	279
		%	5.6	34.2	39.8
	Second grade	No.	25	188	213
		%	3.6	26.8	30.4
	Third grade	No.	36	173	209
		%	5.1	24.7	29.8

V. STUDY TOOLS

To achieve the research objective, a tool was built to measure the level of parental practice of transformational leadership, which included four main sections for the purposes of the research has been limited to four values: openness, respectfulness, acceptance, and reflection. Calculating parents' responses was inspired by the Evaluatin Early Childhood Environment Rating Scale (ECERS), incorporates (yes) and (no) for answering the items (Gahwaji, 2005) to determine the level of practice: inadequate, acceptable, good, and excellent. The three levels of transformational leadership were also relied upon: Building, Bonding and Banking (Sergiovanni, 2007). Figure (2) illustrates the levels of parental practice of transformational leadership and the values of intellectual simulation, which consisted of (24) items distributed at the levels of transformational leadership equally.

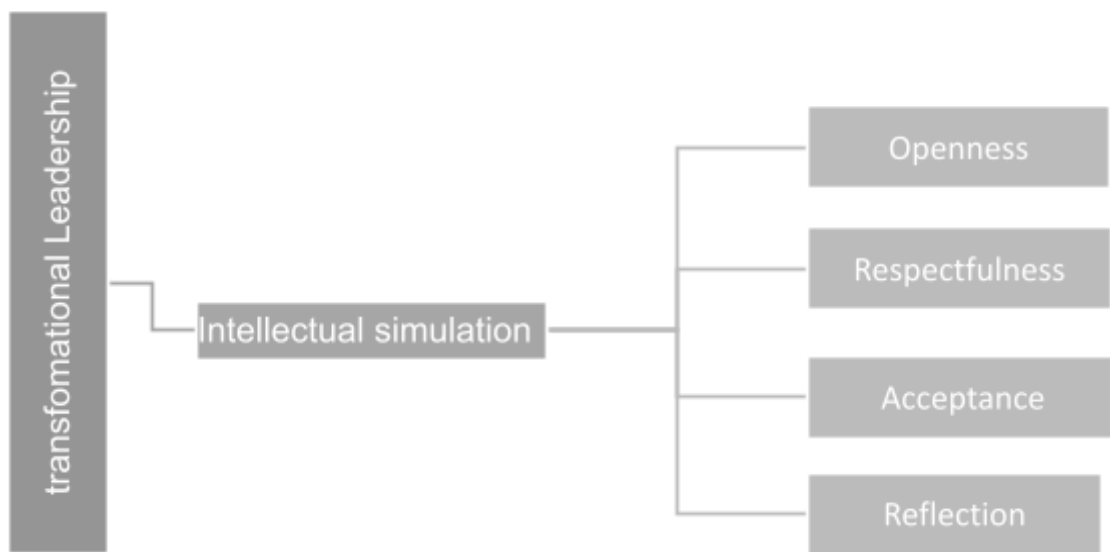


Figure 2: levels of parents' practice of transformational Leadership

VI. STATISTICAL PROCESSING AND METHODS

The research utilized the statistical software SPSS to conduct a comprehensive analysis of the data, employing a variety of statistical techniques including frequencies, percentages, arithmetic mean, standard deviation, simple correlation coefficient, Cronbach's alpha coefficient, tests for the difference between the means of two independent samples, and one-way analysis of variance (ANOVA).

VII. RESULTS

It is evident from Table (4) that the overall mean of the respondents' feedback was (6.16), with a notably elevated estimate in the items pertaining to the intellectual stimulation dimension, which signifies the score of coherent leadership, correlating with the highest levels of transformational leadership. Furthermore, the data reveal that the respondents' feedback across all values demonstrated an increase, achieving the level of leadership by Banking, except for the reflection value, which achieved the level of leadership by Bonding. The mean values spanned from (5.49) to (6.68). The respectfulness value acquired the highest mean (6.68), whereas the reflection achieved the lowest mean (5.49).

Table 4: Distribution of sample responses to the values of the intellectual stimulation

Values	1		2		3		4		5		6		7		Mean	Rating	Leadership level
	F	%	F	%	F	%	F	%	F	%	F	%	F	%			
Openness	15	2.1	15	2.1	28	4.0		5.8			6.0		509	72.6	6.22	Very High	Banking
Respectfulness	8	1.1	3	0.4	2	0.3		2.1			8.0		591	84.3	6.68	Very High	Banking
Acceptance	5	0.7	10	1.4	17	2.4		4.0			12.8		449	64.1	56.2	Very High	Banking
Reflection	106	15.1	0	0.0	78	11.1		0.0			0.0		463	66.0	5.49	High	Bonding
Overall mean															6.16	Very High	Banking

The findings presented in Table (5) suggest that variations exist in the mean value of intellectual stimulation attributed to the educational level of parents, with a P value of (5.455) that is statistically significant at the alpha level of (0.05). This outcome contradicts the assertion suggested by the statistical hypothesis. Consequently, the statistical hypothesis, which asserts that there are no statistically significant differences in the mean values of parental practices of intellectual stimulation based on the educational level variable, is rejected. A comparison utilizing the lowest significant difference test was performed to discover the nature of the inconsistencies in the average level of parental practices.

Table 5: The outcomes from the least significant difference analysis reveal the directional differences in the mean intellectual stimulation level as it corresponds to differing educational levels.

Values	1		2		3		4		5		6		7		Mean	Rating	Leadership level
	F	%	F	%	F	%	F	%	F	%	F	%	F	%			
Openness	15	2.1	15	2.1	28	4.0	41	5.8	51	7.3	42	6.0	509	72.6	6.22	Very High	Banking
Respectfulness	8	1.1	3	0.4	2	0.3	15	2.1	26	3.7	56	8.0	591	84.3	6.68	Very High	Banking
Acceptance	5	0.7	10	1.4	17	2.4	28	4.0	102	14.6	90	12.8	449	64.1	6.25	Very High	Banking
Reflection	106	15.1	0	0.0	78	11.1	0	0.0	54	7.7	0	0.0	463	66.0	5.49	High	Bonding
Overall mean															6.16	Very High	Banking

The findings derived from the examination of the lowest significant difference regarding the mean level of intellectual stimulation, as illustrated in Table (6), suggest that there exist statistically significant differences in the level of intellectual engagement between the domains of general education and undergraduate studies, with a definite advantage noted in general education, as demonstrated by an average differential of (0.317). Additionally, there are statistically significant differences between the classifications of general education and postgraduate, again favoring general education, which is evidenced by an average difference of (0.566). Moreover, statistically significant differences are also observed between the diploma and postgraduate classifications, with the diploma demonstrating a favorable average difference of (0.434).

Table 6: Least significant difference results to identify the direction of the difference in the average scores of intellectual stimulation according to the educational level variable

	Educational level	Educational level	The difference between the two averages	Significance level
Intellectual stimulation	General education	Diploma	0.132	0.439
		Undergraduate	0.317*	0.001
		Postgraduate	0.566*	0.001
	Diploma	General education	-0.132	0.439
		Undergraduate	0.185	0.263
		Postgraduate	0.434*	0.045
	Undergraduate	General education	-0.317*	0.001
		Diploma	-0.185	0.263
		Postgraduate	0.249	0.132
	Postgraduate	General education	-0.566*	0.001
		Diploma	-0.434*	0.045
		Undergraduate	-0.249	0.132

In order to validate the hypothesis of the study, which states that there are no statistically significant differences in the mean values of parents' practices regarding intellectual stimulation attributed to the gender of the child, a T-test was conducted to ascertain the difference between the mean of two independent samples. The findings presented in table (7) reveal that discrepancies exist in the mean values of intellectual stimulation attributed to the variable of the child's gender, with the computed t-value being (4.213), which is statistically significant at the level of (0.01). This outcome disregards the assertions stated by the statistical hypothesis, as the observed differences favor girls; thus, the statistical hypothesis was rejected, which hypothesizes that there are no statistically significant differences between the average scores of parental practices of intellectual stimulation correlated with the child's gender.

Table 7: Results of the T test for the difference in the mean values of parents' practice of intellectual stimulation according to the child's gender variable

	Gender	frequency	M	SD	T-value	Significance level
Intellectual stimulation	Boy	267	5.908	1.329	4.213	0.000
	Girl	434	6.288	1.044		

To assess the hypothesis of the study, which contends that there are no statistically significant differences in the mean values of parental practices of intellectual stimulation relative to the grade level, a one-way analysis of variance test was conducted. The findings presented in table (8) reveal that there are no distinct differences in the mean values of intellectual stimulation associated with the grade variable, where the calculated p-value was (1.339), a figure that achieve statistical significance at the alpha level of (0.05). This outcome validates the statement of the statistical hypothesis. Consequently, the statistical inference was

verified, indicating that there were no statistically significant variations in the mean value of parental practices of intellectual stimulation associated with the grade variable.

Table 8: Results of one-way analysis of variance test for the Difference in the mean values of Parents' Practice of Intellectual Stimulation by Grade variable

		Sum squares	Degrees of freedom	Sum squares	P value	significance level
Intellectual stimulation	Among groups	3.693	2	1.847	1.339	.2630
	Within groups	962.241	698	1.379		
	Sum	965.934	700			

VIII. DISCUSSION

By scrutinizing the findings and correlating them with the established theoretical framework, the respectfulness exhibited the highest score among the various values analyzed. This phenomenon may be attributed to the parents' dedication to instilling the value of Respectfulness within their children. Acceptance was ranked as the second highest, demonstrating a significant level of coherence, which may be constrained by the parents' awareness and acceptance of their child's developmental progression. Conversely, reflection attained the lowest mean value in the intellectual stimulation, despite achieving a level of leadership by Bonding; this necessitates further interpretation when attempting to encourage parents to disclose the level of their involvement, and resonates with the findings of (Vertel et al., 2024), which indicate a relative decline in the level of interaction and optimistic potential in children when compared with reflection. This occurrence may also be explained by the interpretation recommended in the findings of (Lo & Wong, 2022) which recommends that the effects of reflection become increasingly pronounced during the period of middle childhood, as opposed to early childhood, thereby necessitating additional research to corroborate these assertions. Through the investigation of the preceding sub-scales and items, the attainment of a high score in intellectual stimulation concludes in a level of coherence characterized by the elevated overall scores of the preceding four sub-scales, wherein parents achieved high scores in the evaluated outcomes. Numerous studies have

concentrated on the child's perspective, a dimension that the current research has not been able to address due to its specific objectives, an area that could be investigated in future studies. Concerning the aspect of parental gender, extant literature has documented a range of outcomes between paternal and maternal figures; however, the current investigation was unable to arrive at a conclusive determination due to the unequal distribution of the sample population, consisting of (601) mothers and (100) fathers, which stems from the study's utilization of a simple random sampling technique through educational institutions that may engage with mothers more frequently than fathers, particularly considering the child's developmental phase, a factor that could merit exploration in future research addressing the variables of this study.

IX. RECOMMENDATIONS

Based on the results, it is suggested that future research projects focus on the adaptation of tools to integrate the child's developmental viewpoint, in addition to fostering qualitative approaches that involve interactions between parents and children. Furthermore, comparative analyses should be conducted to deepen the understanding of parental and child perspectives on intellectual stimulation. Additionally, exploring the connection between parental engagement and child variables could yield valuable insights into developmental outcomes. Lastly, the development of targeted training programs aimed at fostering reflection practices among parents and children

may significantly enhance the overall effectiveness of intellectual stimulation interventions.

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participants regarding their involvement with the research instrument, ensuring the confidentiality of participants and the integrity of data, and implementing measures to guarantee that individual participants remain anonymous in the published results or from original or publicly accessible datasets.

XI. DISCLOSURE STATEMENT

The researchers did not indicate any possible conflicts of interest.

XII. ACKNOWLEDGMENTS

The researchers extend their appreciation to all the guardians who participated in the research study and to the Education Unit under the ministry of education (MOE), which enabled the distribution of the link to the electronic search tool to the families of children enrolled in educational institutions. The theories and perspectives articulated in this article are solely the responsibility of the researchers.

XIII. ETHICAL PRINCIPLES

The researchers contend that they have adhered to the ethical principles governing scientific investigation and scholarly research in the development of this study. These ethical standards involve obtaining informed consent from

John Calvin: The Unknown Economist

Flavia Poinso^t

ABSTRACT

John Calvin (1509–64), the most influential economist of his time, was a reformer and a novel economist, in line with Erasmo. He postulated economic dynamics prior to those of the Scottish philosophers David Hume and Adam Smith. Among his many writings, we can infer a set of conjectures about an individual that we can term the Calvinian economic individual. This individual, whom he describes with impeccable French logic, emerges with his theological outlook after 1533. Human life encompasses different spheres, with the economy being one of them. Satisfying needs and wants requires labour and effective time management in the Garden of Eden, as in the world today. Nevertheless, the key difference now is the fallen nature. Adam and Eve's disobedience triggers scarcity and a distorted mindset in all human beings. While the former is relevant in the economy, the latter is a problem in all spheres of life. Furthermore, this is the heart of Calvin's economic outlook. Hence, it is important to disentangle the very nature of the individual from the theological dimension. It is impossible to comprehend the spirit of his economic thought without describing the genesis of this problem. Thus, the objective of this paper is to describe the Calvinian economic individual, seeing Calvin as a scientific movement, as Kuyper does. This lawyer, humanist, and investigator, with his French mind, has to say many interesting things that have remained hidden.

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I. INTRODUCTION

Historically and politically, Calvinism is regarded by scholars as a key factor in the prosperity and political freedom of Switzerland, the Netherlands, England, and the American colonies.

With a democratic interpretation of life, its adherents rest assured that every individual, regardless of their political or social status, is recognised and treated as a creature made in the image of God. Likewise, its consideration of human vocations leads to the development of commerce,

the dignity of all work, the need for science, and Puritan sobriety (Kuyper, 1930).

Therefore, Jean Calvin (1509–64), the most learned and influential man of his time, in line with Erasmo, was also an unknown economist. His theological outlook encompasses a set of ideas that economists have overlooked. He postulated economic dynamics before those of the Scottish philosophers David Hume (1711–1776) and Adam Smith (1723–1790). Among his many writings, we can infer a set of conjectures about an individual that we can term the Calvinian economic individual. This individual, whom he describes with impeccable French logic, emerges after 1533. So, it would be unjust if the benefit of his work were to be invisible.

As a result, it is interesting to see Calvin as a scientific movement, as Kuyper does. Calvin, with an impeccable French logic mind, could explore the investigative side to enhance his humanist side alongside biblical notions. Then, this notion of Calvin's seems to be the foundation of the true individualism upheld by the Scots, of Presbyterian roots, as defined by Edmund Burke (1729–1797), a friend of Adam Smith, and further developed by Tocqueville (1805–1851) in *Democracy in America* (1835, 1840).

For Tocqueville, individualism is a calm and mature sentiment that allows each member of the community to separate themselves from the rest, forming their small circle with family and friends. It is on this notion that he builds a theory of society that analyses "the forces that determine the social life of man," from which "political maxims" are derived. Hayek, in *Individualism and Communitarianism* (1948), draws on the English classics and Tocqueville, arguing that individuals are not isolated and self-contained, but rather men whose nature and character necessitate living in society (Hayek, 1948, pp. 5–6).

Human life encompasses different spheres, with the economy being one of them. Satisfying needs and wants requires labour and effective time management in the Garden of Eden, as in the world today. Nevertheless, the key difference now is the fallen nature. Adam and Eve's disobedience triggers scarcity and a distorted mindset in all human beings. While the former is relevant in the economy, the latter is a problem in all spheres of life.

This is another, little-explored dimension to the Picard reformer's thought: economics. Calvin, with a complex outlook as a humanist, jurist, and theologian, and deeply concerned with the prosperity of Geneva, advocated liberal ideas. "Individual property, freedom of action, and the love of free labour are doctrines that developed from Calvin's work in Geneva" (Porras, 2009, p. 397). Considering labour, its division and specialisation, without underestimating savings and investments as the source of wealth, he considered freedom of trade necessary. As an intellectual and a keen observer of society, he managed to strip usury interest of its Aristotelian and Thomistic roots, thereby stripping away ideas about loans and free transactions. Christians began to establish more flexible contracts about the "fair price."

Furthermore, this is the heart of Calvin's economic outlook. Hence, it is essential to disentangle the very nature of the individual from the theological dimension. It is impossible to comprehend the spirit of his economic thought without describing the genesis of this problem. Thus, the objective of this paper is to tell the Calvinian economic individual, seeing Calvin as a scientific movement, as Kuyper does. This lawyer, humanist, and investigator, with his French mind, has to say many interesting things that have remained hidden.

II. IN THE BEGINNING: THE FALL IN EDEN

Created in the image and likeness of God, for Calvin, the human being holds a unique and exalted position of lordship, causing admiration, awe, and reverence (Ávila Arteaga, 2009). Adam is an intelligent being who can make decisions based on his reason. Describing him, he notes that "he was endowed with sound judgment, his affections were in harmony with reason, his senses were healthy and well-regulated, and he truly excelled in all good things" (2022, p. 24).

Therefore, "man is, among other creatures, a certain preeminent exemplar of divine wisdom, justice, and goodness, so that the ancients deservedly called him *μικρίκοσμος*, 'a world in miniature'" (2022, p. 22) within which "perfect intelligence flourished and reigned, rectitude was its companion, and all the senses were prepared and molded for due obedience to reason" (2022, p. 24). Adam's affections were "subordinated to reason, all his senses duly regulated". His intellect

was clear, contributing to his integrity (1846, I, XV, 3, p. 164).

Adam possessed freedom of will, "by which, if he chose, he was able to obtain eternal life...it was only by his own will that he fell" because "his will was pliable in either direction and he had not received constancy to persevere" (1846, I, XVI, 8, p. 169). Enjoying the freedom to decide, and in line with Origen, Augustine, and Aquinas, Calvin indicates that using reason man discerns between good and evil, and using the will he chooses between the two, based on an "inner law" that "is written and as it were imprinted on the hearts of all men," conscience (1988, p. 61).

The malice that follows this choice corrupts in the first man "the good nature he had received from God, and by his fall, he brought ruin to all his posterity." Therefore, "the evident cause" of the Fall is individual responsibility, i.e., the human being's faults (1988, p. 755). Adam, "had he so desired, would have obtained eternal life" (1988, p. 61), nullifying all the deterministic thinking that weighs on human behaviour at this time.

The immediate and long-term effect of the Fall is the distortion, not the loss, of the image of God, i.e., the capacity for decision-making, leaving "some obscure features of that image" (2022, p. 24). The corruption of natural gifts means the withdrawal of soundness of mind and integrity of heart, the disintegration of cognition, i.e., the loss of "the integrity of the understanding and the uprightness of the heart" (1541, p. 187). The "depravity of will" is all too well known. Therefore, reason "could not be destroyed; but being partly weakened and partly corrupted, a shapeless ruin is all that remains" (1846, II, II, 12, p. 233).

Although the mind is neither sound nor whole, weak and immersed in darkness, there is still some residue of intelligence, judgment, and will. The individual remains worthy and valuable. The Calvinian individual can discover the truth regarding the elements of their world, for though he is not a god nor a demigod, "there has been implanted in the human mind a certain desire of investigating the truth". Whilst many other thinkers despise the body, Calvin considers that "to charge the intellect with perpetual blindness to leave it no intelligence of any description whatever, is repugnant not only to the Word of God, but to common experience" (1846, II, II, 12, p. 234).

One of the striking features at this point is the tension between individualism and communitarian views. Individualism versus communitarianism is a perennial topic in the methodological debate of economics. In a kind of travel to the future, Calvin precedes the Scottish Enlightenment and the English Classical economists by accounting for the necessary feedback between the individual and society, shedding light on the negative visions surrounding selfish behaviours. Calvin adds that "it is true that some understanding and judgment, as well as will, remain in us; however, we cannot say that our understanding is sound and perfect when it is so weak and shrouded in darkness." Reason, by which a person judges and understands, "has been partly weakened and partly damaged, so that what we see of it is nothing but a disfigured ruin" (1988, p. 183). Moreover, this aligns with the notion that individuals are responsible for their own decisions.

III. AFTER THE FALL: THE ECONOMIC PROBLEM, THE INDIVIDUAL AND THE COMMUNITY

The disobedience triggers the economic shortage problem. Precisely, economics is the science of making choices between options, which implies opportunity costs. The decision-making problem now is for individuals with limited rationality, in line with North (1993). The Calvinian individuals have limited rationality but an active one, i.e., they cannot act consistently at all times and in all circumstances.

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Humans are intelligent. Each individual possesses one type of intelligence related to earthly matters that "have some connection with present life and are, in a manner, confined within its

boundaries". Then, with his impeccable logic, he establishes the economy's platform. In doing this, he sets apart the private sphere of the relationship with God, "earthly things...those which relate not to God and his kingdom" are the "matters of policy and economy, all mechanical arts and liberal studies" (Calvino, 1846, II, II, 13, p. 234).

One of the striking features at this point is the tension between individualism and communitarian views. Individualism versus communitarianism is a perennial topic in the methodological debate of economics. In a kind of travel to the future, Calvin precedes the Scottish Enlightenment and the English Classical economists by accounting for the necessary feedback between the individual and society, shedding light on the negative visions surrounding selfish behaviours.

