

Examining the Impact of Caregiving Roles and Responsibilities, Caregiver Centered Communication to Caregiving Students' Satisfaction: A Quantitative Study

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INTRODUCTION

Rationale

In the United Kingdom, it was found that undergraduate student satisfaction in higher education was greatly enhanced by warm, respectful, and trusting relationships with approachable and empathetic staff, alongside well-organized courses, with staff support and job security being essential for sustaining such relational teaching (Bell, 2021). In the United States, students who have caregiving duties often experience depression and anxiety, which these feelings are connected to their financial aid records, part-time status, and their grades. Moreover, students who provide care are more likely to have emotional stress and struggle more with their schoolwork (Armstrong et al., 2022). Caregiving students who provide support that cares, for example, help them reduce burnout and enhance their quality of life (Dang et al., 2025). The study carefully looked at many important areas that affect how happy caregiving students feel, including how much teachers support students, how good the teaching was, how comfortable and helpful the learning spaces are, the support and services offered to students, the campus facilities, and how well students feel prepared for life after the school campus (Zhu, 2025).

In the Philippines, the responsibility of caring for elderly individuals was primarily shouldered by families, focusing on maintaining dignity, well-being, and quality of life. However, as traditional caregiving practices diminish due to modernization, it becomes essential for both families and the government to collaborate through education, community initiatives, and protective legislation to fulfill this obligation (Dimog et al., 2024). Furthermore, Barangay Health Workers in Cebu City are vital in promoting mental health within the community. Utilizing interlocutor analysis enables them to enhance their mental health management skills, improve coping mechanisms, and maintain their commitment despite facing challenges such as limited resources and social stigma (Deguma et al., 2025). Moreover, caregiving responsibilities among Filipinos are frequently unequally distributed, disproportionately affecting women this imbalance results in issues like caregiver burnout, financial pressure, and hindered career prospects, underscoring the necessity for more robust social support systems and proactive government measures (Mateo & Ruiz, 2023).

Furthermore, the level of academic satisfaction experienced by students is notably influenced by communication that prioritizes caregivers. Oducado et al. (2022) found that nursing students at West Visayas State University had their satisfaction and performance during the pandemic significantly predicted by their professors' caring behaviors, such as empathy and attentiveness. Similarly, Oducado & Soriano (2021) noted that compassionate communication fostered positive learning experiences and enhanced student satisfaction and engagement in higher education institutions across Manila and Western Visayas. Additionally, another study indicated that supportive communication contributes to improved well-being and satisfaction by associating instructors' compassionate actions with reduced stress and burnout among Visayan students (Oducado et al., 2021). However,

the challenges associated with caregiving responsibilities and communication obstacles hinder caregiving students' ability to learn and perform effectively.

These challenges influence both the satisfaction and self-perception of individuals in their caregiving positions. They lead to emotions such as anxiety and stress, while also complicating academic performance (Hutson B., 2023). The intricate issues surrounding caregiving roles encompass emotional stress, physical and financial pressures, insufficient support systems, and growing complexity as the demands of caregiving evolve (Susan et al., 2024). Caregiving is an exceptionally challenging and complex responsibility that necessitates a careful balance between the demanding needs of those being cared for and the caregiver's own physical, emotional, and financial resources (Penning & Wu, 2022). Effective communication poses a challenge, as it is difficult to adequately involve student caregivers in managing everyone's responsibilities while honoring individual choices; additionally, there are limited resources available to assist caregivers in this regard (Wittenberg E., 2021).

However, students in senior high school who are caregivers encounter numerous challenges as they juggle their academic commitments alongside their caregiving duties. This balancing act frequently leads to heightened stress levels, which can negatively impact their academic performance. While much of the existing research emphasizes the obstacles these students face, it often overlooks the potential role of communication in shaping their satisfaction with school. Many caregiving students struggle to manage both their educational and caregiving responsibilities effectively. There is a scarcity of quantitative research that examines how discussions surrounding caregiving roles affect these students' overall satisfaction. Investigating this area could provide valuable insights into how caregiving students can better navigate their obligations and utilize school support systems to enhance their chances of success.