The individual is the basis of society. Many have misinterpreted this idea, which is the opposite of nationalism and emphasises the preeminence of the group over its parts. Neither Calvin's ideas have to do with the dominant modern theory of free, equal and autonomous individuals. Individuals are not isolated entities; instead, they are part of their environment. They are not self-sufficient beings. They are not self-made man. They need the others for their realisation.

Human progress implies the individual and the community. The individual is neither designed to live in isolation nor to be self-sufficient. The social order arises naturally because human beings are inherently social. The incompleteness of each individual implies dependence on others. Since the individual is truly human insofar as he or she lives with others, Calvin is concerned both with the development of each individual's personal life and with ensuring solidarity and fraternity.

Society is necessary for the Calvinist individual because "he feels a natural inclination to establish and maintain the company of his fellow men." The high value of social order has as a corollary the existence of "general ideas of honesty and order in the understanding of all men" (Calvin, 1988, p. 184).

The human race has been created as a unit in which interdependence and reciprocity are fundamental by the second commandment, in which Jesus summarises the Old Testament rules of interpersonal relationships, "You shall love your

neighbor as yourself," in Matthew 22:39. Calvin deduces from his interpretation that each individual must be concerned for the well-being and preservation of themselves and others. In this sense, amid "universal corruption" the grace of God operates "to repress and contain it" which is why "human nature is not entirely vicious, since we see that some, by natural inclination, not only performed heroic works, but also conducted themselves most honestly their entire lives" (1988, pp. 184, 199).

An important idea that arises in the Smithian individual, the self-love, is innate for Calvin. "Owing to the innate self-love by which all are blinded, we most willingly persuade ourselves that we do not possess a single quality which is deserving of hatred", hence, "independent of any countenance from without general credit is given to the very foolish idea that man is perfectly sufficient of himself for all the purposes of a good and happy life" (1846, II, I, 2, p. 211).

God desires that we have a good and happy life, which, in turn, implies the necessity of satisfying our needs and wants. Rationality is then active and places itself at the service of humanity. For example, in his commentary on Genesis, he notes that Jabal, a descendant of Cain, invented the arts "and other things that serve the common use and convenience of life," which he considers "a gift from God not to be despised at all, and a faculty worthy of praise." It is "truly wonderful that this race, which had fallen deeply from integrity, should have surpassed the rest of Adam's posterity in rare endowments" (2022, p. 133).

Needs go beyond food, clothing, and shelter. Likewise, desires are not superfluous for this thinker, for whom man has a right to access the pleasures of life. For example, Calvin refers to several passages in the Bible, such as Galatians 4:4, "in which it is stated that Christ was subject to hunger, thirst, cold, and other needs to which human nature is subject." Furthermore, man cannot "even" abstain "from those things which seem more likely to provide satisfaction than to remedy a need" (1988 1988, p. 552).

In line with this, Calvin points out that Abraham, upon leaving Ur of the Chaldees, "had to leave his land and separate himself from his relatives and friends, who are, in the sense of men, what is most beloved in this world," adding that "...it was as if the Lord...knowingly wanted to strip him of

all the pleasures of life." Individuals living in the world must satisfy their needs and wants, making choices between options. This is economics.

IV. THE PROBLEM OF LIVING IN A FALLEN WORLD: THE ECONOMICS IN CALVIN

Economics is a decision-making problem because of scarcity. This sphere contemplates Calvin's production and consumption. There are many novel things in Calvin's outlook. It is a scientific outlook since he deeply analyses the individual and their life, which is not easy. The individual pursues his benefit, and "must prepare for a hard, laborious, troubled life, a life full of many and various kinds of evils" (1846, p. 16).

The economy is one of the spheres of life. In it, individuals make decisions about production and demand in order to satisfy their needs and desires. The social spheres of the economy, the family, science, the arts, etc., "do not owe their existence to the state...they do not derive the law of their life from the superiority of the state, but obey a higher authority within their bosom," an authority "that governs, by the grace of God, just as the sovereignty of the state does." The spheres are sovereign within themselves, a sovereignty that limits the sovereignty of government, since "government is always inclined to invade social life with its mechanical authority, to subjugate it and arrange it mechanically" (Kuyper, 2003, pp. 73-74, 76).

The reason is a key variable behind the decision-making problem. "The sum of the whole is this: from a general survey of the human race, it appears that one of the essential properties of our nature is reason" (1846, p. 237). The world in miniature, think about how to make life great. It is interesting to note a significant difference in the views of the Greeks and others.

Greeks sought to manage scarcity by restricting demand. Also, they distinguish between necessities and wants. The former are natural, the latter are artificial. However, for Calvin, God's care for humanity does not end in the Garden of Eden because "if God took such great care of us before we existed, he will by no means leave us deprived of food and other necessities of life now that we are placed in the world" (2022, p. 25).

Calvin, from an exegetical analysis of the first chapters of Genesis, and based on the use of

Hebrew words regarding the authority delegated to man over all animals, infers "that none of the comforts and necessities of life can be lacking to men" because this authority "was not given only to Adam, but to all posterity," adding that, "God's paternal concern for man is conspicuous, for he provided the world with all necessary things, and even an immense profusion of riches, before forming man. Thus, man was rich before he was born" (2022, pp. 24-25).

Earthly things are gifts from God to benefit human beings; therefore, they oppose the idea of a demand restricted to essential goods and services. Beliefs about the need to limit consumption to the most necessary goods, tinged with an inexorable dogmatism, dangerously impose "on the consciences of others stricter rules than those expressed in the Word of the Lord." The extreme severity of those who preach that one may "eat or drink nothing but bread and water," or of others who "follow a more absolute rigidity, like Crates of Thebes, who is said to have thrown his treasures into the sea for fear that, if they were not destroyed, he would be ruined with them," is an error that arises from the mistaken belief that in this way one can correct "intemperance and lustful living" (Calvin, 2003, pp. 84, 85), a consequence of original sin.

For the reformer, it is unfair to "bind the conscience of others with such harsh rules," arguing that this way of thinking is an "inhuman philosophy" that does not allow "using creation"; it is a notion "so malignant" that it "deprives us of the legitimate enjoyment of God's goodness." Furthermore, he believes that "it is truly impossible to accept such a thought, for we would be deprived of all our senses and reduced to an insensible mass of granite." Supporting his idea with the Bible, he states that "if this were not true, the psalmist would not have listed among divine blessings '...the wine that gladdens the heart of man, the oil that makes the face shine, and the bread that sustains man's life'" (Calvin, 2003, pp. 85, 87, 88).

Calvin is not an unconditional hedonist. He insists on the "right use of earthly blessings." Moderation is the key to the essence of his entire thought. Since it is impossible for human beings to "not even avoid those things which serve" "pleasures rather than" "needs," they must be used "with a pure conscience and in observance of moderation." Hedonism corresponds to abuse;

people "become slaves" to pleasures, which in modern terms is considered an addiction; "some are so delighted with marble, gold, and paintings that they become like statues. They seem paralysed among the rich metals" (Calvin, 2003, pp. 83, 89). Throughout his writings, one glimpses that, underlying this moderation, there is an internal spring that guides individual behaviour, although clearly, it is a matter of gradation among human beings.

To access life's pleasures and satisfy needs and desires, every individual must first work. His outlook is a supply-side one. Production is the mother of wealth, and exchange is its father. Production involves labour and "the mechanical arts," which are later called capital. Labour is not an end in itself, nor does it consist of any slavery. Human beings were created "to be engaged in some work, not to lie down in inactivity and idleness," with God condemning "all lazy rest" (2022a, p. 48) because "God, indeed, does not want us to remain idle" (2022a, p. 2172). In his commentary on Paul's warning to the Thessalonians that he who does not work should not eat, he indicates that "indolence and idleness are cursed by God" because "man was created...so that he might be able to do something," a matter that "nature itself taught to the pagans."

Since food is the reward for labour, Paul "forbade the Thessalonians to encourage their indolence by supplying them with food." Calvin recalls a "memorable phrase from an old monk, which Socrates records in the eighth book of the Tripartite History: that he who does not work with his hands is a plunderer." Therefore, people who do not work "are dissolute, and in a certain sense unlawful." For Calvin, they are like "blocks of wood" (1843, p. 354).

Each individual must specialize in what he or she does best because, according to God's will, it is a duty to apply "all the talents and advantages that He has conferred upon us" (2022a, p. 4310), since "God inspires particular activities in each person, according to their vocation" (1988, p. 187). There are different kinds of work, "there are different ways of working," such as managing "public and private affairs," advising, teaching, among others. What matters is that individuals "be attentive to their vocation and dedicate themselves to lawful and honourable employments, without which human life is naturally errant" (1843, pp. 354, 358).

Likewise, those who have "humble jobs are taught that they have no reason to be ashamed of their lot. It should be enough, and more than enough, for them that the way of life they pursue is lawful and acceptable to God" (2022a, p. 798). Labour is complemented by capital. "Hard work, full of fatigue and weariness, which, because of its difficulty, produces sweat," does not in any way mean that one should only produce with labour. "Under this passage, certain ignorant people would imprudently drive all men to manual labor... indeed, if a law had been prescribed here... no place would be given to the mechanical arts"; but "we must go out into the world in search of clothing and other necessary comforts of life" (2022a, p. 95).

The Picard reformer's moderation indicates that both idleness and excessive work are harmful. "It is not surprising to find those who become rich in a short time, who spare no effort, but consume day and night in the exercise of their occupations, and allow themselves only a scanty meal of the product of their labor," but "neither living at a small expense nor diligence in business for its own sake will profit anything." When a person "hurries anxiously, he will ruin himself by his too precipitate course" (2022a, p. 4313). He comments that "Ezekiel calls by the name תאנים, the unim, those fatigues by which men destroy and overwhelm themselves by undertaking too much work" (2022a, p. 1642).

Working and accumulating wealth is a right as long as it does not harm others. Therefore, one should be careful not to crave "more profit than is legitimate and honest," which means not yearning to enrich oneself "to the detriment of others" or trying to "deprive one's neighbour of his property, so that it may increase" one's own. To achieve this, one cannot strive "to accumulate wealth with the blood, labour, and sweat of others," nor to seek riches "by all possible means," regardless of their origin. The goal must always be "to help one's neighbour as much as we can and faithfully, whether with our advice, or through action, or by helping them keep what they have" (1988, p. 339).

The pursuit of profit is natural to human beings, and riches per se are not evil; however, as they are seldom obtained without deceit, violence, or some other illegal expedient, they distort the social order (2022a, p. 1086). In essence, human nature is the root of the problem, since "although men have a general notion of justice from their mother's womb, yet as soon as their advantage

comes into view, they become unjust, unless the Lord reforms them by his Spirit" (2022a, p. 570). It is the covetous who seek dishonest gain and do not "guard themselves against fraud and all unscrupulous dealings," which is why it is appropriate to condemn "those tricks by which our neighbours are defrauded" (2022a, p. 1513). For this reason, "the cause of evils...is not riches, but a vehement desire for them, even if the person is poor" (2022b, p. 4635).

Production generates goods to be bought and sold, a consequence of the specialisation of the individuals that make up a society. "Those who profitably employ what God has entrusted to them are said to be engaged in commerce" (2022b, p. 633). In contrast, "it would be very improper for them to sit in idleness and not do good, because each one has been entrusted with a certain trade, in which he must be employed, and, therefore, they must be diligent in commerce" (2022b, p. 1126). Exchanges naturally follow from specialization. People "must exchange and barter with each other in order to maintain relationship" (p. 633). These are established and regulated "by God's purpose," something "that very few know." He argues that "some think that God plays with the affairs of men, and others, that the blind violence of fortune directs everything, as profane history sufficiently attests" (2022a, p. 4864). Commerce is an asset because he describes Tyre's riches as "consisting of merchandise and trade" (2022a, p. 5096).

Trade maintains interpersonal relationships and is beneficial to society and countries because it is a source of profit. "The inhabitants of Venice say their harvest is at sea, because they have nothing to grow at home, but everything they need for food is brought to them by trade" (2022a, p. 5089). The wealth of Tyre and Sidon, as well as "the extraordinary wealth of individuals that made the 'merchants of Tyre, princes, and their traders the honourable of the land'" is due to trade between Tyre and India, Calvin notes, in line with "a skilful historian." For trade to occur, ports and infrastructure are needed, "for when a port or merchant city has been ruined, the merchants often go in search of another" (2022a, pp. 5087, 5091).

Without trade, there is desolation, famine, sedition, riots, and no profit. The desolation and oblivion that Isaiah prophesies about Tyre mean, Calvin points out, "that there will be no merchandise, because it will not have the normal

course of trade" (2022a, p. 5100). In his analysis of the exodus of the Hebrew people, he comments that when they reach the desert, "all their provisions" begin to fail because they have "no more trade with the inhabitants," which generates sedition. After all, hunger presses them more than usual." Despite having experienced previous disturbances, for Calvin, hunger is the primary source of problems "because in these miserable and uncultivated regions, sterility on all sides" alarms them, giving "strength to their murmurings and impatience" (2022a, p. 1115).

In short, production is the result of the specialisation of labour, a consequence of the different individual talents and abilities that manifest, according to Kuyper (2003), the existence of an infinite multiformity among individuals in Calvin's thought. Ergo, although "perfection can never exist in any human society," this social being needs others to progress in all spheres of life (Calvin, 1988, p. 1214), progress that is only effective in complementarity and interdependence with others. The essence of his thought is reflected in his commentary on Paul's reasoning about the design of the church's construction that emerges in relation to Jesus Christ. In his words, "the symmetry of the church consists, so to speak, in a multiple unity, that is, when the variety of gifts is directed toward the same object," as in music when the sounds, although different, are "suited to one another with such adaptation as to produce concord." Therefore, "it is fitting that there be a distinction of gifts and offices and yet all harmonise into one" (2022b, p. 3543). A corollary of this dynamic of unity in diversity, diversity in unity, and diversity in diversity is the unequal distribution of income and wealth.

V. CONCLUSION

The ideas in this paper are a subset of the whole of Calvin's economic thought, which is as vast as his erudition. He is a child of his time but a father of the new Calvinian individual, an economic one. His starting point is the notion of individualism that harmonises self-interest, where he links love with self-responsibility, with the needs of others.

Within each social sphere, it is the individual, that "thinking reed," who adds value while simultaneously adding his imperfection, and the economy is no exception. The individual, plagued by needs and desires, seeks to satisfy them in a world

of scarcity. He presents this reality by embracing both the spiritual and the secular. It unites heaven and earth, universals with particulars, unity with diversity, with work, production, markets, and trade being both natural and necessary, and the unnatural state, though necessary, not to achieve cooperation in the wake of chaos, but rather as a guardian of cooperation, that is, to achieve a "chaotically correct" state of affairs. Freedom of choice, freedom of decision, and individual responsibility are combined in all spheres.

Calvin represents a turning point in politics and economics. He deals a mortal blow to the determinism that pervades the thinking of the time, to state interventionism, which he considers an "octopus" whose tendency is to subsume all social spheres within its tentacles, to paganism, which he associates with the division between secular and holy professions and between earthly and spiritual work, to poverty, which he considers everyone has the right to enjoy earthly goods that are for their use and enjoyment, to communal property, as postulated by some Church Fathers, and to the Thomism and Aristotelianism of Scholasticism. Moderation permeates his entire thought, considering pleasure but without being hedonistic; he praises work but does not deify it; he is concerned with prosperity and wealth but condemns avarice, theft in all its forms, and covetousness; he considers money a necessary good but does not endorse the love of money; human beings are not perfect, but they are worthy.

Thus, starting from human nature, he proposes an economic dynamic in which work and production are the main drivers, without neglecting the mechanical arts for which scientific progress is indispensable, a topic that is outside the scope of this investigation but is no less relevant. Consumption responds to needs and desires; it must be austere, as must luxury, although each person is free to decide. Savings invested in production allow for the charging of interest, overriding considerations of usury, which limits loans to aid people experiencing poverty, and in this sense, he understands the Scriptures. Similarly, since everyone has different talents, specialisation results in jobs with varying pay, leading to an unequal distribution of income and wealth.

Currently, new research is committed to uncovering a new Calvin, and at the same time, all of his texts, even his unpublished works, are being published (Busch, 2019, p. 18). Understanding his

economic thought is a task that cannot be contained in so few pages, which is why this research is presented as an introduction to his economic dynamics. It should also be noted that his disciples have distorted him, giving rise to dogmas that disfigure his actual thought. Therefore, his original writings are presented throughout these pages, allowing the voice of this intellectual and scholar to speak for itself.

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Evaluation of an Intermediate English Textbook Taught at Palestinian Universities: A Quantitative Study

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ABSTRACT

This study aims at evaluating the English Language Skills taught at Palestine Ahliya University as perceived by instructors at four Universities that use the same textbook (Palestine Ahliya University, Al-Qudes Open University, Al-Istqlal University and Palestine Technical University – Kadoorie). The study also examines the role of gender, years of experience and university, on the degree of evaluating the chosen textbook. To achieve the purpose of the study, the researcher used a 37-item. The questionnaires were distributed amongst the sample of study was chosen randomly which consisted of 27 male and female instructors who teach English Language Skills at four universities during the second semester of the academic year 2022-2023. The results showed that the total degrees of the five domains (content, grammar & vocabulary, activities & exercises, the physical appearance & attractiveness and technology integration) scored high degrees. The results also showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I textbook due to gender and years of experience. On the other hand, there was a statistical difference in the content domain due to the university in favor of Al-Quds Open University. It can be concluded that the textbook is suitable for Palestinian students, their culture and levels. Since findings showed most of participants' responses scored high degrees, the researcher recommended using this textbook at all universities in Palestine after considering the suggested modifications.

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I. INTRODUCTION

A variety of English service courses are taught at all Palestinian universities and colleges. Each university adopts a different curriculum published by either American or British publishing houses or companies. Some Palestinian universities use the Face2Face or Unlock series while others use different ones. Palestine Ahliya University (PAU) uses a series of textbooks that are coauthored by a Palestinian team from four universities in collaboration with German, Turkish and British experts in English language teaching and digital technology from three different universities. In addition to PAU, Al-Quds Open University and Al-Istiqlal University, Palestine Technical University-Kadoorie, were part of an Erasmus+ project that resulted in authoring four textbooks as one of the outcomes of that project. Therefore, this study targeted one of these textbooks that were taught in spring 2022/2023 at PAU students. More specifically, the study investigated PAU instructor's perspectives on English Language Skills I based on an ESL Textbook Evaluation Checklist (Miekley, 2005). A mixed design method was adopted to gather the data from participants: A questionnaire and a structured interview. Being selected from four Palestinian universities, all instructors who were teaching English Language Skills I in the academic year 2022/2023 constituted the sample of the study.

In fact, evaluation of English courses is helpful to all parties involved in the teaching and learning process. It helps in developing a clearer understanding of the points of strength and weakness of the content, grammar and vocabulary, activities and exercises, physical appearance and attractiveness and technology integration. By analyzing instructors' perceptions towards a specific course, one can be equipped with reliable data that may show the extent to which this course is effective and useful. In addition, textbook evaluations have expanded to encompass more complex issues by not only focusing on language skills or sub-skills covered during a specific semester but also on content in general, activities and exercises, physical appearance and attractiveness and technology integration. The textbook evaluated is one of the outcomes of a three-year Erasmus+ Project which was conducted by four Palestinian universities in collaboration with other four international universities and educational institutions.

This textbook was authored by the team of Al-Quds Open University, reviewed and proofread by the British team and the German team to guarantee its high quality. The goal of this textbook is to help Palestinian students become more fluent in English. Students can choose between a hard copy and an eBook that includes lessons and exercises that are both engaging and straightforward. Instead of having students simply receive information passively. These activities are made to engage them actively with it. The textbook emphasizes the four English language skills of listening, speaking, reading, and writing while covering a wide range of fascinating subjects and topics. Eight units make up the textbook: six primary units and two revision ones. Each of the eight sections addresses a subject and related theme through three reading materials and offers room for thought and discussion. Each reading text includes a pre-reading activity, a reading text, and challenges that help students develop their language skills. For more details about this textbook see (Appendix 2).

II. STATEMENT OF THE PROBLEM

English is one of the remarkable languages that is widely used for communication all over the world. Because of its significance, many institutions in non-native speaking countries use English language textbooks to be taught to all students as one of compulsory requirements. Generally speaking, Palestinian students suffer from significant weakness in the English Language. Although they have been studying English for 12 years at private and governmental schools, the majority of the students join universities with a low level of linguistic competence. For example, most of them are unable to express themselves satisfactorily after this long exposure to the English language; this can be attributed to varied reasons that need to be investigated. In addition to instructors, students, the physical environment and infrastructure, the researcher believes that the English curriculum may be one of the reasons that stands behind the Palestinian students' weakness in the English Language. Therefore, this study evaluated one of the newly co-authored textbooks that are officially taught for the first time at PAU. This evaluation investigated the instructors' perspectives towards varied domains of this textbook. Based on an ESL Textbook Evaluation Checklist (Miekley, 2005), this evaluation targeted the following domains: content, grammar &

vocabulary, activities & exercises, the physical appearance & attractiveness and technology integration.

III. OBJECTIVES OF THE STUDY

The study aims at investigating the EFL instructors' perceptions towards English Language Skills I that they have been teaching so far. The data was collected by using a questionnaire. The questionnaire covered items under these domains: content, grammar & vocabulary, activities & exercises, physical appearance & attractiveness and technology integration.

IV. RESEARCH QUESTIONS

The study addressed the questions that follow:

1. What are the degrees of evaluation of the English Language Skills I textbook taught at PAU from the instructors' perspectives?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I Textbook due to gender, university and experience?

Null Hypothesis of The Study

1. There would be no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I textbook due to gender, university and experience.

V. SIGNIFICANCE OF THE STUDY

Since teachers are regarded as the main pillars of the teaching and learning process, their perspectives are of paramount importance for policymakers, curriculum designers and teachers themselves. The results of this study are supposed to uncover the instructor's opinions that should be considered in case of any alternations and/or modifications to be carried out to redesign any textbook. Findings of this study may lead the university to carry out the changes needed to match the instructor's perspectives, or it may decide to continue using this textbook due to the positive feedback elicited from instructors' responses. The findings of this study are also supposed to help all parties raise more awareness of the strengths and weaknesses of the evaluated textbook as perceived by instructors themselves.

VI. THEORETICAL BACKGROUND AND LITERATURE REVIEW

6.1. Theoretical Background

Definition and Purpose of Textbook Evaluation

It is challenging to give a concise description of the textbook. There are a few textbook definitions. According to Awasti (2006), textbooks serve as a valuable resource for both instructors and students during the process of teaching and learning. The textbook is one of the instruments used by instructors to assist students in learning (Tomlinson, 2011). A textbook, according to Hutchinson and Torres (1994), is a tool that both teachers and students may use to review their prior knowledge. It is also regarded as a record for gauging the effectiveness of the teacher's lessons.

A textbook is described as a useful tool for self-directed learning, a good presentation of the material, a source of suggestions and activities, a place where students can look up a syllabus that outlines predetermined language goals, and support for less experienced teachers who haven't yet gained their teachers' confidence. (Cunnings worth, 1995; cited in Awasthi, (2006).

In general, various authors define textbooks in different ways. The way and setting in which textbooks are utilized will determine this. As a common informational resource for the teacher and the students, they all use the same textbook. This term appears to be accurate based on recent studies.

Methods and Principles for Textbook Evaluation

A textbook's success or failure for a particular instruction textbook is directly impacted by the assessment of a textbook, which is a complex process that requires the evaluator to make several judgments. Since there is not a perfect set of general rules for grading textbooks, one option is to determine a criterion. Depending on the evaluation criteria, different teaching and learning conditions may apply. Ellis (1997) has put out a variety of practical methods and checklists for evaluating criteria. Tomlinson (2003), McGrath (2002), & McDonough and Shaw (1998) talk about different evaluation criteria. Their assessments of textbooks emphasized four key criteria, including the internal substance of the textbook; the objectives and methods; the illustrative materials and the physical presentation. There is a persuasive overview that

outlines when to perform a textbook assessment and who is qualified to do so.

Ellis (1997) Predictive and retrospective assessment are the two key phases of Ellis evaluation methodology. Ellis' first predictive evaluation aimed to assist instructors so that they can choose which textbooks to use and which to avoid. To determine their effect on teachers and students, retrospective evaluation is carried out in a checklist from the list of options for their evaluation.

Types of Evaluation:

Predictive Evaluation

Before a program, initiative, policy, or intervention is implemented or finished, predictive assessment seeks to offer insights and estimations about its likely impact, effectiveness, or success. It uses past or present data, predictive models, and predictions to foretell future trends, behaviors, or results. According to Ellis (1997), there are two main approaches to evaluate predictions. As evaluations are frequently ambiguous and implicit, it is the duty of knowledgeable teachers to assess textbooks for all-purpose usage. While presenting the evaluation results, teachers should be cautious regarding the findings.

Retrospective Evaluation

This type of evaluation occurs after the usage of the textbook; it may also be referred to as a "post-use evaluation" or an evaluation done while the textbook is being used. Due to the fact that it is grounded on user assessments, this analysis is more objective and reliable. Now that the users have submitted their information, it is time to decide whether the content is valuable enough to be used again.

According to Ellis (1997), this is a useful method of examining the reliability of a prediction judgment. McGrath (2002) concurred with Ellis' second method of evaluation and added that choosing a textbook and using it with the students is recommended for it is the safest and right approach to selecting and getting feedback from them about the reuse of a textbook.

Pre-Use Evaluation

The evaluation or investigation of a system, piece of equipment, or product prior to its regular or planned usage. Pre-use evaluation serves the objective of confirming that the product in question

complies with the relevant standards, criteria, and requirements for safe and efficient functioning.

Tomlinson (2003) asserted that the preliminary review stage entails a brief assessment of a book's prospective worth and appeal. Assessing the potential worth of materials for their consumers requires gaining an impression of the content pages' potential value as well as a book's physical look for quick scanning. The onus of interpreting textbooks falls on the evaluator at this level of review since it appears that he delivers a highly generic picture of evaluation and lacks particular criteria for this goal.

Whilst-Use Evaluation

Tomlinson (2003) asserted that while-use evaluation is evaluating the materials while they are being used. This approach also incorporates user input and includes a deeper review of the substance of the material, but there is debate regarding what precisely can be quantified. The credibility of the tasks, how difficult it is to gauge, how well the objectives are performing, how persuasive the information is, etc. Keeping one criterion in mind at a time will increase the accuracy of material evaluation (Tomlinson, 2003).

Students should pay attention to such elements as noting the materials, duration of work, and face motion, which may be judged by the materials' ability to motivate pupils (Tomlinson, 2003).

Another issue to be considered is how to assess localization is to note "the times the instructor or student can refer to the place of the learner" while utilizing the resources (Tomlinson, 2003). If a textbook is nationally developed and employs locally relevant circumstances, it could not function. The aforementioned concerns led to the conclusion that Tomlinson (2003) stated a generic criterion throughout the usage stage that lacks data to assess the textbook criterion (e.g., to assess and evaluate the attractiveness of materials and assess the legitimacy of activities). Therefore, the evaluator may create more particular criteria with the aid of a specific approach to assess for a more specific textbook evaluation and to review a textbook's content.

Post-Use Evaluation

At this point, the majority of the evaluators approach the question as follows: What effects do

textbooks have on students? and look into how the administrators are affected by the textbooks. Tomlinson (2003) asserted that this phase of the evaluation process, which incorporates the information on the user after the textbook has been used, is likely the most beneficial. A post-use evaluation should be used to determine whether or not to utilize the textbook in the future (Cunningsworth, 1995). As the learner is the textbook's primary audience, instruction and learning serve as a source of information for students; nonetheless, they must be evaluated via tests, interviews, or other types of questions. Something they now understand that they did not before the course. Moreover, it is crucial to understand the learner's prior knowledge, what they currently know that they did not know before the course, as well as what they hope to know but do not yet know once it is through.

Tomlinson (2003) stated that major concerns should be considered such as how much the students' textbook contributed to their self-study motivation and the development of their self-confidence. The satisfaction of the instructor with the usage of the textbook is also taken into consideration when measuring the impact of the textbook. Tomlinson's (2003) method of evaluation aids in the evaluation of generic textbook evaluation criteria, but he does not give the evaluator precise information on how to look at and measure each criterion (e.g. clear instruction and layout, etc.). The criterion that determines which is significant and which is less relevant in the evaluation process has not been specified by Tomlinson (2003). This can be a drawback for inexperienced raters. When other writers adopt his technique as a foundation and add more precise criteria and aspects, it may result in a textbook that is more thorough for a certain situation.

ESL Textbook Evaluation Checklists:

Instructors and researchers in the field of English language teaching (ELT) can evaluate teaching-learning resources like textbooks with the use of checklists. There are many checklists available in the literature; however, most of them are invalid. Checklists are widely used by professionals when evaluating and selecting textbooks. Evaluation is made easier, more objective, and more valid when it is founded on a reliable tool. Most checklists in the literature lack the reliability and validity predicted (Mukundan & Ahour, 2010). This necessitates the development of

a checklist that is cost-effective, accounts for the consistency of the scores derived from its items, and has high construct validity in terms of its evaluation criteria. (Mukundan & Ahour, 2010).

6.2 Pertinent Studies

Several research and relevant articles have been carried out in the Palestinian setting to evaluate some ESL/EFL textbooks. The following pertinent studies focused on how students or learners see certain English courses, programs, and textbooks. In this chapter, they reviewed a number of pertinent studies that were conducted in both Palestinian and non-Palestinian contexts. The research that focused on material evaluation will be the major topic of the section.

Shahid, et al. (2021) conducted a study to assess the book's overall educational value in light of the requirements and needs of both instructors and students. 60 students and 10 instructors were chosen for this study from various public and private schools. The results of the study showed that the textbook is overall well-designed and provides a variety of helpful supplemental resources. The book is also aesthetically beautiful, coherent, and well organized. Overall, there were several times more favorable traits than negative ones. The results demonstrated that the textbook was sufficient for language learners despite a few shortcomings, such as the absence of a lexicon and grammar. Overall, it was thought that, despite its shortcomings, the textbook met the needs of the students and may be a useful resource in the hands of an experienced instructor.

Herliana, Djajanegara, Suendarti (2020) conducted a study that aimed to assess the efficacy of the English textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X." Some instructors utilized the textbook during the 2018–2019 school year. It was created by the Indonesian Ministry of National Education for students in the 10th grade. The findings of the study revealed that the majority of pupils felt that the textbook's level was inappropriate for their particular age group. The objectives and activities were not divided into simple and tough phases, as the lecturers emphasized. Additionally, the audio recordings that should have been provided in the textbook to accompany the listening assignments were not suitable. In addition, the pupils anticipated that the book would have multiple-choice tests.

Sadeghi (2020) conducted a study to ascertain how instructors felt about the new "Prospects 3" (English textbook for third-grade secondary students). The study's findings showed that teachers had more favorable opinions regarding the goals and accomplishments, abilities, and technical concerns of this newly developed ELT textbook. This study may be significant for EFL instructors and students in Iran because it also found that EFL teachers had the least favorable attitudes about different language types.

Miranda and Jeny (2019) conducted a study that aimed to assess the Survival English textbook's adequacy in light of the content and context requirements of an excellent English textbook. With the help of the qualitative information gathered during the interview session, a set of statements in the form of a questionnaire was used to ascertain how 50 students felt about the six themes covered in the textbook. The study's findings were considered important for developing new survival English textbooks.

A study conducted by Fauzi (2019) to test a particular situation and assess how the textbook (New Access English for Academic Purposes) affects students' active learning in an EFL setting. The findings showed that the textbook has a significant positive impact on students' active learning, that it can inspire EFL students in their learning environments, and that it aids EFL teachers in developing systematic classroom learning activities based on the expectations and learning objectives stated in the textbook. The findings also revealed that some students are motivated to utilize the created textbook in language classes because they feel it will improve their competency in the English language, notably in reading, listening, writing, speaking, and comprehending grammar.

Mokeira (2018) reviewed an article that began with an introduction that emphasized the significance of ELT evaluation, then defined the terms evaluation and syllabus, discussed several models of evaluation, and performed a critical analysis of various ELT syllabus types using the models of evaluation. The effect of assessment on ELT curricula is then examined. In both social and corporate dimensions, appraisal is a crucial instrument for advancing justice since it focuses efforts in the right direction is most required and supports a new and better manner when it is superior to the conventional method, and vice versa when the conventional method is superior to

the new high-tech method. Intellectually, it advances the de-mythification of the disciplines by sharpening the instruments of thought and revealing a prevalent and shameful bias. In terms of the individual, it offers the sole foundation for legitimate self-esteem.

Two separate English textbooks for junior high schools in Indonesia, were the main subjects of this study's analysis and assessment. In Hanifa (2018), the advantages and disadvantages of each textbook were assessed using Harmer's (2007) approach. According to the analysis, both textbooks are quite satisfactory because they are reasonably priced, have engaging layouts, appealing designs, and clear instructions. They also adhere to current ELT methodology, cover all language skills, and cover a variety of topics that are familiar to learners and appropriate for their cultural contexts. However, the KTSP textbook lacks supplements and supplemental materials, and the curriculum 2013 textbook is lacking in real listening resources. Consequently, even if the instructors are able to utilize the textbooks as their primary resources, according to the demands of their students and the circumstances surrounding their instruction, teachers are expected to alter and supplement them with additional resources.

VII. SUMMARY

In conclusion, the bulk of the research included in the literature review oversimplifies a number of significant issues that everyone with an interest in the teaching and learning process should consider and follow. The idea of collaboration amongst all the stakeholders is also undervalued, notably between educators, administrators, parents, students, and the community. Another key issue that the previous literature study overemphasized was the incongruity between the content and the cover as well as between the material and the needs of the learners. In this study, there are some similarities and differences when compared with the previous studies. For example, many of the related studies investigated some of the domains that appear in the questionnaire of the current study. What distinguishes this study from the previous ones is that it targeted a textbook that is being taught for the first time and was co-authored by a Palestinian team. Moreover, the questionnaire included five domains that haven't been investigated together in any of the previous studies. The researcher also used a mixed method

that merged both a qualitative and a quantitative approach to collect the data for the study.

VIII. METHODOLOGY

Population and Sample of the Study

The population of this study consisted of all English Language instructors at four Palestinian universities, Palestine Ahliya University, Alquds Open University, Palestine Technical University-Kadoorie and Al-Istiqlal University. The sample of the study which covered the whole population was asked to respond to a 37-item questionnaire. Table (1) below shows more details regarding the demographic information of the study sample.

Table 1: The Demographic Information of the Sample of the Study

Variables	Level	No.	Percentage
Gender	Male	16	40.7%
	Female	11	59.3%
University	Palestine Ahliya University	8	29.6%
	Al-Istiqlal University	6	22.2%
	Alquds Open University	9	33.3%
	Palestine Technical University-Kadoorie	4	14.8%
Years of Experience	1-5	1	3.7%
	6-10	3	11.1%
	11-15	10	37.0%
	16+	13	48.1%

IX. INSTRUMENTATION

Two instruments were used to collect data from instructors at the four universities. The researcher used a questionnaire and a structured interview. Each one was listed by its validity and reliability procedures.

X. THE QUESTIONNAIRE

After reviewing the literature, the main data collection tool, the questionnaire, was developed after being adapted from (Miekley, 2005) (see Appendix4). In this regard, the researcher made a comprehensive examination of the questioned points through the analysis of the related topics, articles, journals, books, etc. that were conducted in both Palestine and abroad. The final copy of the questionnaire (see Appendix 5) included five

domains about the English Language Skills I textbook content, grammar and vocabulary, activities and exercises, the physical appearance and attractiveness and technology integration.

Instructors were asked to respond to the items of the questionnaire by selecting one of the 5 Likert scales (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). In addition, the questionnaire consisted of two sections:

Part 1 (Demographic Information): This part of the questionnaire aimed to obtain information about the instructors' university, gender and educational experience.

Part 2 (Questionnaires' domains and items): This part included the domains (content, grammar & vocabulary, activities & exercises, physical appearance & attractiveness and technology integration). Part two comprised 37 items

distributed among the aforementioned domains. It consisted of five-point scale items with values ranging from 1-5 indicating 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

Validity of the questionnaire

Eight EFL instructors and specialists in applied linguistics from five Palestinian universities (see Appendix 1) reviewed the first copy of the questionnaire (see Appendix 4). Based on the notes, suggestions and recommendations of the experts, some changes, modifications, deletions and additions took place. Finally, the researcher came up with the final version of the questionnaire.

The researcher also verifies the validity of the questionnaire by using Person Correlation Coefficient. The following table shows the internal consistency of all items.

Table 2: Results of Person Correlation Coefficient

N	Person correlation	Sig	N	Person correlation	Sig
1	0.598	0.001	20	0.620	0.001
2	0.667	0.000	21	0.677	0.000
3	0.737	0.000	22	0.628	0.000
4	0.509	0.007	23	0.714	0.000
5	0.463	0.015	24	0.611	0.001
6	0.638	0.000	25	0.860	0.000
7	0.551	0.003	26	0.439	0.022
8	0.283	0.152	27	0.698	0.000
9	0.624	0.001	28	0.668	0.000
10	0.595	0.001	29	0.386	0.047
11	0.564	0.002	30	0.583	0.001
12	0.614	0.001	31	0.494	0.009
13	0.692	0.000	32	0.484	0.011
14	0.747	0.000	33	0.500	0.008
15	0.833	0.000	34	0.719	0.000
16	0.896	0.000	35	0.750	0.000
17	0.523	0.005	36	0.612	0.001
18	0.536	0.004	37	0.578	0.002
19	0.644	0.000			

Table (2) above indicated that all of the item's correlation values together with the total degree of the instrument are statistically significant. This indicates a high degree of validity since the internal consistency of the items of high quality.

1. Reliability of the Questionnaire

After the data was collected, Cronbach's alpha reliability coefficient was computed and the total degree was (0.95) as seen in the table (3) below.

Table 3: Results of Cronbach's Alpha Equation

Domains	Subjects' No.	.Items No	Cronbach Alpha
Content	27	8	0.83
Grammar & vocabulary	27	9	0.88
Activities & exercises	27	7	0.83
Physical appearance & attractiveness	27	6	0.80
Technology integration	27	7	0.84
Total degree	27	37	0.95

As seen in table (3) above, the total degree of reliability is (0.95), and this means that the instrument used in this study was reliable.

Results of the Study

Question One: What are the degrees of evaluation of the English Language Skills I textbook taught at PAU from the instructors' perspectives?

To answer this question, the researcher calculated the subjects' numbers, the means and the standard deviations of the items of the domains of the study to find out the total degree of the subjects' evaluation of the domains of the questionnaire designed to evaluate the English Language Skills I textbook taught at Palestine Ahliya University. The table below shows all details.

Table 5: Numbers, Means and Standard Deviations of the Degrees of each Domain of the Questionnaire

Domains	.No	M	SD
Content	27	4.22	0.50
Grammar & vocabulary	27	4.00	0.56
Activities & exercises	27	4.15	0.53
Physical appearance & attractiveness	27	4.15	0.66
Technology integration	27	4.13	0.56
Total degree	27	4.13	0.48

As seen in table (5) above, the total degree of all domains is high with a total mean score of (4.13) and a standard deviation with a percentage of (0.48).

To find out the most frequent items in each domain and to identify the degree of each item in each domain, the researcher calculated the means and standard deviations of each of these items in all domains. The following table shows further details regarding the degree of each individual item in each domain.

Table 6: Arithmetic Means and Standard Deviations of the Items of the Content Domain

No.	Items of the Domain	M	SD	Degree
1	The content covers all language skills (reading, writing, listening, and speaking)	4.41	0.63	High
5	It includes elements from both local and target culture.	4.37	0.56	High
7	The content of the Textbook is comprehensible.	4.30	0.66	High
2	The content of the Textbook is interesting and motivating.	4.26	0.76	High
4	There is a relationship between the content and real-life situations.	4.26	0.65	High
8	When necessary, revision is included in the Textbook.	4.19	0.68	High
6	The content of Textbook covers a wide range of topics.	4.15	0.86	High
3	The content of the Textbook fosters critical thinking skills.	3.89	0.93	High
	Total degree	4.22	0.50	High

Taking a look at table (6) above, it can be noticed that all items scored high degrees. For instance, the item 'The content covers all language skills (reading, writing, listening, and speaking)' scored the highest degree with a mean score of (4.41), and the item 'The content of the Textbook fosters critical thinking skills.' scored the least degree with a mean score of (3.89).

Table 7: Means and Standard Deviations of the Items of the (Grammar & Vocabulary) Domain

No.	Items of the Domain	M	SD	Degree
10	There is a good distribution of vocabulary load across the units.	4.33	0.55	High
9	The number of new vocabulary items are reasonable.	4.19	0.68	High
15	Grammar includes easy examples and explanations.	4.11	0.69	High
11	Words are efficiently repeated and recycled across the Textbook.	4.07	0.55	High
16	Grammar fosters students' interaction and communication.	4.04	0.85	High
13	Grammar is contextualized.	3.93	1.03	High

12	The new vocabulary items are presented in a variety of ways.	3.93	0.87	High
17	Grammar points are recycled in the following units.	3.78	0.89	High
14	The students' improvement of English grammar is satisfactory.	3.63	0.79	Medium
	Total degree	4.00	0.56	High

As seen in the above table, it can be noticed that all items scored high degrees except for the last item (14). For instance, the item '*There is a good distribution of vocabulary load across the units.*' scored the highest degree with a mean score of (4.33), and the item '*The students' improvement of English grammar is satisfactory.*' scored the lowest degree with a mean score of (3.63).

Table 8: Means and Standard Deviations of the Domain (Activities & Exercises)

.NO	Items of the Domain	M	SD	Degree
18	Instructions of all Activities in the textbook are clear	4.33	0.92	High
19	Sufficient exercises are done about each new topic in the Textbook.	4.30	0.77	High
22	The activities of the Textbook foster peer & self-assessment skills.	4.19	0.78	High
20	The activities are likely to engage students.	4.19	0.55	High
21	There is a clear sequencing on activities and tasks	4.15	0.66	High
24	The content includes activities suitable for pair and group work.	4.11	0.89	High
23	Sufficient exercises are done about each new topic in the Textbook.	3.85	0.66	High
	Total degree	4.15	0.53	High

Table (8) above indicated that all items of this domain scored high degrees that ranged from (4.33) to (3.85). For example, the item '*Instructions of all Activities in the textbook are clear.*' scored the highest degree with a mean score of (4.33), and the item '*Sufficient exercises are done about each new topic in the Textbook*' scored the lowest degree with a mean score of (3.85).