Research Objectives

This research was conducted to analyze the relationship between caregiving roles and responsibilities and caregiving centered communication on caregiving students' stress. This study search for answers in the following:

To examine the impacts of caregiving roles and responsibilities on the levels of caregiving students' satisfaction, in terms of:

- a. emotional health and well-being,
- b. support and impact; and
- c. lifestyle.

To determine the impacts of caregiving centered communication on the levels of caregiving students' satisfaction, in terms of;

1. decision making,
2. recognizing and respond to emotions; and
3. exchange of information.

To determine the level of impact that caregiving roles and responsibilities and caregiving centered communication n stress levels of student caregivers in terms of;

1. overall satisfaction and improvement,
2. environment and safety; and
3. communication and empathy.

To examine the significant relationship between caregiving roles and responsibilities and caregiving students' satisfaction.

To analyze the significant relationship between caregiving centered communication and caregiving students' satisfaction.

To discover of which of the domains in caregiving roles and responsibilities would influence on caregiving students' satisfaction.

To find out which of the domains in caregiving centered communication would influence on caregiving student satisfaction.

Research Hypotheses

The following Hypotheses was tested at a 0.5 level of significance.

1. There was no significant relationship between teaching caregiving roles and responsibilities and caregiving students' satisfaction.
2. There was no significant relationship between caregiving centered communication and caregiving students' satisfaction.
3. There was no domain in caregiving roles and responsibilities that would significantly influence caregiving students' satisfaction.
4. There was no domain in caregiving centered communication that would significantly influence caregiving students' satisfaction.

REVIEW OF RELATED LITERATURE

This part of the study contained articles that related caregiving roles and responsibilities, caregiving centered communication and caregiving students' satisfaction. Different variables and Indicators were used in the study to discussed as well.

Caregiving Roles and Responsibilities

According to Schulz et al. (2020), caregiving involves multiple responsibilities that collectively support the daily functioning of participants, such as personal hygiene, food intake, mobility assistance, and medication management. Beyond providing direct physical care, caregivers play a vital role as coordinators for complex health needs; they arrange medical services, accompany care recipients to appointments, and address financial matters (Moen et al., 2025). Moreover, caregiving can significantly affect the personal development, relationships, and mental health of these youths, particularly when they perceive it as a burden or feel obligated to undertake this responsibility (Li & Lee, 2022). Ultimately, student caregivers juggle diverse roles alongside their academic commitments by assisting family members with daily living activities and addressing health-related needs (Carter et al., 2022).

Managing caregiving duties in conjunction with personal commitments can pose challenges for caregivers, often necessitating the pursuit of additional support services (Nguyen et al., 2022). Furthermore, students who take on caregiving roles frequently experience heightened levels of stress and emotional exhaustion as they balance these responsibilities with their academic commitments (Skufca & O'Connell Hartman, 2020). These students often face significant academic hurdles, including class absences and lower academic performance due to their caregiving obligations (Sharma et al., 2022). Consequently, caregiving students are required to navigate intricate family demands while simultaneously managing their studies, which necessitates a strong capacity for organization, resilience, and adaptability (Sharma et al., 2022).

Emotional Health and Well-being. According to Lam (2025), caregiving can have both beneficial and detrimental impacts on emotional health. For example, younger caregivers often face psychological stress but also experience personal growth and a sense of purpose. Additionally, studies suggest that support from friends and counseling can greatly enhance these students' ability to cope with stress and improve their emotional well-being (Carter et al., 2022). Consequently, implementing these strategies can empower student caregivers to thrive both academically and emotionally while juggling their caregiving duties (Sheth et al., 2021). Conversely, if

caregivers struggle with emotional health issues that hinder their capacity to provide emotional support, it can be more challenging for students to achieve emotional wellness (Neher, 2021).

Students engaged in caregiving often experience significant emotional strain, as this role is demanding and requires considerable effort, particularly when they provide care for over 20 hours each week such extensive involvement can lead to increased feelings of depression, anxiety, and overall poor health (Kolodziej et al., 2025). This situation is especially pertinent for caregiving students who navigate complex responsibilities and must pay close attention to their own emotional well-being in addition to that of those they support (Baylis, 2024). Conversely, caregiving by younger individuals can sometimes yield beneficial effects, such as enhanced self-esteem and personal growth. Nevertheless, sleep disturbances may impact the degree of these positive outcomes, influenced by the caregiver's age (Lam et al., 2025). Ultimately, highly intense caregiving correlates with poorer emotional health on more frequent occasions, reflecting elevated levels of emotional distress (Bom et al., 2025).