Table 9: Means and Standard Deviations of the Domain (Physical Appearance & Attractiveness)

	Statement	M	SD	Degree
28	It contains enough pictures, diagrams, tables etc. to help students understand the printed text.	4.33	0.87	High
30	The design of the Textbook attracts the students' attention.	4.22	0.80	High
25	The cover of the Textbook is appealing.	4.22	0.89	High

29	The size and weight of the Textbook seems convenient for students to handle.	4.19	0.96	High
27	The Textbook looks interesting and fun.	4.15	0.86	High
26	The printing quality is high.	3.81	1.21	High
	Total degree	4.15	0.66	High

Table (9) above showed that all items of this domain scored high degrees that ranged from (4.33) to (3.81). For example, the item 'It contains enough pictures, diagrams, tables etc. to help students understand the printed text' scored the highest degree with a mean of (4.33), and the item '*The printing quality is high*' scored a high degree with a mean of (3.81).

Table 10: Means and Standard Deviations of the Domain (Technology Integration)

.No	Statement	M	SD	Degree
32	The soft copy of the Textbook is easily accessible.	4.44	0.75	High
31	The Textbook has supporting online materials.	4.44	0.64	High
33	The soft copy of the Textbook is affordable.	4.44	0.64	High
35	The content on the Moodle is interesting.	4.11	0.80	High
34	The content delivered on the Moodle is interactive and motivating.	4.07	0.87	High
37	The audio-visual materials of the Textbook attract the students' attention.	3.78	0.97	High
36	The language Lab is sufficiently used by students.	3.67	0.78	Medium
	Total degree	4.13	0.56	High

As seen in table (10) above, it can be noticed that all items scored high degrees except for the last item '*The language Lab is sufficiently used by students*' which scored (3.67) and came with a high degree. The item '*The soft copy of the Textbook is easily accessible*' scored the highest degree with a mean of (4.44).

Question Two: Do the instructors' evaluation of *the English Language Skills I* Textbook vary due to gender, university and years of experience?

To answer question two, the researcher included the following three hypotheses:

Hypothesis One: There are no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to gender?

The researcher used a T-test to investigate this hypothesis.

Table 11: The Results of the T-test

Domain	Gender	.No	M	SD	DF	T	Sig
Content	Male	16	4.32	0.50	25	1.180	0.249

	Female	11	4.09	0.48			
Grammar & vocabulary	Male	16	4.16	0.56	25	1.956	0.062
	Female	11	3.75	0.48			
Activities & exercises	Male	16	4.20	0.56	25	0.539	0.595
	Female	11	4.09	0.50			
Physical appearance & attractiveness	Male	16	4.36	0.55	25	2.097	0.046
	Female	11	3.84	0.72			
Technology integration	Male	16	4.27	0.52	25	1.588	0.125
	Female	11	3.93	0.58			
Total degree	Male	16	4.26	0.43	25	1.749	0.093
	Female	11	3.94	0.51			

The results in table (11) above indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to gender. Nevertheless, the domain of (Physical appearance & attractiveness) was statistically significant according to the differences in the means in favor of males with a mean of (4.36) compared to that of the females which was (3.84).

Hypothesis Two: There were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to university?

To investigate this hypothesis, means and standard deviations were calculated as shown in the following table.

Table 12: Means and Standard Deviations of Participants' Responses by University

Domains	University	.No	M	SD
Content	Palestine Ahliya University	8	4.34	0.41
	Al-Istiqal University	6	3.62	0.38
	Al-Quds Open University	9	4.48	0.36
	Palestine Technical University-Kadoorie	4	4.31	0.43
Grammar & vocabulary	Palestine Ahliya University	8	3.97	0.55
	Al-Istiqal University	6	3.81	0.80
	Al-Quds Open University	9	4.09	0.51
	Palestine Technical University-Kadoorie	4	4.11	0.35
Activities & exercises	Palestine Ahliya University	8	4.03	0.45
	Al-Istiqal University	6	3.92	0.60
	Al-Quds Open University	9	4.31	0.61
	Palestine Technical University-Kadoorie	4	4.39	0.31
Physical appearance & attractiveness	Palestine Ahliya University	8	4.14	0.44
	Al-Istiqal University	6	3.80	0.99
	Al-Quds Open University	9	4.35	0.55
	Palestine Technical University-Kadoorie	4	4.25	0.73
Technology integration	Palestine Ahliya University	8	4.16	0.47
	Al-Istiqal University	6	4.02	0.76
	Al-Quds Open University	9	4.09	0.61
	Palestine Technical University-Kadoorie	4	4.35	0.35
Total degree	Palestine Ahliya University	8	4.12	0.36
	Al-Istiqal University	6	3.83	0.66
	Al-Quds Open University	9	4.26	0.45
	Palestine Technical University-Kadoorie	4	4.27	0.40

To find out whether the differences in the means in table (12) are significant or not, the researcher used one-way analysis of variance (ANOVA) as shown in table (13) below.

Table 13: The Results of ANOVA Analysis

Domain		DF	Sum of Squares	Mean Squares	F	Sig
Content	Between groups	3	2.917	0.972	6.239	0.003
	Within groups	23	3.584	0.156		
	Total	26	6.501			
Grammar & vocabulary	Between groups	3	0.349	0.116	0.340	0.797
	Within groups	23	7.873	0.342		
	Total	26	8.222			
Activities & exercises	Between groups	3	0.885	0.295	1.035	0.396
	Within groups	23	6.557	0.285		
	Total	26	7.442			
Physical appearance & attractiveness	Between groups	3	1.118	0.373	0.817	0.498
	Within groups	23	10.489	0.456		
	Total	26	11.607			
Technology integration	Between groups	3	0.291	0.097	0.278	0.840
	Within groups	23	8.014	0.348		
	Total	26	8.305			
Total degree	Between groups	3	0.777	0.259	1.121	0.361
	Within groups	23	5.311	0.231		
	Total	26	6.088			

The results of analysis in table (13) above indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to university since the level of significance of the total degree of all domains was (0.361). However, the results of the analysis in the above table also showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to university in the (Content) domain with a level of significance (0.003). To find the source of this significant difference, Tukey test was used.

Table 14: The Results of the Tukey Test

University	Palestine Ahliya University	Al-Istiqlal University	Al-Quds Open University	Palestine Technical University-Kadoore
Palestine Ahliya University		*0.71875	-0.14236	-0.03125
Al-Istiqlal University			*-0.86111	-0.68750
Al-Quds Open University				-0.17361
Palestine Technical University-Kadoorie				

Table (14) showed the results of the Tukey test for bilateral comparisons of the domain of the content due to the university. The differences between Palestine Ahliya University and Al-Istiqlal University were in favor of Palestine Ahliya University, and the differences between Al-Istiqlal University and Al-Quds Open University were in favor of Al-Quds Open University.

Hypothesis Three: There were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to years of experience?

To investigate this hypothesis, means and standard deviations were calculated as seen in the following table.

Table 15: Means and Standard Deviations of the Participants Responses by Years of Experience.

Domains	Years of Experience	No.	M	SD
Content	1-5	1	5.00	.
	6-10	3	4.54	0.26
	11-15	10	4.03	0.42
	+16	13	4.24	0.53
Grammar & vocabulary	1-5	1	5.00	.
	6-10	3	4.14	0.42
	11-15	10	3.82	0.65
	+16	13	4.02	0.46
Activities & exercises	1-5	1	5.00	.
	6-10	3	4.47	0.29
	11-15	10	4.01	0.54
	+16	13	4.13	0.52
Physical appearance & attractiveness	1-5	1	5.00	.
	6-10	3	4.44	0.69
	11-15	10	3.98	0.80
	+16	13	4.15	0.54
Technology integration	1-5	1	5.00	.
	6-10	3	4.33	0.43
	11-15	10	4.11	0.68
	+16	13	4.04	0.47
Total degree	1-5	1	5.00	.
	6-10	3	4.37	0.40
	11-15	10	3.98	0.53
	+16	13	4.11	0.40

To find out if these differences in the means of the participants' responses due to years of experience, the researcher used one-way analysis of variance (ANOVA) as shown in table (15) below.

Table 16: The Results of a One-Way Analysis of Variance (ANOVA)

		DF	Sum of squares	Mean Squares	F	Sig
Content	Between groups	3	1.256	0.419	1.836	0.169
	Within groups	23	5.245	0.228		
	Total	26	6.501			
Grammar & vocabulary	Between groups	3	1.390	0.463	1.560	0.226
	Within groups	23	6.832	0.297		
	Total	26	8.222			
Activities & exercises	Between groups	3	1.228	0.409	1.515	0.237
	Within groups	23	6.214	0.270		
	Total	26	7.442			
Physical appearance & attractiveness	Between groups	3	1.260	0.420	0.934	0.440
	Within groups	23	10.347	0.450		
	Total	26	11.607			
Technology integration	Between groups	3	0.978	0.326	1.023	0.401
	Within groups	23	7.327	0.319		
	Total	26	8.305			
Total degree	Between groups	3	1.150	0.383	1.786	0.178
	Within groups	23	4.937	0.215		
	Total	26	6.088			

The results of analysis in the above table showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I Textbook due to years of experience

XI. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The degree of the Evaluation of the English Language Skills I textbook taught at Palestine Ahliya University was high, the mean score of this degree was (4.13) and the standard deviation was (0.48). Degrees of the evaluation will be presented according to the domain of the questionnaire.

Content Domain:

This domain scored a high degree with a total mean of (4.22). Tables in chapter four showed that content covers all language skills (reading, writing, listening, and speaking) with a mean of (4.41), it includes elements from both local and target culture with a mean of (4.37), the content of the textbook is comprehensible with a mean of (4.30), the content of the textbook is interesting and

motivating with a mean of (4.26), there is a relationship between the content and real-life situations with a mean of (4.26), the content of textbook covers a wide range of topics with a mean of (4.15) and the content of the textbook fosters critical thinking skills with a mean of (3.89).

The researcher believes that this domain is of paramount importance since it targets the content as a whole whether it includes the other domains or other aspects that the questionnaire's items have not been covered. Based on the participants' responses, it can be claimed that the content of the textbook evaluated is suitable and has a great value to students as perceived by instructors. Instructors' responses assured that the textbook is culturally relevant, comprehensible, motivating and enhances critical thinking skills that may create critical thinkers and students who may be equipped with life skills rather than being containers of information and knowledge.

Grammar & Vocabulary Domain:

The total degree of this domain was high with a mean of (4.00). Tables in chapter four showed that there is a good distribution of vocabulary load across the units with a mean of (4.33), the number of new vocabulary items are reasonable with a mean of (4.19). Grammar includes easy examples and explanations with a mean of (4.11), words are efficiently repeated and recycled across the textbook with a mean of (4.07), grammar fosters students' interaction and communication with means (4.04), grammar is contextualized with a mean of (3.93), the new vocabulary items are presented in a variety of ways with a mean of (3.93), grammatical points are recycled in the following units with a mean of (3.78), and the students' improvement of English grammar is satisfactory with a mean of (3.63).

These high degrees of all items except for the last one, indicate that there was a good distribution of grammar points and vocabulary items in a reasonable way that displays the necessary explanations and interactive examples to enhance communication and contextualization. The varied activities of both grammar and vocabulary reinforce the use of language in real contexts that focus on the inductive method of grammar presentation or vocabulary usage. This helps teachers to elicit answers from students and make them active instead of passive learners. Hence, the whole learning and teaching process will be student-centered not teacher-centered, and the students' talk time is maximized while the teachers' talk time is minimized.

Activities & Exercises Domain:

The total degree of this domain was high with a mean of (4.15). Tables in chapter four showed that instructions of all Activities in the textbook are clear with a mean of (4.33), sufficient exercises are done about each new topic in the textbook with a mean of (4.30), the activities of the Textbook foster peer & self-assessment skills with a mean of (4.19), the activities are likely to engage students with a mean of (4.19), there is a clear sequencing on activities and tasks with a mean of (4.1), the content includes activities suitable for pair and group work with a mean of (4.11) and sufficient exercises are done about each new topic in the textbook with a mean of (3.85).

As seen above, all items scored high degrees. This means that teachers are highly satisfied with the activities and exercises presented in the textbook. The results showed that these activities and exercises are suitable, clear, well organized, sequenced, appropriately assessed and satisfactorily distributed in the textbook. Such an evaluation of the activities and exercises, implies that students are willing to be actively engaged in classes and they are motivated to get the ultimate level of comprehension and benefit due to the availability of these advantages.

Physical Appearance & Attractiveness:

This domain scored a high degree with a mean of (4.15). Tables in chapter four showed that the textbook contains enough pictures, diagrams, tables etc. to help students understand the printed text with a mean of (4.33), the design of the textbook attracts the students' attention with a mean of (4.22), the cover of the textbook is appealing with a mean of (4.22), the size and weight of the textbook seems convenient for students to handle with a mean of (4.19), the textbook looks interesting and fun with a mean of (4.15) and finally the printing quality also scored high degree with a mean of (3.81).

The researcher believes that attractiveness and physical appearance is one of the main points that should be considered while evaluating any textbook. The reader's first glimpse at any material builds his/her first personal impression and then decides to continue or to withdraw. A textbook that is rich with images, animation, pictures, diagrams, tables, figures, etc. is supposed to be motivating, appealing, interesting, inspiring and stimulating. All these factors together lead to a meaningful learning instead of rote learning.

Technology Integration Domain:

This domain also scored a high degree with a mean of (4.13). Tables in chapter four showed that the soft copy of the textbook is easily accessible with a mean of (4.44), the textbook has supporting online materials with a mean of (4.44), the soft copy of the textbook is affordable with a mean of (4.44), the content on the Moodle is interesting with a mean of (4.11), the content delivered on the Moodle is interactive and motivating with a mean of (4.07), the audio-visual materials of the textbook attract the students' attention with a mean of (3.78) and

the language lab is sufficiently used by students with a mean of (3.67).

All participants showed their satisfaction with respect to integration of technology into the content of the textbook. They all agreed that the material is easily accessible, the Moodle is motivating and the supporting materials are available and affordable. Having all these excellent technological facilities implies that autonomous learning is well enhanced. Learners are no more totally dependent on their instructors; on the contrary, they can manage their learning process thanks to technology Apps or platforms utilized in this textbook. This integration of technology makes the teacher guide on a side rather than sage on the stage.

XII. RECOMMENDATIONS

Having evaluated English Language skills 1 textbook taught at PAU from the instructors' perspective, the researcher found that English language skills 1 textbook is suitable regarding to the features of a good textbook mentioned in the questionnaire and interview which focused on the high quality for this textbook through the participants' answers on the questionnaire and interview. The researcher recommends using the textbook in other universities since all participants reflect their positive views on the textbook evaluated.

The researcher would also like to recommend researchers to conduct other evaluative studies and use other evaluative instrumentation such as observations and content analysis. Other studies should be conducted to evaluate other textbooks used in other universities, especially those which adopt European or American textbooks to be taught at these universities. Moreover, researchers can also investigate other curricular domains or elements in addition to those addressed in this study. For example, they may investigate representations of some sociopolitical, psychosocial, sociolinguistic or pragmatic issues or aspects. They also can evaluate the teachers' books and/or the instructional materials and teaching methodologies adopted and its relevance to the content of the textbook to be evaluated.

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Evaluation des pratiques d'hygiene et d'assainissement des Menages de Mayahi (Niger) : Zone a haute Prevalence de la malnutrition infantile

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ABSTRACT

Le département de Mayahi, Région de Maradi au Niger, présentait en 2016 des taux de malnutrition aigues et chroniques supérieurs au seuil critique de l'Organisation Mondiale de la Santé (OMS). Les données exploitées proviennent de la collecte de données issue de l'analyse des causes de la sous nutrition par la méthodologie Link Nutritional Causal Analysis (Link NCA) qui s'est déroulée de décembre 2016 à mai 2017 à Mayahi au Niger. Les indicateurs sur les pratiques d'hygiène, d'assainissement et de la malnutrition de l'enfant ont été recueillis lors d'une enquête de facteurs de risque auprès de 734 ménages. Dans ces 1134 enfants âgés de 0-59 mois et 988 enfants âgés de 6-59 mois ont fait l'objet de mesures anthropométriques. Durant l'enquête qualitative, 16 groupes de discussions ciblés/orientés, 48 entretiens individuels et 4 réunions communautaires ont été organisés. Les résultats obtenus montrent que la faible présence de sources d'eau sûre et protégées d'une part ; et les faibles pratiques d'assainissement autour des puits augmentent le risque de contamination fécale lors de l'approvisionnement en eau de boisson. Cette eau non traitée, associée aux pratiques d'hygiène inadaptées est à la base de diverses maladies infantiles.

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I. INTRODUCTION

La malnutrition de l’enfant de moins de 5 ans demeure un problème majeur de santé publique dans les pays à revenu faible et intermédiaire en dépit d’une baisse globale du retard de croissance (Aké O et al.,2010). Sa prévalence étant passée de 47 % à 33 % entre 1980 et 2000 [ONIS M. et al, 2000]. Plusieurs travaux ont confirmé ses effets négatifs sur le développement intellectuel et physique, la santé et l’espérance de vie (Aké O et al.,2010, Chang et al, 2022, Pelletier, 2003, Walker et al., 2000).

Chang et al. (2022) et l’Organisation des Nations Unies pour l’Alimentation et l’Agriculture (FAO et al., 2018) ont estimé la prévalence du retard de croissance chez l’enfant de moins de 5 ans à 35,2 % en Afrique, 34,4 % en Asie et à 12,6 % en Amérique Latine et dans les Caraïbes (Aké O et al., 2010). En 2018, cette même FAO dénombrait que 22% des enfants de moins de cinq ans, soient 149 millions d’enfants souffraient d’un retard de croissance et près de 7,8% (50 millions) étaient émaciés (FAO et al., 2018).

Cette situation nutritionnelle est encore plus critique par l’Organisation Mondiale de la Santé (OMS) dans certaines régions du monde, notamment dans des pays du Sahel en Afrique Subsaharienne tels que le Mali ou le Niger (OMS, 2008).

Au Niger par exemple, des enquêtes nationales ou parcellaires ont confirmé que la malnutrition constituait un problème de santé publique (USA, 2016 ; INS & EVIAME, 2016). Les résultats désagregés de ces enquêtes montrent que le département de Mayahi, Région de Maradi, présentait l’un des taux de malnutrition les plus élevés du pays avec un taux de 12,9% [9,0-16,9] (enquête Smart 2016). Selon la classification de l’OMS, ce taux décrit une situation nutritionnelle sérieuse.

Devant l’ampleur et surtout la persistance des problèmes nutritionnels de l’enfant dans ce pays, plusieurs projets de recherche des facteurs

de risque ont privilégié la vulnérabilité à l’insécurité alimentaire, aux maladies infantiles et à l’insuffisance de l’accès aux services de santé (Koné, 2008 ; Maite, 2013 ; Leheman, 2016).

Cependant, plusieurs études ont montré que la malnutrition a des causes multiples et imbriquées (Aké O et al.,2010). Elles ont été organisées de façon hiérarchique en causes immédiates, sous-jacentes et fondamentales (UNICEF, 1998).

Par ailleurs, ces projets ont généralement ciblé les causes directes que sont les maladies et les apports alimentaires adéquats.

Citant des données de l’OMS (2008) et de WaterAid and SHARE (2016), Action Contre la Faim (2016) estime que 50% de la malnutrition est associée à des diarrhées fréquentes ou des infections intestinales. Toutefois, plusieurs auteurs pensent que ces maladies sont les conséquences d’une exposition répétée à une eau insalubre, d’un assainissement inadapté ou de mesures d’hygiène insuffisantes (Pruss-Ustun et al., 2008 ; Smith et al., 2002 ; Lorna et al., 2005; Corbett, 2007).

En effet, l’approvisionnement en eau, l’assainissement et l’hygiène ont des répercussions diverses sur la santé humaine, notamment parce qu’ils influent sur le temps dont disposent les mères pour s’occuper de leurs enfants (UNSCN et al., 2020).

Aussi, en l’absence d’ingestion directe, le manque d’accès à une eau saine et propre dans les foyers ou à proximité est étroitement associé à une augmentation des infections et, partant, à une mauvaise alimentation et à des problèmes de santé. Une quantité et une qualité d’eau insuffisantes ou le mauvais traitement des eaux usées domestiques peuvent également avoir des répercussions sur la préparation des aliments dans les foyers ou les restaurants ou sur l’approvisionnement en eau, l’assainissement et l’hygiène (UNSCN et al., 2020).

A l’analyse, de nombreuses études (Lorna F. et al, 2005. Action Contre la Faim, 2016)) montrent que l’eau, les pratiques d’hygiène et

d'assainissement sont des déterminants importants de l'état de santé et nutritionnel des enfants car le manque d'assainissement et d'hygiène a des répercussions négatives sur l'état nutritionnel des enfants.

Or, le département de Mayahi demeure une zone avec un faible accès à l'eau potable en dépit des efforts fournis avec l'appui de plusieurs partenaires (INS et EVIAME, 2016, MHA, 2020) et la malnutrition infantile sévit de façon critique (Smart 2016).

C'est l'importance du rôle combiné de l'hygiène et de l'assainissement et particulièrement de l'accès à l'eau par les ménages de Mayahi comme facteurs de risque importants (Engle et al., 2000) ou encore la manière dont ces derniers sont associés et leurs voies d'action spécifiques (Pruss-Ustun et al., 2008, Smith et al., 2002) mérite d'être exploré.

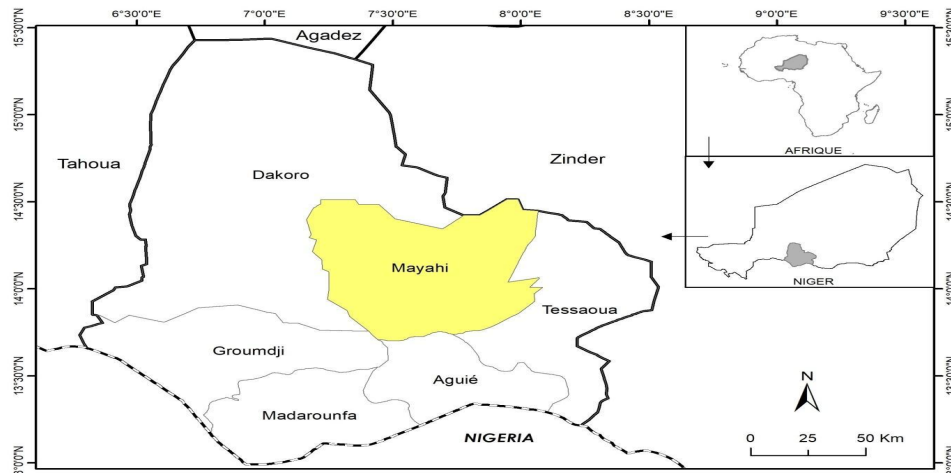
Cet article ambitionne d'évaluer les pratiques d'hygiène et d'assainissement des ménages de Mayahi au Niger, un département marqué par une forte prévalence de la malnutrition afin de confirmer l'hypothèse de l'existence d'une interaction entre ces pratiques et la persistance de la malnutrition infantile observée chez les enfants du département de Mayahi au Niger.

II. METHODOLOGIE

1. Matériel

- Présentation de la zone d'étude

L'enquête a visé les ménages et les enfants âgés de 0-59 mois du département de Mayahi, située dans la Région de Maradi au Niger. Le département compte cinquante-six (56) villages administratifs, une (1) commune urbaine (Mayahi) et sept (7) communes rurales. Le département comprend trois (3) principaux groupes ethniques, à savoir les Haoussas, les Peulhs et les Touaregs. Le groupe Haoussa majoritairement composé de Gobirawas est numériquement le plus important. D'autres groupes minoritaires (notamment les Nigériens et Togolais), venant des pays de la sous-région sont également présents dans le département. Mayahi est entouré par les départements de Dakoro et Groumdji à l'Ouest, Aguié au Sud, Tessaoua à l'est Diffa au Nord (voir carte I ci-dessous).



Source : KOUASSI (2019)

Carte 1: Carte de la région de Maradi et du département de Mayahi au Niger

- Échantillonnage

La base de sondage utilisée était constituée de la liste officielle des zones de dénombrement du département de Mayahi de l'Institut National de Statistique (INS, 2012) issue de l'opération de Recensement Général de la Population et de l'Habitat du Niger de 2012.

Une procédure d'échantillonnage par grappes à deux degrés a été utilisée. 49 grappes ont été sélectionnées selon la méthodologie Probabilité Proportionnelle à la Taille (PPT) avec le logiciel ENA pour SMART (Version du 9/07/2015).

Au sein de ces grappes, 731 ménages ont été considérés avec une marge de 10% afin de tenir compte des absences de certains éligibles.

2. Méthodes

L'étude vise à évaluer la prévalence de la malnutrition infantile, les pratiques d'hygiène et d'assainissement des ménages. Elle s'est réalisée du 23 décembre 2016 au 22 janvier 2017 auprès de la population rurale de Mayahi au Niger. L'approche méthodologique Link NCA (Nutritional Causal Analysis) utilisée dans le cadre de la présente étude est une méthode mixte, combinant un volet qualitatif et une analyse quantitative (Chalimbaud et al., 2015).

- Volet quantitatif

Il s'agit d'une enquête transversale descriptive en grappes à deux degrés qui comportait un volet collecte des données anthropométriques et un autre par interviews. Dans chacune des 49 grappes (villages) sélectionnées aléatoirement, les ménages d'enfants de 0 à 5 ans ont été sélectionnés avec la méthode aléatoire systématique.

Le questionnaire de facteurs de risque utilisé comportait 4 sections : les caractéristiques sociodémographiques du ménage, les pratiques d'hygiène et d'assainissement du donneur de soins principal de l'enfant, les observations de l'environnement de jeu de l'enfant et de son hygiène et les mesures anthropométriques.

Le questionnaire traduit en Hausa, a été pré-testés avant d'être administré dans cette langue parlée par tous les villages du département.

A la fin de l'enquête, l'ensemble des données a été compilé et transféré sous STATA pour le besoin de l'apurement et du traitement. Les analyses ont été conduites avec SPSS 22 en tenant compte de la stratification et du sondage en grappes. L'analyse des indicateurs nutritionnels a été effectuée selon les normes de croissance OMS 2006 et celle sur les pratiques d'hygiène et d'assainissement a été déterminée selon le guide des indicateurs « Water and Sanitation » de Fanta (Patricia et al., 1999).

Finalement, l'évaluation quantitative a touché 734 ménages où était présent au moins un enfant de moins de 5 ans, soient 1134 enfants de 0 à 59 mois.

- Volet qualitatif

Pour le volet qualitatif, l'objectif était d'obtenir des informations qui puissent représenter la situation des ménages dans la zone. Un échantillonnage aléatoire combiné à un échantillonnage à choix raisonné a été utilisé. Ainsi, le département a été segmenté en 4 parties et a été retenu un village, le plus proche du centre de chacune des parties. Au sein des communautés de ces villages, les répondants ont été sélectionnés en fonction du type d'informations susceptibles d'être fournies. Il s'agissait des : leaders communautaires, mères, pères et grands parents ayant au moins un enfant de moins de 5 ans dans leur ménage.

Dans chaque village, 4 Focus Groupes de Discussion (FGD), 12 Entretiens Individuels Ciblés (EIC) ont été organisés pendant 5 jours successifs. Le dernier jour, une réunion communautaire permettait de hiérarchiser les facteurs de risque identifiés dans chaque communauté.

En fin de compte, 16 FGD, 48 EIC et 4 mobilisations communautaires ont été réalisés.

Les méthodes d'analyse de contenu ont été utilisées pour le traitement des entretiens.

III. RESULTATS

1. État sanitaire et nutritionnel des enfants du département de Mayahi

- Prévalence de la malnutrition

La prévalence de la Malnutrition Aigüe Globale (MAG) en fonction de l'indice Poids/Taille a été estimée à 11,4% (IC 95% : 9,4-13,8%), dont 1,7% (IC 95% : 1,0-2,9%) d'enfants en situation de Malnutrition Aigüe Sévère (MAS)(Voir Tableau I).

Ces taux de malnutrition seraient en baisse si on se réfère aux dires des responsables des Organisations Non Gouvernementales (ONG), qui la lie à leurs actions contre l'insécurité alimentaire, le manque d'hygiène et d'assainissement dans tout le département : « nous remarquons que depuis deux ans, nos actions pour soutenir les ménages en insécurité alimentaire et aux mesures d'hygiène et

d'assainissement, le taux de malnutrition baisse », dit le responsable Wash de ACF.

Tableau I: Taux de la malnutrition aiguë globale, modérée et sévère par sexe selon l'indice Poids/Taille exprimée en z-score (et/ou œdèmes), références OMS 2006

Prevalence	Total n = 987	Garçons n = 498	Filles n = 489
Malnutrition aiguë globale (<-2 z-score et/ou œdèmes) [95% IC]	11,4% [9,4 – 13,8% IC]	14,5% [11,4 – 18,2% IC]	8,2% [6,2 – 10,7% IC]
Malnutrition aiguë modérée (<-2 z-score and ≥ -3 z-score, sans œdèmes) [95% IC]	9,7% [8,0 – 11,7% IC]	12,0% [9,6 – 14,9% IC]	7,3% [5,4 – 9,7%]
Malnutrition aiguë sévère (<-3 z-score et/ou œdèmes) [95% IC]	1,7% [1,0 – 2,9% IC]	2,5% [1,3 – 4,8% IC]	0,9% [0,3 – 2,3% IC]

Source : KOUASSI KF, données d'enquête (2017)

Le tableau (II) présente la prévalence de la malnutrition chronique en fonction de l'indice Taille/Âge. Elle est de 64,8% (IC 95% : 61,3% – 68,1% %) pour la forme chronique et de 34,9% (IC 95% : 30,7% – 39,4%) dans notre zone d'étude. Ces taux sont largement supérieurs au seuil d'urgence de l'OMS en ce qui concerne la malnutrition chronique.

Tableau II: Taux de la malnutrition chronique globale, modérée et sévère par sexe selon l'indice Taille/Âge exprimé en z-score, références OMS 2006

Prevalence	Total n = 983	Garçons n = 496	Filles n = 487
Malnutrition chronique (<-2 z-score)	64,8% [61,3 – 68,1% IC]	66,7% [62,7 – 70,8% IC]	62,8% [57,9 – 67,4% IC]
Malnutrition chronique modérée (<-2 z-score et ≥ -3 z-score)	32,3% [29,3 – 35,4% IC]	32,5% [28,2 – 37,1% IC]	32,0% [27,5 – 36,9% IC]
Malnutrition chronique sévère (<-3 z-score)	34,9% [30,7 – 39,4% IC]	36,5% [31,4 – 41,9% IC]	33,3% [27,7 – 39,3% IC]

Source : KOUASSI KF, données de terrain (2017)

- Prévalence de la diarrhée et des Infections Respiratoires Aiguës (IRA) chez les enfants

Parmi les enfants de moins de 5 ans, 40,2% (IC 95 ; 35,9 – 44,7%) avaient souffert de diarrhée les 14 jours précédents l'enquête. Parmi eux 87,0% (IC 95; 81,5 – 91,0%) de donneurs de soins sont allés chercher un traitement au centre de santé et 12% (IC 95; 8,2 – 17,4%) ont opté uniquement pour l'automédication quand l'enfant a été malade.

L'enquête qualitative, a confirmé auprès des femmes que la diarrhée encore appelée « zaho » en Haoussa, est une maladie très fréquente dans leur communauté. La fréquence reste élevée aussi bien en saison pluvieuse qu'en saison sèche. Les causes de diarrhée d'après les populations sont multiples : le sevrage, la faim, la maladie, le manque d'hygiène, le lait de la femme enceinte ou l'effet d'un sort.

Toutefois, les IRA étaient encore plus fréquentes que la diarrhée.

Le tableau (II) ci-dessous résume les principaux résultats en rapport avec la diarrhée recueillis lors de la composante quantitative de l'étude.

Tableau II : Prévalence de la diarrhée et de la recherche de solution dans l'ensemble des ménages visités au cours de l'enquête quantitative

% D'enfants ayant eu	Estimation (%)	95% IC (%)	
		Plus bas	Supérieur
la diarrhée (plus de 3 selles molles ou liquides) au cours des 14 jours précédents l'enquête	40,2	35,9	44,7
la diarrhée pour qui un traitement a été cherché à l'hôpital	87,0	81,5	91,0
la diarrhée pour qui l'automédication a été la seule utilisée	12,0	8,2	17,4
souffert de IRA* au cours des 14 derniers jours.	66,4	60,2	72,1

*IRA : Infections Respiratoires Aiguës

Source : KOUASSI KF, données de terrain (2017)

2. Accès à l'eau potable et faibles pratiques d'hygiène dans les ménages

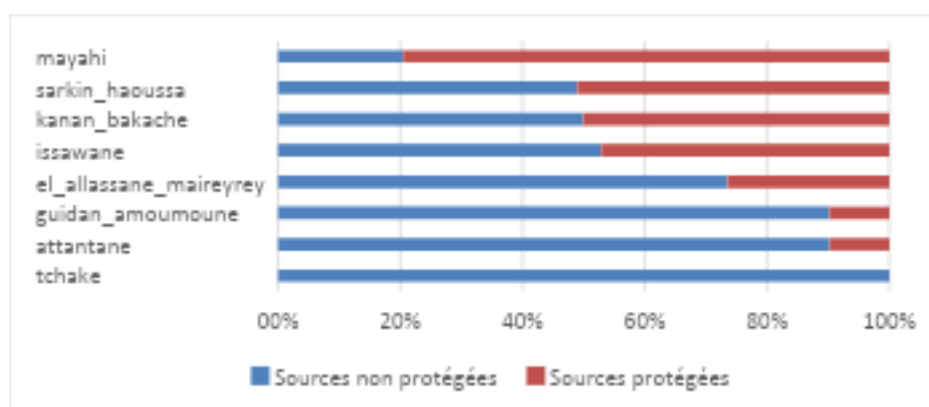
• Accessibilité à une sources d'eau potable

Seulement 36,4% [24,7– 50,2% IC] des ménages du département de Mayahi avaient accès à l'eau potable. Certaines communes comme Tchaké, Attantane et Guidan Amoumoune avaient des taux d'accès à l'eau encore plus faibles (de 0% à moins de 5% des ménages).

Selon les résultats des observations, il n'existe ni cours d'eau permanent, ni plan d'eau permanent. Les quelques mares identifiées sont toutes temporaires. Elles sont du reste menacées d'ensablement et la pression du front agricole. Néanmoins on note la présence du Goulbin Kaba qui traverse la partie sud de la commune urbaine de Mayahi (direction Est –Ouest). Ce cours d'eau est propice aux activités agricoles à cause de la faible profondeur de la nappe (18 mètres). A part la commune urbaine de Mayahi qui bénéficie d'un mini réseau d'Alimentation en Eau Potable (AEP), les puits demeurent les principales sources d'eau pour les ménages du département.

Dans plusieurs villages la population était trop importante pour un seul puits et les femmes devaient attendre trop longtemps si bien que l'utilisation des eaux de ruissellement augmente en saison pluvieuse.

La figure 1 ci-dessous nous renseigne sur le pourcentage de ménages utilisant de l'eau de source sûre par commune dans le département de Mayahi. Il permet de voir les disparités selon les communes.



Source : KOUASSI KF, données d'enquête (2017)

Figure 1: Proportion des ménages ayant accès à l'eau potable à Mayahi par commune

- Disponibilité de l'eau dans les ménages

Dans le département de Mayahi, la moyenne d'eau disponible par jour et par personne est de 21,59 litres/jour/personne, ce qui est bien en dessous des normes internationales préconisées. Le tableau ci-dessous présente les quantités d'eau disponibles par jour et par personne en comparaison avec les normes Sphère et FANTA.

Tableau III: Indicateurs des quantités d'eau disponibles dans les 734 ménages enquêtés comparés aux normes Sphères ou FANTA.

Eau disponible (Litre/Jour/Personne)	Normes Sphères (contextes d'urgence) L/J/P	Norme FANTA (contextes de développement) L/J/P	ZS Mayahi L/J/P	IC 95 %	
				Plus bas	Supérieur
Dans le ménage	7,5 – 15	50	21,59	20,58	22,61
Eau de boisson	2,5-3	5	2,73	2,40	3,07
Eau pour la cuisine	3-6	10	5,29	4,94	5,64
Eau pour l'hygiène du corps	2-6	15	5,67	5,30	6,05
Eau pour autre usage		20	5,91	5,63	6,19

Source : KOUASSI KF, données de terrain (2017)

- Pratique de lavage des mains chez les mères d'enfants

Seulement 12,5% des gardiennes d'enfants de 0 à 5 ans ont démontré des pratiques de lavages de mains appropriées (I.C 95% 8,5-17,8%). Lors de l'enquête qualitative, les femmes ont expliqué que le lavage de la main avec de l'eau était plus pratiqué que celui accompagné de savon, qui était jugé peu accessible et « souvent inutile ». En effet, le savon

est utilisé « pour se laver le corps, la vaisselle, la lessive et pour le traitement des maux de ventre ».

Pourtant, la présence de savon a été observée dans 65,8% des ménages. Le lavage des mains est effectué majoritairement avant de manger la boule (83% des mères [77,6- 87,7% IC]). En revanche, pour les autres aliments (arachides, biscuits, fruits, les beignets..) seulement 12,4% des mères se lavent les mains avant de donner à manger et allaiter les enfants. Les tableaux

ci-dessous présentent les pratiques de lavages de main des mères enquêtées

Tableau IV : Indicateurs sur les pratiques de lavage des mains chez les mères d'enfants (n= 1134)

Proportion de mères d'enfants qui (%)	Estimation (%)	95% IC (%)	
		Plus bas	Supérieur
se lave les mains après défécation	47,7	38,3	57,2
se lave les mains après avoir nettoyé les fesses des bébés	25,0	19,3	31,6
se lave les mains avant la préparation des aliments	56,0	50,0	61,9
se lave les mains avant de manger	83,3	77,6	87,7
se lave les mains avant de donner à manger /allaier les enfants	12,4	8,0%	18,8
Utilise de l'eau	97,4	95,1%	98,7
Utilise du savon ou des cendres	82,3	77,7%	86,2
Se lave les deux mains	64,1	54,0%	73,1

Source : KOUASSI KF, données de terrain (2017)

- Conservation de la nourriture et pratique d'hygiène corporelle

Les femmes présentes lors des FGD ont indiqué qu'il existait un risque sanitaire chez les enfants en rapport avec le manque d'hygiène des ustensiles de cuisine. Le lavage systématique des marmites et des ustensiles n'étaient pas acquis entre chaque repas et ces derniers sont laissés sales à l'air libre, exposés aux agents pathogènes ou même aux animaux puis réutilisés (Figure 2).

Au cours de l'enquête qualitative, les femmes ont également reconnu que le manque d'hygiène des ustensiles de cuisine pouvait avoir un impact négatif sur la santé des enfants.



Figure 2: Chèvre mangeant dans une assiette abandonnée près un repas

Lors de l'enquête quantitative, plus de 90% des enfants de moins de 5 ans ont été jugés « sales ou très sales ». Généralement, les femmes et les

enfants disent se laver une à deux fois par jour. Mais actuellement, avec le froid, l'eau étant très fraîche et le fagot réservé pour la cuisson des repas,

certaines femmes semblaient ne pas avoir pris de douche ces dernières 48h d'après nos propres observations, il y a de forte présomption de faibles pratiques d'hygiène corporelle à cette période d'année.

D'ailleurs, nombreuses sont les femmes qui disaient « qu'il est impossible de plonger la main dans l'eau tant que le soleil n'est pas bien haut dans le ciel ». Les résultats de l'évaluation de la propreté des enfants de moins de 5 ans sont présentés dans le tableau V ci-dessous.

Tableau V : Indicateurs d'évaluation de la propreté de l'enfant de 0-59 mois (n= 1134)

Évaluation de la propreté de l'enfant 0-59 mois	%	IC 95 %
Enfant propre	9,5	[7,2-11,3]
Enfant Sale	52,5	[43,9-60,4]
Enfant très sale (selles visibles sur le corps ou les vêtements)	38,0	[29,8-42,7]

Source : KOUASSI KF, données de terrain (2017)

3. Des pratiques d'assainissement non optimales dans les ménages

• Accès et utilisation des latrines

Dans le département de Mayahi, la gestion des matières fécales humaines et animales est jugée insatisfaisante. En effet, seulement 6,5 % des ménages ont accès à des latrines (I.C. 95% 3,7-11,3%) et parmi ces derniers, 26,6% (I.C. 95% 11,2-52,0%) qui possèdent des latrines ne les utilisent pas. Pour les communautés que nous avons rencontrées, c'est d'abord le poids culturel qui explique cette faible utilisation : « deux trous ne doivent pas se regarder », citation Haoussa pour expliquer la réticence des communautés à utiliser des latrines.

Concernant les enfants, 34,2%% [29,0%-39,8% IC] enfants âgés de 0 à 24 mois défèquent directement sur le sol de la maison ou dans la cour. Les selles sont ensuite ramassées par la mère pour être jeté en dehors de la parcelle d'habitation ou est enterré/ recouvert de sable dans un recoin de la parcelle. Les plus âgés, considérés comme autonomes, pratiquent déjà la défécation à l'air libre, généralement à proximité de la concession.

Le tableau VI ci-dessous présente le lieu de défécation de l'enfant en fonction de son âge ainsi que le lieu d'entreposage des selles lorsqu'elles sont ramassées.