Caregiving can pose challenges to emotional health; however, it also brings benefits such as enhanced self-esteem, accelerated maturity, strengthened family bonds, and the development of new skills (Landi et al., 2025). Moreover, caregivers approach their online social interactions thoughtfully to safeguard their emotional well-being, highlighting the complexity of their responsibilities in both digital and physical realms (Gullick et al., 2024). Additionally, evidence suggests that providing structured support to caregivers enhances their psychological health and the standard of care they provide (Abdullah et al., 2025). Lastly, research conducted by Greene et al. (2023) found that combining emotional health support with educational resources significantly improves the experiences of student caregivers.

Support and Impact. Social support plays a vital role in preserving our mental health during difficult times (Zhou & Yao, 2020). Research indicates that social support can alleviate symptoms of depression, anxiety, and stress, especially when it aligns with an individual's coping requirements (Akhther & Sopory, 2022). Additionally, the nature of the support received and individual perceptions of it are significant factors, with family and emotional support often proving to be more advantageous (Liu et al., 2024). Consequently, the findings highlight the importance of recognizing the unique social support needs of each caregiver and providing tailored assistance during hospice care (Hannah Choe et al., 2025).

Support includes emotional, instrumental, and informational aspects, all of which have been linked to increased happiness and reduced feelings of depression or anxiety across various groups during the pandemic (Alshehri et al., 2020). Emotional support fosters a nurturing environment for individuals to express and regulate their emotions, while instrumental support offers practical assistance for managing stress (Cobo-Rendón et al., 2020). Furthermore, social support not only positively influences mental health but also diminishes perceived stress by changing how individuals view stressful situations (Ekmen et al., 2021). Consequently, integrating social support into mental health interventions may enhance their effectiveness in promoting well-being among individuals (Yıldırım et al., 2023).

In medical contexts, the protective role of social support in maintaining mental health is crucial for making effective treatment choices, especially during stressful periods like pandemics (Tee et al., 2020). Consequently, therapies that include family members, friends, and peer groups can notably alleviate stress and enhance mental health outcomes (Mansueto et al., 2021). Moreover, robust support networks facilitate the sharing of information and the development of new ideas, which benefits not only those directly involved but also society at large (Lindsey et al., 2025). Ultimately, such support contributes to increased success and satisfaction in educational settings, communities, and workplaces by fostering well-being and collaborative efforts (Martin et al., 2020).

Lifestyle. According to Pasch et al. (2025), college students exhibit various habits in their daily routines that significantly impact their health. Additionally, the rapid pace of urbanization is reshaping individuals' lifestyle preferences, with many now favoring smaller homes and closer community connections (Tchong, 2025). These factors highlight the essential elements of lifestyle medicine and underscore the necessity of integrating it into medical education and practice to mitigate chronic disease risks and improve overall well-being (Rippe, 2023). Furthermore, the role of lifestyle factors in cancer prevention and their effects on cancer outcomes and survival rates is increasingly being recognized within medical research (Sharman et al., 2024).

The COVID-19 pandemic significantly accelerated transformations in people's lifestyles, leading to an increase in solitary activities, including hobbies and exercise (McKinsey, 2025). Additionally, aligning these priorities helps individuals make lifestyle choices that benefit both their mental health and the environment (Smith, 2025). Furthermore, behavioral patterns related to lifestyle among college students differ according to variables such as gender and ethnicity (Peterson & Bopp, 2025). Nonetheless, many students who focus on supporting others often lack sufficient support from peers and educational resources, which can hinder their ability to maintain good mental health (Cal State Long Beach, 2025).