Tableau VI : Indicateur du lieu de défécation des enfants et de l'usage des latrines

Lieu de défécation de l'enfant	Estimation (%)	95% IC (%)	
		Plus bas	Supérieur
% d'enfants ayant déféqué dans un pot	16,5	11,3	23,3
% d'enfants ayant déféqué dans des Couches lavables usagées	0,6	0,2	1,4
% d'enfants ayant déféqué dans Couches jetables usagées	0,0	0,0	0,0
% d'enfants ayant déféqué dans ses vêtements	9,0	7,2	11,3
% d'enfants ayant déféqué dans la maison / cour	34,2	29,0	39,8
En dehors de la parcelle	39,3	35,2	43,6
% d'enfants ayant déféqué a utilisé les latrines du ménage	0,3	0,1	1,1
Utilisation des latrines (n=734)			
% de personnes qui utilisent les latrines chez les ménages disposant d'une latrine	26,9	11,2	52,0
% ménages disposant de latrines dans le ménage	6,5	3,7	11,3

Source : KOUASSI KF, données de terrain (2017)

- Traitements des excréments humains et animaux

Dans le département de Mayahi 74,6% [70,3%- 78,6% IC] des ménages possèdent au moins un Caprins (chèvres, boucs) et 37,9% un bœuf où une vache. Les excréments d'animaux, utilisés comme fumure dans les champs sont entassés dans un coin de la cour jusqu'à son transfert dans les champs. Il y a quelques problèmes de divagation des animaux dans plusieurs villages. Les moutons et les chèvres sont généralement attachés à des piquets et les bœufs gardés au sein de la concession. Mais certains cas de vols amènent les ménages à les intégrer dans la cour en créant une sorte d'enclos de fortune qui reste accessible aux enfants. Cette proximité des animaux dans la cour, leurs excréments représentent un risque supplémentaire de contamination des enfants (confère figure 3).



Figure 3: SEQ Figure * ARABIC 3: Enclos au sein de la parcelle

- Risque de contamination de l'eau élevé entre la source et la consommation

Selon notre enquête qualitative, la tâche de la collecte de l'eau est assignée à la femme, et parfois aux enfants (jeunes filles). Des jerricans d'une capacité de 25 litres, des bidons de 20 litres, ou des barriques de 75 Litres sont utilisés pour la collecte de l'eau à usage domestique.

Chaque village visité aussi bien pour l'enquête quantitative que qualitative, disposait d'au moins un puits d'eau situé en moyenne à une quinzaine de minutes de marche depuis le village. Il est fréquent que des villages adjacents se partagent une source d'eau pour leur

approvisionnement. Toutefois, les abords des puits présentaient de nombreuses sources de contamination de l'eau (défécation sauvage à proximité des sources, flaques, excréta, canal de drainage, point de recueil commun avec les animaux...).

Aussi, les puits sont généralement très profonds (certains puits avaient plus de 48 m de profondeur) dans le Département de Mayahi si bien que l'extraction de l'eau requiert un effort physique important ou le paiement pour l'extraction à l'aide d'animaux de trait (figure 4).



Figure 4: Extraction de l'eau à l'aide d'animaux

Les pratiques d'hygiène autour de l'eau entre la source et la consommation présentent des risques de contamination fécale-orale sont élevés. Lors de l'enquête quantitative, nous avons évalué à travers les pratiques de stockage et d'utilisation de l'eau que 87,9% des ménages présentaient un risque modéré ou sévère de consommer de l'eau contaminée. Les récipients de stockage de l'eau de consommation désignés sous le vocable toulou sont souvent insalubres. Le risque de contamination de l'eau dans les ménages est présenté dans le tableau ci-dessous.

Tableau IV: Indicateur sur du risque de contamination de l'eau entre la source et la consommation dans les 734 ménages échantillonnés lors de l'enquête quantitative

	Score	Estimation (%)	95% IC (%)	
Pas de risque	0,00	1,4	0,4	5,1
Risque de contamination faible	1,00	1,7	0,7	4,1
	2,00	3,2	1,4	7,1
	3,00	5,7	3,2	10,1
Risque de contamination modéré	4,00	11,0	5,9	19,5
	5,00	12,3	8,1	18,3
	6,00	27,0	18,3	37,8
Risque de contamination sévère	7,00	20,1	12,6	30,4
	8,00	8,9	5,2	14,9
	9,00	8,3	3,7	17,6
	10,00	0,4	0,1	1,5

Source : KOUASSI KF, données d'enquête (2017)

Schéma causal de la malnutrition en rapport avec le faible accès à l'eau potable

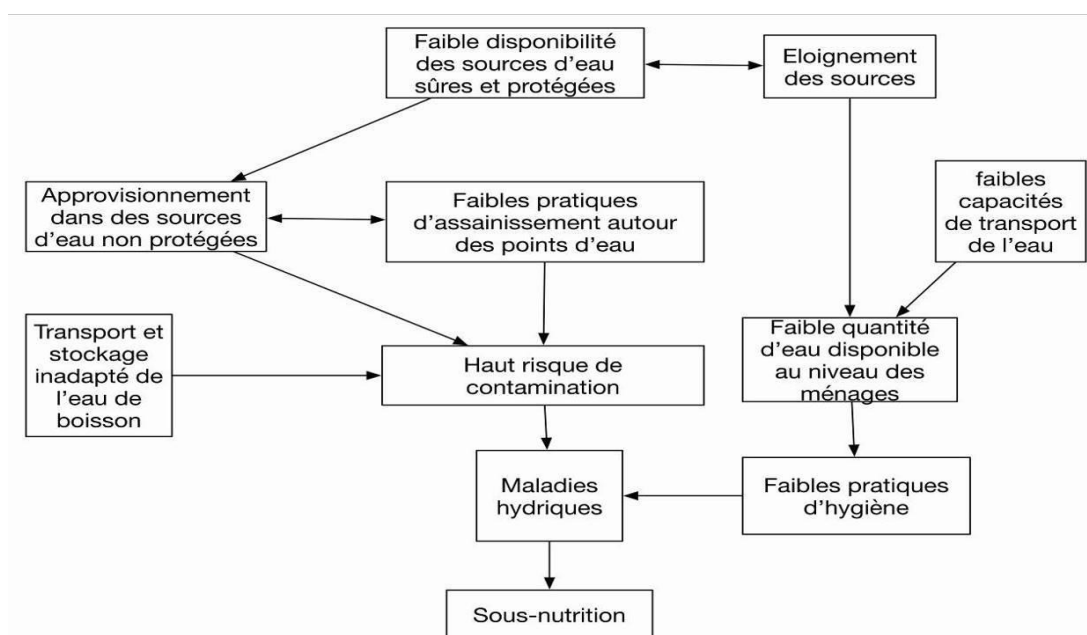
Un schéma causal présentant la liaison entre le faible accès à l'eau potable et à la faible gestion de l'eau a été réalisé en tenant compte des observations, des résultats de l'enquête qualitative

et quantitative. Cette figure (5) ci-dessus montre que le manque d'accès à l'eau, associé à la faible gestion de l'eau favorise la transmission de maladies infectieuses comme la diarrhée, qui sont

décrits dans la littérature comme des facteurs majeurs favorisant la dénutrition chez l'enfant (Génération nutrition, WaterAid et end Water poverty, 2015).

En effet, la faible présence de sources d'eau sûres et protégées et les faibles pratiques d'assainissement autour des puits augmentent le risque de contamination fécale lors de l'approvisionnement en eau de boisson.

Cette eau non traitée, associée aux pratiques d'hygiène inadéquates est à la base de diverses maladies infantiles hydriques. Les mécanismes de liaison du faible accès à l'eau potable et à la faible gestion des sources d'eau sont décrits ci-dessous :



Source : KOUASSI KF Schéma issu de l'analyse des données de terrain (2017)

Figure 5: Schéma de liaison du faible accès à l'eau potable et à la faible gestion de l'eau

IV. DISCUSSION

1. Des communautés toujours marquées par de fort taux de malnutrition

La prévalence de la Malnutrition Aigüe Globale (MAG) en fonction de l'indice Poids/Taille a été estimée à 11,4% (IC 95% : 9,4-13,8%), dont 1,7% (IC 95% : 1,0-2,9%) d'enfants en situation de Malnutrition Aigüe Sévère (MAS). Ces taux sont supérieurs au seuil d'urgence pour la MAG qui est de 10 %. Ce taux élevé confirme la sévérité de la situation qui est considérée comme préoccupante

sur le plan de la santé publique (INS, 2016 ; Onis et al. 2019). De même, la prévalence de la malnutrition chronique (67,2%) demeure également supérieure au seuil d'urgence de l'OMS (2006) fixé à 40%.

En clair, ces résultats montrent que la situation reste critique dans cette région.

Cependant, en comparaison avec les années précédentes, les prévalences relevées sont sensiblement en baisse avec environ - 3 % pour la MAG et - 1% pour la malnutrition chronique. Cette baisse est le résultat des activités des

Organisations Non Gouvernementales (ONG) humanitaires dans le département.

En effet, en 2005, le Niger a connu une crise alimentaire et nutritionnelle importante qui a amené Action contre la Faim (ACF) et plusieurs autres ONG humanitaires à s'implanter à Mayahi dans le cadre des projets de lutte contre l'insécurité nutritionnelle. Les mères et toute la communauté seront ainsi régulièrement sensibilisées aux actions sensibles en nutrition, aux mesures d'hygiène, aux bonnes pratiques de soin et d'assainissement. Ceci permet de maximiser l'impact des projets de lutte contre la malnutrition grâce aux interventions du secteur Eau, Hygiène, Assainissement. D'ailleurs, le Département Technique de Action contre la FAIM (2005), tout comme les autres programmes intervenant dans la zone vont ainsi proposer l'intégration systématique « d'un paquet minimum WASH dans les programmes humanitaires de lutte contre la malnutrition par le renforcement de certains aspects de la réponse sectorielle » (UNICEF & OMS, 2019 ; Maite, 2013)). Cette intégration devrait permettre d'anticiper deux principaux problèmes : l'approvisionnement en eau potable et l'assainissement sain d'une part et la prévention du cercle vicieux « diarrhée/nématodes – malnutrition » et les maladies associées.

2. Difficultés d'approvisionnement en eau potable des ménages et leurs implications sanitaires

- Faible accès à l'eau potable

Seulement 36,4% [24,7– 50,2% IC] des ménages du département de Mayahi avaient accès à l'eau potable. Certaines communes comme Tchaké, Attantane et Guidan Amoumoune avaient des taux d'accès à l'eau encore plus faibles (de 0% à moins de 5% des ménages). En comparaison avec les résultats de l'enquête sur la vulnérabilité alimentaire (INS, EVIAME 2016), la moyenne régionale était de 45,9%. Selon Action Contre la Faim, 50% des cas de sous-nutrition chez les enfants sont dus à la consommation d'eau non potable (Action Contre la Faim, 2022).

En effet, un manque d'eau impacte négativement l'hygiène personnelle et domestique, entraînant ainsi un risque sanitaire plus important en comparaison de l'utilisation d'une eau de qualité moyenne.

Dans le département de Mayahi, la moyenne d'eau disponible par jour et par personne était de 21,59 litres, ce qui est bien en dessous des normes internationales préconisées (Normes FANTA).

Le département de Mayahi est considéré comme un contexte de développement. A ce titre, les ménages ne disposent que de la moitié de la quantité d'eau nécessaire pour le contexte de développement. Cette quantité d'eau est toutefois supérieure à la quantité adéquate d'eau potable qui est de 20 litres d'eau par habitant et par jour au minimum (Action Contre la Faim, 2022).

Dans les villages, l'eau est gratuite mais l'extraction est payante à cause de la profondeur des puits. Des animaux de traits sont donc utilisés moyennant un montant qui varie de 10 à 25 francs cfa selon les villages et la capacité du jerrican. Le coût de l'extraction, la surcharge de travail, le grand nombre de population utilisant les mêmes sources pour l'approvisionnement en eau pour les troupeaux, pour la boisson, le bain, la cuisine, la lessive, la vaisselle et l'hygiène des membres de la famille et de la maison sont autant de facteurs relevés également par ACF (Action Contre la Faim, 2016) comme contribuant à réduire les quantités d'eau disponibles. Dans un tel contexte, les ménages vont prioriser certaines activités en rapport avec l'eau (cuisine, boisson, breuvage pour les animaux, ...) au détriment des pratiques d'hygiène des membres du ménage (vaisselle, bain, lavage des mains, hygiène corporelle, ...).

- Une prévalence élevée de maladies hydriques associée aux faibles pratiques d'hygiène

Plusieurs auteurs ont montré que la majorité des diarrhées endémiques sont liées à une transmission d'agents pathogènes de personne à personne par manque d'hygiène plutôt qu'à la transmission par l'eau pathogéniques (Département Technique Action contre la Faim, 2005, Génération nutrition, WaterAid et end Water poverty, 2015). Si les mains ne sont pas correctement lavées avec de l'eau, des cendres ou du savon après un contact avec des excréments, elles deviennent une voie importante de transmission des maladies (Action Contre la Faim, 2016). Des études montrent que le lavage des mains peut réduire d'environ 30 à 50% la prévalence de diarrhée chez les enfants de moins de 5 ans (Cairncross et al. 2003 ; Ejemot & Nwadiaro et al. 2012).

Or, selon notre enquête, seulement 12,5% des femmes en charge des enfants ont démontré des pratiques de lavages de mains appropriées (I.C 95% 8,5-17,8%). Dans ces communautés, le savon est utilisé pour se laver le corps, la vaisselle et la lessive. Le savon a donc une certaine valeur qui impose une utilisation rationnelle surtout que les communautés le trouvent cher.

Les pratiques d'hygiène autour de la gestion de l'eau (collecte et transport) entre la source et la consommation sont très faibles et les risques de contamination fécale-orale sont élevés. Les pratiques de stockage et d'utilisation de l'eau présentaient un risque modéré ou sévère de consommer de l'eau contaminée dans 87,9% des ménages. Pourtant des nouveau-nés de ces ménages reçoivent cette eau à haut risque de contamination en complément du lait maternel d'où une augmentation importante du risque de contamination des enfants.

Aussi, les puits ne sont pas fermés et ne sont pas protégés contre l'intrusion d'eau de ruissellement en saison pluvieuse, de déchets amenés par les vents de sable.

Les puits servent aussi à l'alimentation en eau de boisson pour les hommes que pour le bétail. Or, les profondeurs de ces puits font que pendant l'extraction, le jerrican et la corde se retrouvent en contact avec la terre, les animaux et les excréta de ces derniers. En plus, les profondeurs des puits font que l'extraction de l'eau requiert un effort physique important ou un paiement pour l'extraction animale ; si bien que, pendant la saison de pluies, des femmes prennent l'eau des petites mares qui sont également utilisées par les animaux. Cette eau est contaminée, et produit une augmentation des cas de diarrhées avec une prévalence de 40,2% à Mayahi. Or, des travaux relayés par l'Organisation Mondiale de la Santé estime que 50% de la malnutrition est associée à des diarrhées fréquentes ou entéropathies environnementales répétées résultants d'une eau insalubre, d'un assainissement inadapté ou de mesures d'hygiène insuffisantes (WaterAid and SHARE, 2016, Action Contre la Faim, 2016, Pruss-Ustun et al, 2008).

Aussi, une diarrhée chez un enfant vulnérable (en risque de malnutrition) peut-être la cause, mais aussi une diarrhée chez un enfant malnutri peut causer sa mort (Black et al., 2008, Victora, 2008).

Enfin, l'élevage (local et transhumant) est une activité importante dans le Département de Mayahi, et les éleveurs utilisent aussi les puits pour fournir de l'eau à leurs troupeaux. Selon les témoignages des populations sédentaires, notamment celles des villages proches des couloirs de passage, beaucoup de puits sont surexploités, cette situation altère davantage la qualité de l'eau et les puits tarissent pendant la saison sèche.

Ces résultats justifient, l'importance des projets d'hygiène mis en œuvre dans le département de Mayahi car ces projets peuvent contribuer à la réduction de la sous nutrition car l'eau peut être un élément clé dans l'état de santé d'un enfant (Action Contre la Faim, 2022).

En effet, selon cette Organisation Non Gouvernementale, même si un enfant mange à sa faim, s'il a les éléments nutritionnels de base pour son bon développement le simple fait de boire une eau non potable ou non traitée peut faire basculer l'état de l'enfant et le faire tomber en sous-nutrition. La consommation d'eau non potable implique le développement de maladies diarrhéiques qui affaiblissent davantage l'enfant. S'il souffre déjà de sous-nutrition alors son état va empirer, les traitements ne feront pas effet car l'enfant ne garde aucun nutriment et son état ne pourra pas s'améliorer (Action Contre la Faim, 2022).

Par ailleurs, le risque accru de diarrhées induit par la gestion non optimale de l'eau va conduire à une perte d'appétit, une déshydratation et une mauvaise absorption des nutriments. La diarrhée multiplie également les risques d'infections parasitaires intestinales (Ziegelbauer et al., 2011).

En conclusion partielle, notons que la faible présence de sources d'eau sûres et protégées et les faibles pratiques d'hygiène entre la collecte et la consommation lors de l'approvisionnement en eau de boisson est à la base de diverses maladies infantiles hydriques chez les enfants.

- Existence d'un milieu de vie entretenant un cercle vicieux manque d'assainissement et sous-nutrition dans le département de Mayahi.

Les liens de cause à effet du manque d'assainissement sur le statut nutritionnel sont largement documentés. En effet, la contamination des sources d'eau engendre un risque accru de diarrhées (Ziegelbauer et al., 2011) et de risques

d'infections parasitaires intestinales, comme l'entéropathie environnementale. Cette dernière, par exemple, augmente la perméabilité intestinale empêchant ainsi l'absorption correcte des nutriments (Humphrey, 2009). Par ailleurs, le manque d'accès à l'assainissement contribue ensemble à 88% des décès provoqués par des maladies diarrhéiques. Selon Solidarité Internationale (Lise L. et al, 2021), 2,1 millions d'enfants meurent directement ou indirectement de maladies liées à l'eau et à l'assainissement chaque année. Il existe donc clairement un cercle vicieux entre le manque d'assainissement et la sous-nutrition. Les résultats de l'enquête quantitative confirment l'existence de ce cercle vicieux.

En effet, seulement 6,5 % des ménages de Mayahi avaient accès à des latrines (I.C. 95% 3,7-11,3%), et moins de la moitié de la population, soient 47% (I.C 95% ; 38,3– 57,2%) se lavaient les mains après défécation. Le traitement des selles des jeunes enfants et des nourrissons était également problématique dans le département de Mayahi avec 25% (I.C 95% 19,3 – 31,6%) des mères qui se lavent les mains après avoir nettoyé les fesses du bébé.

Cette situation est aggravée par la présence des excréments humains et animaux sur le lieu de collecte d'eau ou à proximité. Dans tous les cas, la présence d'excréments humains et animaux dans le foyer représente un fort risque dans la transmission des maladies diarrhéiques (Bukonya et Nkwolo, 1991) ; Molbak et al., 1990) et d'entéropathie environnementale (Fagundes et al., 1994 ; Humphrey, 2009).

Ces études montrent que les pratiques d'assainissement sont corrélés à l'état de santé et nutritionnel des enfants par l'exposition aux agents pathogènes vecteurs de maladies. Les excréments représentent l'origine majeure des maladies diarrhéiques.

En effet, selon des travaux rapportés par (Action Contre la Faim, 2016,) des études de Esrey et al. (1991) et de Gunther et al. (2010), une amélioration de la gestion des déjections aurait un impact sur la réduction de 20 à 30 % de la prévalence des maladies diarrhéiques chez les enfants de moins de 5 ans. Or, dans le département de Mayahi, la gestion des déjections est jugée

inadéquate avec un fort taux de défécation à l'air libre.

D'autres études scientifiques ont prouvé le rôle significatif de l'amélioration des conditions d'assainissement sur le statut nutritionnel. Les interventions en Eau, Assainissement et Hygiène permettent une réduction significative de la diarrhée chez les enfants de moins de 5 ans (Roy, I, 2017, Fewtrell et al., 2005).

Selon les organisations du système des Nations Unies (FAO et al., 2018), le fait de fournir un niveau élémentaire d'accès à l'assainissement pour tous se traduirait par 245 millions de cas de diarrhée évités. Les interventions en EHA ont un impact positif sur l'incidence de la sous-nutrition chronique, pouvant aller jusqu'à une réduction de 15% de sa prévalence (Bhutta et al., 2013). Les interventions spécifiquement centrées sur l'augmentation de l'utilisation des latrines, ont un impact encore plus direct sur la sous-nutrition chronique (Hammer & Spears, 2013).

V. CONCLUSION

Cette recherche avait pour objectif d'analyser les pratiques d'hygiène et d'assainissement afin de vérifier l'existence d'une interaction entre ces pratiques et la persistance de la malnutrition infantile observée chez les enfants du département de Mayahi au Niger.

L'enquête quantitative a confirmé que les indicateurs nutritionnels, d'hygiène et d'assainissement étaient critiques dans le département de Mayahi. Aussi l'analyse qualitative a permis par la suite de comprendre pourquoi ces indicateurs étaient en déca des seuils attendus. En effet, il existe un cercle vicieux d'assainissement sous-nutrition, résultant des pratiques d'hygiène de la source à la conservation de l'eau de consommation. Il se traduit par un faible d'accès à l'eau potable, de faibles pratiques d'hygiène et des pratiques d'assainissement non optimales qui favorisent la transmission de maladies infectieuses comme la diarrhée et les entéropathies environnementales, qui sont décrits par la littérature scientifique comme des déterminants importants dans la survenue de la sous-nutrition infantile.