Evidence suggests that providing care for someone three to five days a week is linked to an increase in mental health challenges, especially when the care recipient is elderly or suffers from a chronic illness (Higher Ed Dive, 2022). Additionally, student caregivers often experience feelings of being overwhelmed as they juggle academic responsibilities alongside their caregiving duties (AARP, 2020). Despite the inherent challenges of caregiving, it can also foster resilience and equip individuals with valuable skills such as time management and interpersonal awareness, which are advantageous in both personal and professional contexts (Becker & Sempik, 2020). Nonetheless, the demands of caregiving can be profoundly draining and may contribute to health issues, thereby hindering caregivers' academic performance (Pak et al., 2024).

Caregiving Centered Communication

Caregiver-focused communication can facilitate a smoother adjustment throughout the illness trajectory, leading to better adherence to prescribed treatment plans and greater satisfaction with care for both patients and their families (Hirschman et al., 2020). Furthermore, improved communication among caregivers alleviates anxiety and burden, enhances quality of life, and aids in coping during high-pressure situations; however, there is a notable absence of standardized tools for assessing communication quality in geriatric care (Demiris et al., 2020). Additionally, strong communication between patients and healthcare professionals is critical for effective care and recovery. Patient-centered communication, which is grounded in enduring nursing principles, is vital for customizing care according to patients' health requirements, beliefs, and individual circumstances to achieve optimal outcomes (Kwame et al., 2021).

Lastly, communication that focuses on caregivers remains a crucial aspect of healthcare. Family caregivers often perceive that their needs and perspectives are overlooked during discussions with healthcare professionals. Despite research demonstrating that effective communication enhances caregiver satisfaction and well-being in hospice care and other caregiving environments (Seegers et al., 2022), this issue persists.

Decision Making. Decision-making is a complex process, and patient decision aids play a crucial role by providing information about risks, benefits, and personal values to assist individuals with dementia or their caregivers in making choices related to end-of-life and palliative care (Zhong et al., 2025). Additionally, caring for elderly individuals at home involves navigating numerous intricate daily decisions, with the most significant being whether to continue living at home or transition to a care facility, as noted by home care providers (Lai et al., 2022). Furthermore, the decision-making process in caregiving often includes challenging clinical and ethical dilemmas that can affect both patient outcomes and the burden faced by caregivers (Johnson et al., 2024). Ultimately, caregiving for older adults entails navigating complicated daily choices, particularly the decision between staying at home or moving to a care home, which frequently leads to considerable emotional distress for concerned families (Patel et al., 2020).

Based on a needs assessment of older adults, our study explored home care teams' views on the decisions their clients face and the extent to which they engage in collaborative decision-making during care (Lai et al., 2020). Additionally, family caregivers for elderly individuals receiving home care often find themselves in circumstances requiring them to make crucial and difficult choices, which can lead to feelings of conflict and regret (Doan et al., 2024).

Furthermore, shared decision-making serves as both a response to and an acknowledgment of patients' rights to be informed about healthcare options and to choose among them. This approach emphasizes the importance of communication and the exchange of information (Tattersall et al., 2021). Moreover, in examining family

caregivers' experiences with end-of-life decision-making, findings revealed that clear communication, consensus among family members, and interactions with healthcare providers significantly bolster caregivers' confidence in their decision-making processes (Wong et al., 2024).

Based on a comprehensive needs assessment, we analyzed the perspectives of home care teams regarding client decisions and their involvement in collaborative decision-making (Légaré et al., 2022). In addition, it was found that shared decision-making in older adults receiving home care with cognitive impairments increased caregiver participation and better aligned decision-making roles (Garvelink et al., 2020). Furthermore, this needs assessment allowed us to investigate home care teams' opinions on client choices and their participation in collaborative decision-making processes (Symmons et al., 2023). Lastly, through the same needs assessment approach, we evaluated home care teams' attitudes toward client decisions and their engagement in collaborative decision-making activities (Robinson et al., 2020).

Recognizing and Responding to Emotion. Recent research utilizing eye tracking technology indicates that individuals primarily rely on the mouth and eyes for the swift and precise identification of emotions (Carter & Luke, 2025). Furthermore, advancements in facial landmark models have refined their focus on critical features like the mouth and eyes, enhancing the ability of both humans and artificial intelligence to recognize emotions more swiftly and accurately (Chitti et al., 2025). This capability is essential for people to effectively understand the emotions of others, playing a crucial role in communication and fostering interpersonal harmony (Lim et al., 2025).

Being able to identify emotions is only part of the journey; the other aspect involves managing them and responding suitably to both your own feelings and those of others. Techniques such as labeling and acknowledging emotions can diminish their intensity and lead to better control, ultimately fostering resilience and enhancing mental well-being (Health K., 2024). Moreover, when it comes to addressing the emotions of others, empathy plays a crucial role. This entails being aware of their feelings and reacting in a considerate and supportive manner (Fontaine et al., 2023). Furthermore, regulating your emotional responses contributes to developing more relationships by aligning your actions with the emotions of those around you (Mayer et al., 2023).

Regular practice and self-awareness can significantly improve one's ability to identify and manage emotions, thereby increasing emotional intelligence. This enhancement can lead to greater well-being and happiness, as well as facilitate the resolution of social challenges (HelpGuide, 2025). Furthermore, individuals with elevated emotional intelligence typically experience lower stress levels and foster healthier interpersonal connections (KidsHealth, 2024). In summary, effective emotion management is beneficial for personal development and enhances relationships across all aspects of life, including professional settings and personal interactions (Salovey & Mayer, 2020).

Exchange of Information. The sharing of information across different healthcare systems has played a vital role in improving the quality of medical services (Adler-Milstein et al., 2024). Furthermore, it is essential to ensure that health information sharing is safe, standardized, and secure to meet evolving healthcare needs while safeguarding individual privacy (McCoy et al., 2020). As such, protecting patient medical information is primary, requiring strong security measures to protect data while it is being transmitted (Smith & Nguyen, 2025).

In Germany, general practitioners expressed a higher level of satisfaction regarding their communication with pharmacies and patients; however, they reported lower satisfaction concerning interactions with health departments and inpatient facilities (Brooks et al., 2025). Additionally, the exchange of information plays a crucial role in enhancing understanding and operational efficiency across various domains by applying general principles and regulations (Vest & Jaspersen, 2024). Moreover, ensuring the security of patient medical data is paramount during information exchanges, especially in critical procedures where data privacy is essential (Johnson & Lee, 2025). Furthermore, sociocultural communication theories examine how effective communication aids in forming social norms and resolving issues when information exchange proves inadequate (Littlejohn & Foss, 2024).

Health information exchange (HIE) has become essential in modern healthcare, as it enables healthcare professionals to promptly access and share vital patient data (Adler-Milstein & Jha, 2024). This inter-organizational information sharing not only improves the quality of care but also contributes to the sustainability and operational efficiency of healthcare systems (Silva et al., 2020). Additionally, advancements in health information technology have significantly transformed healthcare by promoting the exchange of patient data across various platforms, thereby improving overall health outcomes (Blumenthal & Tavenner, 2024). Furthermore, it is crucial to consider patient preferences and concerns when developing HIE systems, with particular emphasis on trust, consent, and the protection of data privacy (Sankar et al., 2024).

Caregiving students' Satisfaction

Firstly, medical students in Sudan, particularly those juggling caregiving responsibilities, are navigating online learning amidst the ongoing conflict. This situation raises concerns regarding their mental health, with issues like stress, anxiety, and depression being prevalent as they strive to balance their academic pursuits and caregiving roles (Bushra et al., 2025). Furthermore, various forms of both formal and informal interactions with peers and instructors significantly influence the satisfaction levels of undergraduate students in Singapore. This is especially true for those who have caregiving responsibilities, as these interactions affect their contentment with aspects such as their academic programs, faculty members, university facilities, student support services, personal learning experiences, overall university life, and their status as students (Wong & Chapman, 2023). In addition to this, the quality of academic services provided in higher education plays a crucial role in shaping student satisfaction. This is particularly relevant for students with caregiving duties and relates directly to how satisfied they are in recommending their institution to others. It underscores the necessity of robust academic support systems for those balancing studies alongside caregiving obligations (Rizwana R. & Aamir R., 2023).