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“You are not alone...I am here”: Lived Experiences of Parents of Filipino Young Adults with Mental Health Conditions

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ABSTRACT

Crucial in every transition in the life span is the role of parents. Many young adults face a challenging journey during the post pandemic era which affects their mental health. This study aims to investigate the lived experiences of parents of Filipino young adults with mental health conditions. Criteria in choosing the participants are parents with young adults diagnosed with a mental condition and residing in Cavite, Philippines. Seven parents met the criteria and voluntarily agreed to become the participants of the study. The researchers employed interpretative phenomenological analysis (IPA) to delve deeply into the experiences of parents. Findings revealed the group experiential themes (GETS) derived from the narratives – parental distress, caregiving hardship, compassion and empathy, restorative practices, and holistic support system. A framework “masked heart” concludes the journey as it represents parents who may experience hardship but with compassion and empathy, wholeheartedly supported the young adults.

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I. INTRODUCTION

Parents play a vital role in helping their children realize their own potential. Their children typically depend on their parents for basic needs such as shelter, food, education and protection. Consequently, they also needed care in managing difficulties and crises especially in their life transitions. Marked by frequent change (Sundqvist et.al., 2023) the adjustment from child, to adolescent, and eventually to young adulthood maybe difficult to navigate as these young people are commonly in the tertiary level of their education and are faced with challenges not only in their academic journey but also with their social, emotional and personal aspects.

Amidst such transitions and challenges, recent studies show that young adults experience debilitating mental health struggles. The prevalence of mental health issues has become a pressing public concern globally. According to World Health Organization

(WHO, 2021), roughly one in seven ages between 10 to 19 years old experiences mental health disorder, particularly anxiety and depression being the most common. It was also backed by the report from Cashin of Making Caring Common Project of the Harvard Graduate School of Education in 2023 that young adults reported more cases of depression and anxiety than teenage research participants. 36 % of young adults reported anxiety while 29 % reported depression compared to teenagers which garnered 18 % and 15 % respectively.

The study made by Suresh and Dar in 2024, surveyed 1628 students in India utilizing Mental Health Inventory (MHI-38) and discovered that 69.9 percent of the respondents exhibited anxiety, 59.9 percent experienced depression, 65.1 percent had loss of behavioral or emotional control and 70.3 percent showed distress. Further, studies made by Sacco et.al. (2021), examining community studies from 2015 to 2020 shows the prevalence of mental health disorder with almost one out five young people in Europe with anxiety, depression, ADHD and ASD emerging as prominent findings.

As such issues persist into young adulthood, the impact deepens – not only affecting the well-being of individuals experiencing the mental health condition but also places significant

emotional, psychological and financial burden on families. Studies such as Knafo et al. (2022) posited that many parents and caregivers describe a lack of easily accessible information about mental health conditions, available treatment, and professional services, which contributes to their burdens and confusion about the welfare of their children. Parents' struggles intensify as young adults transition to their independence while still requiring sustained mental support.

Mental health disorders among young adults can be chronic and very alarming. As such, proper attention and support from caregivers is critical as many families are ill prepared and lacking sufficient resources in managing their children's mental health needs (Havighurst et, al., 2020). Facing situations like these are taxing for caregivers resulting in psychological, social, and economic challenges which may also hinder the over-all recovery and well-being.

Although wide studies have been done to examine the occurrence of mental health issues among young adults, not much literature tackles the experiences of parents caring for them. Existing research gives greater focus on the children and adolescents caregiving dynamics, which puts caring for young adults on the sideline. As claimed by Sabella et.al. in 2022, they are one of the few who started studying the parenting experiences of parents caring for young adulthood with mental health conditions. Herzog (2024) underscores the new responsibilities and experiences of these emerging adults, often marked by increased independence and emotional vulnerability, which requires different levels of support and complexities from their parents. Additional insights were also shared by Lee et.al. (2024) that parents recognize the lifelong responsibilities of parents and society, the quest for finding balance in the changing landscape of family lifestyle and the difficulties of managing the symptoms and conditions, among many complexities of dealing with young adults who have mental health conditions.

In the Philippines, the study conducted by Puyat et.al. (2021) shows that about 1 out 10 Filipino young adults experience moderate to severe depression. Despite this discovery and institution of the mental health law, limited studies explored how Filipino parents make sense of their experiences, facing their challenges and employing

adaptive coping strategies. Manaois and Chavez (2025) investigated six Filipino couples caring for children with undiagnosed neurodevelopmental conditions. Their study discovered that difficulties experienced by parents daily and coping mechanisms utilized such as seeking solace from God. Consequently, they suggested that there is an urgent need for comprehensive community programs and culturally fit interventions that respond to the caregiving needs of parents.

This study seeks to fill the gap by exploring lived experiences of parents caring for young adults with mental health conditions, understand their challenges, draw insights from their coping strategies and develop intervention and support mechanisms from the parents' caregiving context.

Additionally, based on the gaps mentioned, the study aimed to explore the lived experience of Filipino parents caring for young adults with mental health conditions. Specifically, the study wanted to identify the most challenging aspects of caring for young adults with mental health conditions. Further, the study sought to examine coping strategies employed by parents while caring for their children and intended to develop programs by exploring ways on how the parents wanted to be supported.

Further, this study is significant to make sense of the caregiving experience of Filipino parents with young adults who have mental health conditions. By shedding light to their challenges and coping strategies, the findings may contribute to key players in the Filipino mental health landscape such as mental health professionals, educators, policymakers, parents and families. This will offer insights for mental health professionals in considering the role of parents and families in their treatment plan, for educators and advocates in promoting mental health literacy in their respective areas. This will also be beneficial for policymakers to craft additional law for a more responsive and inclusive mental health program. Lastly, this is for parents and families to have a space for themselves to be validated and lessen the stigma through understanding and empathy.

II. THEORETICAL FRAMEWORK

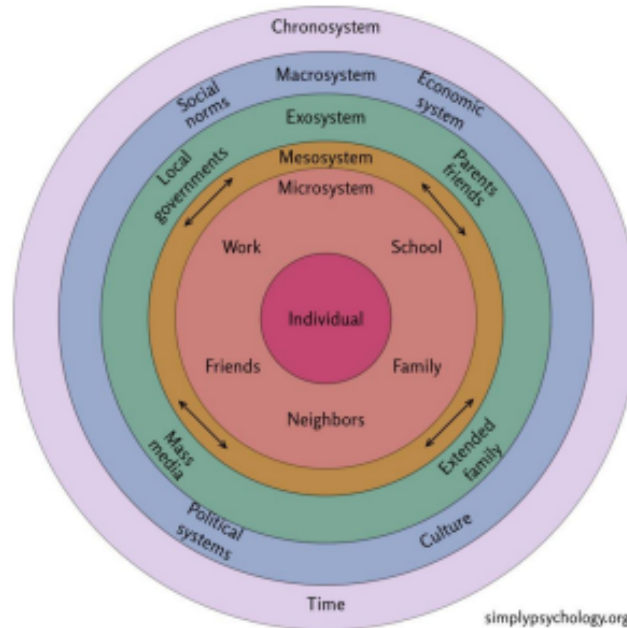


Figure 1: Bronfenbrenner's Ecological System Theory

It can be inferred that caring for young adults requires a different caring dynamic that can be taxing for parents. Based on this insight, the study is anchored on the theory of Bronfenbrenner's Ecological System Theory in illustrating the lived experiences of Filipino parents of young adults with mental health conditions emphasizing on how they navigate challenges and explore different coping strategies. The theory describes how the interplay of different environmental systems shaped the way an individual makes sense of their experiences (Evans, 2024).

The psychological, emotional, social challenges from their parent-child dynamic forms both the connectedness and dependency described in the theory as microsystem and mesosystem. The financial difficulty is from the exosystem component which is derived from the workplace conditions and government aid provided for the parents. Their experiences and coping strategies, on the other hand, discuss the ways in which parents manage the demands of providing and maintaining care for such young adults which forms part of the macrosystem, owing to the interaction and support from larger communities. The Chronosystem affects the visions of parents with the kind of guidance and intervention that

they need to sustain their role in their young adult children's recovery

III. METHODOLOGY

Research Design

This study used qualitative research design, particularly using the Interpretative Phenomenological Analysis (IPA) to explore the lived experiences of parents of Filipino young adults with mental health conditions. IPA was chosen since this is deeply rooted in phenomenology, hermeneutics, and idiography which is suited for an in-depth understanding of how individuals make sense of significant life experiences. Through the semi-structured interviews, the participants were able to share their personal narratives, thoughts, feelings, and insights as parents of a person with mental health conditions.

The data were systematically analyzed through Personal Experiential Themes (PETs) and Group Experiential Themes (GETs), the two-level thematic process commonly used in IPA. PETs captured themes that emerged from the personal meanings and insights of the parents while GETs was used to identify shared experiences and

common patterns across each participant. This process ensured that the idiographic focus of IPA was maintained while allowing thematic convergence at the group-level (Smith, Flowers & Larkin, 2009).

Participants of the Study

The participants in this study were parents who have a young adult son or daughter ages from 18–26 years old with mental health conditions. Seven parents were involved in this study and all are residing in Cavite.

Sampling Technique

Participants were selected using purposive sampling, guided by the following criteria: (a) the parent must be a primary caregiver of a young adult with a diagnosis of mental health condition, (b) residing in Cavite, and (c) must be willing to share life experiences.

Instrument

This study used a semi-structured interview guide to facilitate the in-depth interview. The interview guides were composed of open-ended questions intended to obtain comprehensive narratives about the parent's lived experiences, challenges, coping strategies, and insights of parenting young adults with mental health conditions. The self-made questions were assessed and evaluated by experts in psychology and mental health for relevance and clarity.

Data Gathering Procedure

The researchers contacted potential participants through their existing networks including their present and previous clients and from community contacts. After the screening, eligible participants were invited to participate. Prior to the interview, the researchers explained the purpose and asked to sign the informed consent. The interview sessions depended on the preference and availability of the participants and were conducted either face-to-face or via a secured on-line platform and 45 to 60 minutes were allotted per session.

Ethical Considerations

This study followed ethical considerations while conducting the research. Informed consent was obtained from all the participants after carefully discussing the purpose, procedures, potential risks and benefits of the study. The participants were informed of confidentiality, voluntary participation, and their right to withdraw their participation at any time without any consequences.

To ensure that the study complied with the Data Privacy Act of 2012, all personal identifiers were removed and instead used pseudonyms to all transcripts and reports. The data collected were secured to a password-protected file and were accessible only to all researchers. The researchers provided emotional support in case participants experienced distress during the conduct of the study.

Data Analysis

Data were analyzed using the Interpretative Phenomenological Analysis (IPA) and followed the steps outlined by Smith, Flowers, and Larkin (2009) which includes (1) reading and re-reading transcripts for familiarity, (2) initial noting on the descriptive, linguistic, and conceptual comments, (3) developing emergent themes, (4) searching for connections across the themes, (5) moving on to the next case, (6) Looking for patterns across cases, and (7) writing the narrative report. The analysis was done manually by the researchers to fully explore and immerse the data.

Table 1. Profile of the Participants

Participant	Age	Marital Status	Relationship to Young Adult	Age and Diagnosis of Young Adult
Esther	49	Married	Mother	18/Conduct Disorder ²²
Ruth	52	Married	Mother	Major Depressive Disorder (MDD) with Anxious Distress
Deborah	40	Separated	Mother	20/Post Traumatic Stress Disorder (PTSD) and Major Depressive Disorder (MDD)
Solomon	42	Live In	Stepfather	20/Major Depressive Disorder (MDD) Abigail 46 Separated Mother 20/Major Depressive Disorder (MDD)
Abigail	46	Separated	Mother	20/Major Depressive Disorder (MDD)
Mary	49	Married	Mother	20/Major Depressive Disorder (MDD)
Lydia	52	Married	Mother	20/Major Depressive Disorder (MDD)

Profile 1: Esther

Esther is a 49 year old mom whose 18 year old daughter is in Senior High School and is diagnosed with conduct disorder. She is concerned about her daughter's relationship with others. She reported that her daughter has anger issues and has difficulty relating with classmates and friends. There is an instance that the whole class complained about her behavior to the teachers. Her daughter is very good with academics but sometimes her behavior affects her grades. She is afraid about her daughter's future since having good relationships with others is an important element of being successful in life.

Profile 2: Ruth

Ruth is 52 years old and has a 22 year old daughter diagnosed with Major Depressive Disorder with Anxious Distress. She narrated that

the difficult journey started during the pandemic when her daughter had a hard time coping during online classes. She noticed that her daughter became lonely and often has bouts of crying emotionally when she is alone in her room. Her daughter also became anxious about the academic requirements and admitted that she was not coping well in class.

Profile 3: Deborah

Deborah is a 20 year old mom. Her son was diagnosed with PTSD and depression because of a motorcycle accident last year. She reported that her son was doing well with his studies and relationship with friends before the accident. Although her son was able to recover from physical wounds he continued to have anxious thoughts and loneliness. His academics was greatly affected last term but the school allowed her son to complete his modules so that he can still finish Grade 11. This

school year he started attending face to face classes but experienced high anxiety levels during the first day of school. Deborah reported that he vomited and did not want to go back to school the next day.

Profile 4: Solomon

Solomon is 42 years old and has a son diagnosed with Major Depressive Disorder. Being a stepfather he finds it challenging to navigate the feelings of his stepson and its effects on his partner. He sometimes felt frustrated that his stepson cannot finish what he has begun, especially in his studies. He felt that his partner needs emotional support since she is greatly affected by the mental condition of her son. There are times that he wants to say things to encourage his stepson but refrained from doing so because of fear of being misinterpreted.

Profile 5: Abigail

Abigail is 49-year-old mom who experienced death of a daughter by suicide last year. The experience is too painful for her and becomes hypervigilant in attending to her second daughter who was also diagnosed with Major Depressive Disorder. She had difficulty sleeping because of fear that something bad may happen. There are times that she felt helpless when her second daughter experienced difficulties because of her symptoms. She narrated that her daughter expressed that she wanted to stop schooling because it is her main stressor but is also afraid that she will not finish on time. Abigail continues to support her daughter and actively seek help and advice from professionals so that she can fully understand her daughter's condition.

Profile 6: Mary

Mary is a mother of four children. She is currently taking care of her 20 year old, youngest and only daughter who was diagnosed with Major Depressive Disorder. Her daughter has several cases of suicide attempts, bringing financial and emotional toll not only with her but with their family. She is finding it hard to face her daughter's self harming tendencies. They continued to support her even with some unreasonable demands such as excessive food take-aways. She finds glimmers of hope through prayers and social support.

Profile 7: Lydia

Lydia is 52 years old and has two sons. The eldest son is diagnosed with Major Depressive Disorder after he failed to pass in his University of choice. Lydia shared that this situation made it so hard for him since most of his batch mates were able to enter the University the following year. Lydia noticed that he started to become lonely and quiet. He started to do risky behaviors like not going home after school and vaping. Lydia shared that he has been a difficult child ever since. He tends to violate rules and not follow instructions which really tested her patience. When her son was diagnosed with MDD she did everything to support him together with her husband.

Table 2: Lived Experiences of Parents of Young Adults with Mental Condition Exemplars Group Experiential Themes (GET) Subthemes Brief Definition

Group Experiential Themes (GET)	Sub themes	Brief Definition	Exemplars
Parental Distress	1.1 Fear and Confusion 1.2 Frustration 1.3 Emotional Pain and Burnout	This pertains to the emotional strain that arises from the challenges and responsibilities of being a parent of a child with mental health conditions.	"I was scared when I first found out. I didn't know what to do. I was constantly anxious and overthinking." (Mary)
Caregiving Hardship	2.1 Financial Burden 2.2 Vicarious Pain 2.3 Fear of the Future	This pertains to responsibilities that caregivers need to face including but not limited to financial, physical, psychological and emotional strain.	It's heartbreaking to see my child struggle emotionally (Esther)
Restorative Practices	3.1 Faith Anchoring 3.2 Self-Care Activities	This pertains to the activities which promote well-being. It includes prayers, going out with friends, walking and running exercises and just being at peace with oneself. The activities allow the parents to restore energy and motivation to continue caring for their young adults.	I thank God for the strength and wisdom. I felt the peace and comfort whenever I spend time talking to God (Ruth)
Holistic Support System	4.1 Understanding and Support from Family, School, Church and Community,	This pertains to the multi-dimensional support system composed of	"I wish people or society will be more accepting and knowledgeable of

	4.2 Knowledge and Skills in Managing the Condition, 4.3 Expert and Sincere Mental Health Professionals	emotional, spiritual, social, informational, and professional support received by parents and young adults with mental health conditions.	people with mental health conditions. Because as a parent, you wanted to open up to other people with my son's condition but I fear that people will judge him and me as a parent." (Deborah)
Compassion and Empathy	5.1. Physical Presence; 5.2. Understanding and Support	This pertains to the emotional capacity of the parent to understand and connect with their child's mental health condition. These are expressed through consistent presence and emphatic understanding.	"When she says she's struggling, I feel sorry for her but I need to support her and stay strong because she needs to finish her studies." (Deborah)

GetT 1. Parental Distress

Parents universally describe parental experience as a source of happiness but to some extent they encounter parenting stress but raising a child with a mental health condition is quite more challenging as they may encounter more complex stressors that may lead to parental distress. In this study, parents of young adults with mental conditions are burdened with physically and emotionally taxing challenges and parental distress was one of the distinct emerging themes in the combined narratives of parents marked by fearful, confused, frustrated, emotionally painful and burned-out feelings.

1.1. Fear and Confusion. Parents of Filipino young adults with mental conditions confront difficult situations. Fear and confusion emerged as these expressed by the parents as they confronted their situation. These emotions resulted from lack of understanding about their present concern, Esther recalled: "At first there was a lot of confusion and fear asking myself what happened, why do I have such a kind of concern." Similarly, a shared sense of fear and confusion stemming on how parents will respond to the situation

effectively and uncertain of what to do next were evident in the narratives of both Mary and Lydia. Mary reflected, "I was scared when I first found out. I didn't know what to do. I was constantly anxious and overthinking." Also, Lydia shared, "I got scared because I never thought he would have depression. I got confused because I do not know what to do".

1.2. Frustrations. Caregiving a person with mental conditions poses a challenging process specially for family caregivers. They are not inevitably spared from experiencing emotional distress such as frustrations and disappointments brought about by failed expectations, lack of immediate progress, and repetitive cycle of recovery and relapse.

Frustration emerged in this study stemming from failed expectations, captured in Ruth's statement, "I thought she is attending online classes regularly, but she is always absent already. The emotional part is thinking she's okay, but it turns out she's not." This frustration experienced by parents is rooted by unmet expectations like when improvements in their child's condition do not happen as expected.

Frustration is also stemmed in lack of immediate progress, Solomon stated, "Being with them every day, there are times when I feel frustrated because I think so much time is being wasted for her." This statement expresses frustration because of seeing progress as slow. The "wasted time" echoes disappointments which indicate a deeper frustration about the person's slow progress.

Furthermore, Deborah expressed frustration stemming from a repetitive cycle of recovery and relapse and shared her experience, "It's like an emotional roller coaster ride. Sometimes happy because I see improvements in the emotions and mental health condition of my child.". Disappointments manifest when recovery is unstable.

1.3. Emotional Pain and Burnout. The parents in this study reported emotional pain and burnout after their young adult child's condition. This emotional pain arises when they feel unprepared and uncertain how to help their child. The emotional turmoil is evident in Deborah's statement, "But most of the time, it's a struggle figuring out how I can support and help her in a way that's truly good for her", and Lydia's reflection, "I also felt emotional pain when I thought about what he has been going through. I am thinking how I will support him because all are very new to me." The parents are burdened in figuring out what is the best support.

Parents also undergo burnout stemming particularly in the context of caring for their child with mental health conditions. Being hypervigilant, overthinking and experiencing constant worry and sleep disturbance are common indicators of burnout which is mentally and physically draining. This theme is echoed by Abigail and Mary, as reflected in their narratives, "I feel like I'm not getting deep sleep because I'm always aware that something bad might happen." and "I am constantly anxious and overthinking." Furthermore, as expressed by Esther, "I need to be patient with her all the time, but I cannot for some reason.", parents also experienced losing patience which reflects empathy fatigue that contributes to emotional exhaustion.

Get 2. Caregiving Hardships

2.1. Financial Burden. With the responsibilities faced by parents in caring for their young adults

with mental health conditions, their worries usually involve having to face financial struggle. Esther shared that they lamented the time and tuition money intended and wasted for the school which their child failed to attend. Deborah added that "I think it is the financial aspects that makes caring for these young adults with mental health conditions challenging". As such in finding ways on how to help and improve a young adult's mental health condition, parents are faced with the dilemma of trying to finance all their basic needs alongside the mounting prices of medicine and psychotherapy sessions.

2.2 Vicarious Pain. Besides financial aspects, parents deeply empathize with their children's emotional and psychological struggles. Esther and Deborah both shared how hard it was watching their children struggle with their condition, locking themselves in the room while they so much wanted to help, but didn't know how to. In a similar light, Ruth strived to grasp the conditions, symptoms and struggles of her daughter, further articulating that "The most challenging part for me as a parent is how to understand her condition." Meanwhile, Solomon describes the feelings of hopelessness and loss whenever his partner cries over his stepson's condition – sharing such an experience left him drained as well. For Abigail, she finds it unsettling that her daughter will be uneasy and distracted with the uncertainty and difficulty of tasks that she was doing. With Mary, it is the helplessness whenever she would see her daughter hurt herself that left her shattered. And for Lydia, she gets disappointed when "there are times that I cannot reason with them". Parents find those heartbreaking moments disturbing, grappling for definite or easy answers with such difficult and unnerving questions.

2.3 Fear of the Future. While worried about their finances and burdened by their shared pain, parents also find themselves questioning what the future holds for their children. Esther expressed, "there are uncertainties about the future", the same feelings were shared by Solomon, further asking themselves, "What if we are no longer here and cannot take care of him, where will he go". While Ruth conveyed regret and sorrow about her daughter's wasted time that was supposed to be for studies, Deborah emphasized that she wanted her son to "finish his studies." Further, Abigail narrated her concern, observing that her child gets

confused especially with studies, something that always disturbs her. Parents feel anxious that their children get limited shots of the future because they are having a tough time finishing their studies.

Get 3. Restorative Practices

Restorative Practices are activities which promote well-being. It includes prayers, going out with friends, walking and running exercises and just being at peace with oneself. The activities allow the parents to restore energy and motivation to continue caring for their young adults. Restorative Practices being done by parents enable them to cope with the challenges of supporting a young adult with mental conditions. Parents shared that without doing these activities they will not be able to gain and restore positive energy and well-being as they care for them every day. Praying and maintaining close relationships with God, seeking social support like talking and asking advice from family and friends and doing self-care activities like running, walking, watching movies and unwinding and relaxing are some of the activities they enjoy doing to cope with their challenging experiences.

3.1 Faith Anchoring. Most of the respondents began to have a closer relationship with God and made Him their anchor to maintaining peace of mind and healthy well-being. Parents shared that prayers did wonders for them to be able to achieve balance in their lives. Esther shared that whenever she feels overwhelmed with multiple concerns she will pray and seek God's guidance, "prayers...praying all the time for God's healing power and miracle. Ruth also has the same experience especially that she cannot share her true feelings with her husband, "it is only God who is with me during that painful experience..I cannot share what I truly feel as a mother to my husband." When things get out of hand, Mary narrates that she will pray, "I will pray...asking for God's peace and strength." Lydia also will pray when she feels she is being affected by what is going on with her child, "I pray when I am so down and confused." Ruth is truly thankful for the guidance of God, "I thank God for the strength and wisdom. I felt peace and comfort whenever I spent time talking to God."

3.2 Seeking Social Support. Being with friends and family members allow the parents to seek solace by sharing stories and having emotional bonding with them. Deborah narrates that when

has time to unwind, "I will catch up with friends." Mary on the other hand will go to her friends to seek advice, "I seek advice from my friends on how to deal better with my daughter." Lydia, who is a member of a religious organization, bonds with her friends when she has free time, "I usually go out with people in the church and I enjoy spending time with them especially during prayer meetings." Solomon wants to spend more time with his partner and stepson, "We go out together...I will try my best to spend quality time...I want my stepson to go out in the house and enjoy since he is always alone in his room."

3.3 Practicing Self-Care Activities. Parents often practice activities which promote taking care of themselves like running, walking and spending quiet moments. Deborah will go out of the house to relax, "I will go to the mall, watch movies so that my mind can take a rest." Abigail shares that she will do some activities to unwind, "I watch series, play online games for a while." Lydia on the other hand will do some physical exercise, "I walk a lot and feel the air when I am relaxing." Mary shared that she encouraged her daughter to go out and do running with her, "I will ask her to run with me so that she will go out of the house...it can also be our time to bond."

Get 4. Holistic Support System

The overarching theme emerged from the parents' narrative is the pivotal role of the holistic support system which is important in exploring the challenging experience of dealing with young adults with mental health conditions. This theme mirrors the network system of support that intertwined with various aspects of a person's life. The following subthemes describes the components of this Holistic system of support:

4.1. Understanding and Support from Family, Church, School, and Community. The parents highlighted the essential environment since they play a vital role in contributing in their mental health journey. The data show that church, family, and the community as a whole can offer comfort or develop a sense of isolation when there is lack of understanding. This is captured in Ruth's statement: "Understanding and support especially in the church where we are attending. Sometimes I don't want to say anything because they might misinterpret it, thinking she has no faith in God." This reflects the conflict of spiritual faith and the

stigma. Parents were also burdened by stigma and this echoed in the narratives of Deborah and Ruth. Deborah shared: "I wish people or society will be more accepting and knowledgeable to people with mental health conditions. Because as a parent, you wanted to open up to other people with my son's condition but I fear that people will judge him and me as a parent." Ruth also shared that: "Also from our family and friends more support and understanding on their part." The parents are calling for empathetic understanding from peers, relatives, and the community in general which is part of a holistic support system.

In the school environment, lack of peer relationship was also a concern, Solomon shared: "Understanding from people to someone like Matthew. Sometimes at school he loses motivation because he doesn't have any friends who want to be close to him." This narrative captures the lack of social inclusion and understanding that affects the enthusiasm in school due to isolation of peers.

4.2. Knowledge and Skills in Managing the Condition. Another emerging subtheme is the prominent need of acquiring knowledge and the practical strategies in dealing with people with mental health conditions. As shared by Abigail: "I need professional guidance on how to handle the mood swings, and how to encourage her to overcome negative emotions. Sometimes I wonder if what I'm doing is right. When she gets annoyed or irritable, she tells me to leave but I don't want to because I'm scared. That's why even when I'm upstairs, I still keep watch over her downstairs, because I'm afraid she might do something." This reflects the anxious feeling and uncertainty in dealing with behavioral symptoms such as mood swings and negative emotions which are deeply rooted from lack of knowledge and skills in dealing with the conditions and absence of guidance. Furthermore, Mary pointed out her desire to acquire knowledge to help her child: "I also want to know and be taught the things that we need to do to help my child." Additionally, up-to-date knowledge also emerged as Lydia mentioned: "Further knowledge on new ways in handling this issue." These highlights the importance of practical competence through knowledge acquisition and skill-building to improve the caregiving and the emotions of the parents.

4.3. Expert and Sincere Mental Health Professionals. Parents underscored the need for

professionals not only to offer competence but also genuine and personally invested in helping. This is captured by Esther as she mentioned: "Right mental health professionals who genuinely care and clear guidance on how to help my child." This narrative reveals that parents seek professional help that offers genuine care and gives a clear direction.

These subthemes evidently mirror holistic support systems as multi-dimensional concepts that require social-inclusion, acquisition of knowledge and skills, and expert care. The absence of these components leads to doubt, fear, uncertainty, and emotional exhaustion. As these components weave together, it will progress both young adults with mental health conditions and their caregivers.

The literature review examines existing studies and initiatives related to waste-to-wealth strategies, within the Nigerian context. Nigeria is located between longitudes 2°2' and 14°30' East of the Greenwich meridian and latitudes 4° and 14° North of the Equator. In the western part of Africa, Nigeria is one of the Sub-Saharan nations. The country has boundaries with the Republics of Niger and Chad, the Atlantic Ocean, the Republic of Cameroon, and the Republic of Benin form its northern, southern, eastern, and western borders, respectively. Over a national territory of 923,770 km², more than 220 million people are living in an unevenly distributed manner.

Get 5. Compassion and Empathy

One of the distinct emerging themes in this study is Compassion and Empathy which are deeply rooted emotions that motivate parents' actions and sacrifices in caring for their young adult children with mental health conditions. This study revealed that parents' caregiving arises not only in obligation but in deep-seated emotion. The ability to prioritize the emotional needs of their children over their needs illuminates their emotional commitment. Their compassion is evident by being constantly present and the willingness to understand what their children are going through.

5.1. Physical Presence. The parents expressed the importance of being physically present, driven by commitment and love and to show support. The presence of parents was intentional and protective. This is evident to the narratives of Ruth, Abigail, and

Solomon. Ruth shared: "Ever since I tried to be available for her to fully understand her condition." Solomon similarly expressed: "I always brought him out for him to enjoy because he is always confined at home." In addition, Abigail emphasized: That's why even when I'm upstairs, I still keep watch over her downstairs." These actions show that this is more than responsibility but commitment to be always physically and emotionally available for their children.

5.2. Understanding and Support. Another theme that emerges from parents' experience is understanding and support. Parents expressed emphatic understanding for their children. Ruth shared: "I need to reflect and look at the situation not on how I see it but on how my daughter is seeing it; when I look at it from her point of view, I realize that what my child is going through is even harder." This reflects how the parent intentionally empathized as she set aside her own perspective and acknowledged the child's own difficulty. Similarly, Deborah reflects a compassionate response to her child's struggle. She stated: "When she says she's struggling, I feel sorry for her but I need to support her and stay strong because she needs to finish her studies." This reflects how the parent endured emotional pain and chose to remain strong to offer support to help the child reach educational goals. Moreover, Lydia expresses her willingness to support her child even though mental health is new to her: "I really wanted to support him even though his condition and situation are very new to me." The statement shows the desire of the parent to connect with the child despite unfamiliarity of the situation. Lastly, Abigail shared: "I told her that if it really becomes too much, she can take a break or file a leave of absence but she doesn't want to because it would delay her." The statement suggests support and respect for her child's autonomy.

The Compassion and Empathy highlights the importance of physical presence and empathic understanding in a child's mental health journey.

IV. DISCUSSION

Parental Distress

The parents' lived experiences in this study highlighted the emotional turmoil experienced raising young adults with mental health issues. This emotional turmoil leads to parental distress which

manifests in fear, confusion, frustration, emotional pain and burnout. These emotions stem from parents' lack of understanding of the condition, unmet expectations from the child's condition, and the emotional strain experienced as they explore the unpredictable nature of mental health illness. Consistent with Heiman (2021) and Zeng et al. (2023), noting that parenting children with mental health issues often experience emotionally complexing challenges that significantly impact their physical and emotional wellbeing. Yaacob et al. (2021) and Raduu et al. (2022) similarly noted that parents' initial response to the condition are fear and confusion which possibly hinder the acceptance and adaptation of the situation.

The emotional distress experienced by these parents is made worse by the frustration stemming from outcomes that do not happen as expected, slow, and regressive progress of their children. Al Yahyaei et al. (2024) and Harries et al. (2023) explain that when parents continue to struggle to grasp their child's unpredictable behaviors and are frequently shattered because expectations are unmet can lead to self blame, frustration, and emotional exhaustion. Additionally, this study highlighted the impact of emotional pain and burnout especially when parents feel unprepared and uncertain how to help their children. Fackrou et al. (2023) and Sheenar-Golan et al. (2021) confirm that parents experienced emotional collapse as they navigate the ups and downs of their children's mental state.

Caregiving Hardships

The most challenging part of raising young adults with mental health conditions is summarized with the parents' reported Caregiving Hardships. Despite wanting to be present and understanding, it is apparent that the consistent emotional, mental, and financial pressure takes a toll in their caregiving experiences. Trying to make sense of their children's condition, parents found themselves sharing their pain, while worrying about their financial situation, and making sense of what is in store for their children in the future.

Reported by the World Health Organization (WHO) in 2021, the families often financed the cost of treatment for mental health conditions – many of which were not supported by insurances, making financial strain the most reported hardship among caregivers. The same observation was made by the

Department of Health (DOH) in 2023 because public mental health resources are limited in the Philippines.

The caregiving role also demands time, which may also be a threat to financial security. Lalani et. Al. (2025) reported that rural caregivers lost their jobs and led to financial losses. This financial hardships lead to higher stress levels, a similar finding noted in the study of Thibodeau-Nielsen et al. (2021)

In addition to financial struggle, caregivers also suffer from emotional pain while witnessing their loved ones mental and physical hardships. The condition is known as vicarious pain which was documented in the study of Timmers et.al. (2025) that parents find it distressing to watch their children suffer pain. In the study of Kaynak et.al. (2024) parents of substance users lamented the caregiver burden including stigma and blame being directed to them. Participants in the study of Fernandez-Avalos et.al (2020) shared that the constant care made their physical and emotional well being declined owing to continued demand of care. It can be gleaned that parental empathy causes distress but this could go unnoticed as parents have to prioritize their caregiving duty.

Besides financial struggle and emotional hardships, it is also prominent among carers to fear for the future. Parents think that their children are limited because of the difficulties they have experienced in managing symptoms and dysfunction observed due to manifested symptoms. In Oman, parents expressed their worry about their children's career path and academic success due to the delay in their years of study. They also narrated that it could hurt prospects of potential relationship and marriages as described in the study of Al Yahyaei et.al. (2024). Parents feared that they lacked preparedness about future care, questioning about who would provide future social support when they are gone (Holmes et.al., 2024). Such fear contributes to feelings of helplessness, an observation found by Rohd et.al in 2023, from parents who experienced mental health care and mental health predisposition.

It is also observed that caregiving hardships always have an interplay. Financial struggle increases the effect of emotional and psychological distress bringing fear among parents about what is to expect and what has to come for their children.

Restorative Practices

The emerging narrative of the parents of young adults with mental health conditions highlighted the importance of restorative practices as adaptive coping that helps the parents to restore strength and continue caring despite emotional turmoil and hardships. Parents shared that praying, faith anchoring, support from other people, and engaging in self-care activities help them regain their motivation to take care of their children.

The result of this study, supported by the findings of Zeinalzad et al. (2025) emphasizes the role of spiritual connection and self-care of the parents in experiencing a greater sense of mental stability. In addition, George et al. (2020) said that to lessen the impact of emotional distress, social support will help people at least to buffer the complexities of challenges. Indeed, these adaptive coping skills allow parents to manage their emotions that strengthens their compassion and empathy which drive them to a more resilient caregiving.

Holistic Support System

The narratives of parents of young adults with mental conditions underscored the important role of holistic support systems that go beyond treatment. They shared the need of multi-dimensional support which includes emotional, social, spiritual, informational, and professional support to help them in facing the complexities of parenting of young adults with mental health conditions. Parents' sentiments were the desire for understanding and acceptance from the family, church, school, and to the wider community. Stigma and lack of awareness remain barriers for progress in addressing mental health that hinder seeking support and social-inclusion. This finding reinforces the study of Zeinalzad et al. (2025) emphasizing the impact of stigma and the importance of community awareness. The literature stated that stigma and societal misconception remains barriers from seeking help and establishing support networks. Go et al. (2024) suggests that a community based awareness program must be established to educate the community promoting a more informed public about mental health. This program has been effective strategies to improve societal attitudes leading to a more accepting and

supportive environment both for parents and their young adult children.

Furthermore, one key finding of this study is the strong desire of parents to acquire knowledge and skills which are important in managing the condition of their children. Lack of professional guidance is also their concern since this results in them to doubt their caregiving approaches, leading to fear and anxiety. Additionally, parents not only seek professional care but also warmth, compassion, sincere, and have clear direction. Zeinazald et al.(2025) confirm the need for parents to educate about mental health for them to build confidence, practical competence, and literacy.

Compassion and Empathy

The emerging theme of Compassion and Empathy arose in the lived experiences of parents of young adults with mental health conditions. Despite the conditions of their young adult children, they are able to offer emotional support by being physically present and understand the complexities of experiences from their child's point of view. Compassion was evident not only by words but also by actions of these parents. These compassionate and empathic actions can create a safe environment where the child feels supported and valued.

This finding confirms the existing literature highlighting the critical role of compassion and empathy in caregiving. Studies affirm that empathic and compassionate caregiving reduces distress even when there are high demands in caregiving (Mithesh & Sheelam, 2023). According to the study of George et al. (2020), emotional attunement in caregiving, where presence and taking the standpoint of the child help them feel validated and connected. When parents use their empathic lens in the perspective of their child, parents are more likely to respond with warmth and affection rather than frustration and pressures. This strengthens the parent-child relationship that helps to improve the mental health symptoms.

Post-Research Conceptual Framework

The Masked Heart

Using Interpretive Phenomenological Analysis (IPA), this study was able to produce this conceptual Framework named the MASKED HEART. The Personal Experiential Themes (PET) obtained

from participants' experiences were analyzed and Group Experiential Themes (GET) were obtained. The Masked Heart conveys that a parent's heart is suffering and sick as depicted by the hospital mask. Parental Distress and Caregiving Hardships are experiences that made them struggle. But despite their burden, parents' love are full of compassion and empathy. They were able to fill their hearts with such understanding by trying to do restorative practices to care for themselves. Further, parents hope for understanding from people and a holistic support system.

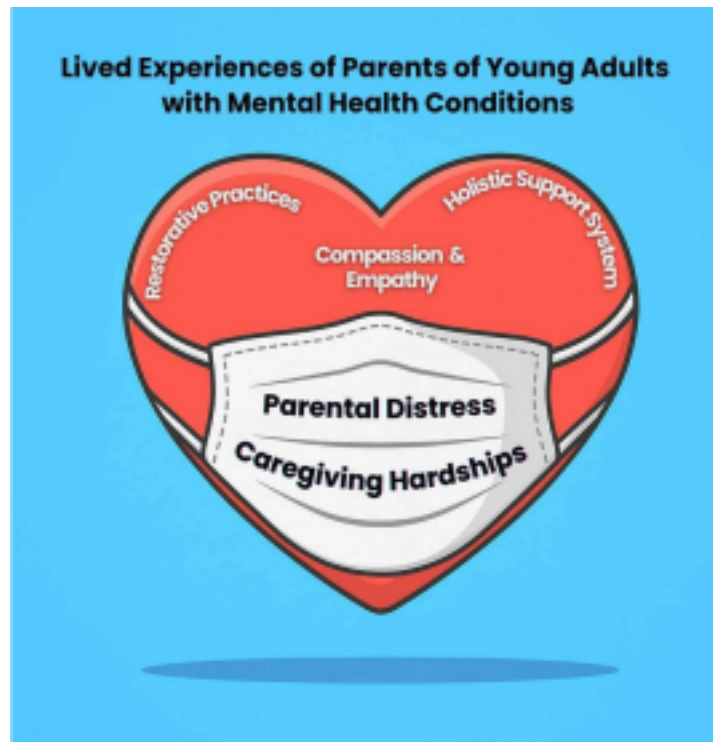


Figure A. The Masked Heart. A Post Conceptual Framework Depicting the Lived Experiences of Parents of Filipino Young Adults with Mental Health Condition

V. CONCLUSION

In conclusion, the lived experiences of parents parenting young adults with mental health conditions are marked by emotional challenges such as fear, confusions, frustration, emotional pain, and burnout. To lessen the emotional stress, it is important to provide parents with relevant knowledge about the condition of their children through psychoeducation, seminars, and workshops. Additionally, access to compassionate and competent mental health professionals is crucial so parents can receive clear direction and emotional support. Encouraging the parents to join support groups assists parents feel empowered through sharing of experiences and acquire effective coping strategies.

To further conclude, parents' most challenging experiences are Financial Burden, Vicarious Pains, and Fear of the Future. These circumstances are summed up in what we call the Caregiving Hardships. Parents have to carry the financial constraints caused by the costs of medicine, therapy and sometimes rehabilitation.

This finding can provide additional data to urge law makers in crafting and amending the existing mental health law and mental health benefits to respond to the increasing demand of mental health care. While worrying about finances, parents also feel vicarious pain. They are hurt by watching their children being burdened with the symptoms of the condition, while being helpless and clueless as to what other support and care they could offer. As such, parents also needed to care for their mental health as well. They could seek and collaborate with mental health professionals to lessen the brunt of the mental and emotional burden they needed to carry.

Financial burden and vicarious pain are often accompanied by the constant fear of the future for these young adults. Parents are anxious about what to expect and how to move forward with the mental health conditions that hamper their children's ability to function in day-to-day life often fearing not being able to perform academically and receive success. Such data can provide a basis for improving holistic and future care for young adults with mental health conditions

to enable them to be independent and performative individuals.

Furthermore, the journey of the parents' experiences echoes the significance of restorative practices such as faith anchoring, social support, and self-care activities which help the parents to restore strength and continue caring. These restorative practices can be supported through programs that promote spiritual support, peer group, and self-care activities such as spiritual sessions, advocacy walk groups, and retreats. These can be practiced into a holistic care framework.

Also, this study underscores the importance of a holistic support system which includes family, church, school, and professionals where this work together to relieve the emotional stress and foster a positive environment for both parent and the child. Conducting awareness campaigns to schools and communities can help acquire understanding, patience, and emotional support as this helps promote social-inclusion and safe space for parents to feel heard and accepted. Schools should uphold an inclusive environment to help students thrive in their studying. When these systems work together, providing holistic support they create an empowering environment that will help the parents and the young adults to succeed.

Moreover, the findings of this study prove that even in the face of difficulties, parents find strength from their compassion and empathy which guide their parenting experience with patience and understanding. Attending training and actively engaging with support groups will help the parents practice empathic listening and develop emotional resilience while consistently showing unwavering commitment and love to their child.

With the results, the themes highlighted that caregiving responsibility is not only a burden but also a deeply meaningful journey.

VI. AI DECLARATION

During the preparation of this work, the authors used ChatGpt Grammar Checking Service in the discussion portion of the paper. ChatGpt was also utilized in alphabetizing the references of the paper. After using the tool/service, the authors reviewed and edited the content as needed and should take full responsibility of the publication's content.

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