According to Kurdi et al. (2020), the satisfaction of students, particularly those in caregiving fields, significantly impacts their overall experience and level of engagement. This highlights the importance of elements such as communication, support, commitment, and recognition in boosting student satisfaction. The education system in the Philippines, influenced by its colonial past under Spanish and American rule, along with ongoing reforms aimed at improving accessibility, continues to encounter various challenges (Bai, 2023). Furthermore, online peer support available through mobile phones and the internet can assist caregiving students in coping with issues like stress and promoting their well-being; however, further investigation is necessary to fully comprehend its effects on their satisfaction, mental health, and overall functioning (Tolley et al., 2020).

Overall Satisfaction and Improvement. Satisfaction surveys, near to those utilized in healthcare for evaluating patient experiences, can offer essential insights into the experiences of caregiving students. These surveys aid in understanding their requirements, refining support systems, and improving their overall satisfaction and well-being within an educational context (Cui et al., 2025). Additionally, just as customer satisfaction is crucial for business success, the contentment of caregiving students significantly impacts their academic performance and overall well-being, particularly concerning high-quality services in areas such as guidance (Patulin, 2025). Moreover, various aspects of school resilience especially internal resources and self-esteem play a critical role in influencing academic performance. This underscores the necessity of bolstering caregiving students' resilience to enhance their satisfaction, motivation, and achievements in school (Pacheco et al., 2025).

According to Xiaoling Wang et al. (2025), positive emotions significantly impact academic engagement among undergraduates by fostering absorption, vigor, and dedication. The authors highlight that enhancing the well-being and life satisfaction of caregiving students can lead to improved overall academic involvement and satisfaction. Moreover, prioritizing the enhancement of critical factors is essential for improving caregiving students' satisfaction levels, which in turn supports their mental health, well-being, and academic performance. This holistic approach aids in balancing their educational responsibilities with caregiving duties, ultimately contributing to their long-term success and personal growth (Prasetiyo & Rahayu, 2025). Additionally, the College Student Life Satisfaction Scale (CSLSS) offers a reliable and culturally appropriate assessment of Filipino college students' contentment with various aspects of their educational experiences, including

relationships with peers and faculty, school environment, academic achievements, and balance between school and life responsibilities. This underscores the necessity of supporting caregiving students to boost their overall satisfaction and capability to manage both academic obligations and caregiving roles effectively (Masagca, 2025).

Meanwhile, a notable increase in satisfaction has a significant effect on performance, underscoring the importance of nurturing caregiving students' contentment with their academic surroundings and available resources. This support can lead to heightened engagement, productivity, and an overall ability to harmonize their educational pursuits with caregiving duties (Gazi et al., 2024). Additionally, high-quality services defined by attributes such as reliability, responsiveness, assurance, empathy, and adequate facilities contribute to improved satisfaction levels. This indicates that providing caregiving students with similarly high-standard academic and support services can positively impact their well-being (Setyawan & Isnanto, 2025). Furthermore, the repercussions of Covid-19 are emphasized, revealing that the insights obtained could assist caregiving students in bolstering their resilience, adaptability, and general satisfaction while navigating both academic obligations and caregiving responsibilities (Fabiano et al., 2022). Finally, it is important to note that offering comprehensive support and organized resources for caregiving students can further enhance their satisfaction, health, and proficiency in managing both academic tasks and caregiving duties effectively (Benson et al., 2024).

Environment and Safety. According to Manisalidis et al. (2022), air pollution, driven by harmful elements such as particulate matter, ozone, nitrogen oxides, sulfur dioxide, volatile organic compounds (VOCs), heavy metals, and various other pollutants, poses significant threats to both human health and the environment. This underscores the necessity for public awareness, collaborative scientific efforts across disciplines, and sustainable strategies aimed at ensuring environmental safety and safeguarding communities. Additionally, establishing a secure learning environment is contingent upon the social skills of staff members, the availability of teaching aids and resources, effective communication of information, and knowledge of safety protocols. This highlights that a robust safety and security system based on risk assessment, along with strong leadership, is vital for promoting effective environmental safety within educational institutions (Savolainen, 2023). Furthermore, public health crises and epidemics can alter perceptions of safety while endangering healthcare workers thus, it becomes crucial to comprehend the factors influencing nurses' psychological well-being and their capacity to maintain safe practices in such challenging settings (Zhao et al., 2020).

Moreover, adolescence can be a crucial phase characterized by increased sensitivity to environmental factors, providing a chance for healing from early-life challenges. However, it is still uncertain if this recovery influences other areas of functioning beyond stress response systems, which underscores the necessity of a secure and nurturing environment (Colich et al., 2020). Additionally, high-performance work systems coupled with perceived organizational support strengthen commitment among hospitality employees, whereas workplace bullying and psychosocial safety climate have significant effects on outcomes. This situation highlights the need for managing psychosocial risks to maintain a safe and supportive workplace (Teo et al., 2020). Furthermore, the construction sector, recognized for its hazardous conditions, can improve safety by merging the benefits of both Safety I and Safety II strategies. This approach balances hazard management with worker empowerment to foster a safer and more resilient work environment (Sarvari et al., 2024).

In relation, the COVID-19 pandemic has profoundly affected family dynamics and early childhood programs, exerting considerable strain on parents and caregivers while compromising the safe and nurturing environments crucial for children's growth (Roulx et al., 2021). Additionally, studies indicate that consistent and safety-oriented behaviors by caregivers during critical developmental periods significantly influence children's brain development and emotional regulation. This underscores the essential nature of a secure and supportive atmosphere in fostering healthy development and informing interventions for children facing early adversity (Gee et al., 2021). Furthermore, Clar et al. (2022) highlight that effective management of child feces through caregiver disposal methods and child latrine education is influenced by contextual and psychosocial factors. This emphasizes the necessity of supportive settings and safety-oriented strategies to minimize health risks and enhance sanitation initiatives. Lastly, physician empathy, manifested in various forms, is crucial for improving patient outcomes, ensuring safety, and facilitating communication. This highlights its significance in cultivating a supportive healthcare environment while also revealing areas that require further research.

Communication and Empathy. Physician empathy, manifested through various expressions, is crucial for enhancing patient outcomes, safety, and communication. This underscores its significance in fostering a supportive healthcare environment and indicates areas needing further research (Zhang et al., 2020). Moreover, experiential empathy training proves to be more effective than purely humanistic approaches for healthcare professionals and students. However, it emphasizes the necessity for interventions that are theoretically grounded and meticulously monitored to ensure continuous enhancement of empathic skills and to promote safe and supportive healthcare settings (Pilar Bas-Sarmiento et al., 2020). Additionally, the significance of empathetic communication and the legitimacy of governance within public organizations is highlighted. It illustrates how efficient crisis management strategies can bolster relationships and contribute to safer, more resilient social environments (Dolamore et al., 2020). Furthermore, compared to face-to-face meetings, patient care delivered via telephone or videoconferencing poses greater challenges. These methods of interaction may hinder effective communication, limit opportunities for expressing empathy, and impact caregivers' confidence in establishing robust interpersonal connections with patients (Lorena Gutiérrez-Puertas et al., 2024).

According to D'souza et al. (2020), there is a noticeable decrease in empathy among medical students as they progress through their training. The authors aimed to explore whether a single-session training focused on communication skills could enhance empathy levels in these students. Furthermore, Cannity et al. (2021) found that a structured program for communication skills significantly boosted the confidence and capacity of student nurses to engage in effective communication and demonstrate empathetic responses during intricate clinical situations, emphasizing the importance of formal training centered on empathy within nursing education. Additionally, Sharma et al. (2020) introduced a computational framework designed to assess how empathy is expressed during text-based mental health dialogues, revealing that while empathic communication can be accurately recognized, it does not inherently improve over time. This highlights the necessity for organized training in empathy coupled with constructive feedback. In contrast, Wang et al. (2022) noted that caregivers' empathy, as measured by EEG, can diminish their satisfaction with healthcare services due to the shared experience of patient suffering; however, effective communication between physicians and patients utilizing process-based informed consent can alleviate this adverse effect.

Virtual reality training has the potential to improve the skills of caregivers and, in certain programs, foster empathy. This underscores its role as a novel approach for enhancing communication and empathetic care for elderly patients suffering from chronic illnesses (Wang et al., 2023). In addition, affective training utilizing augmented reality has been shown to significantly boost caregivers' communication abilities, such as maintaining eye contact, while also fostering greater empathy. This positions it as a valuable resource for advancing compassionate care in dementia contexts (Nakazawa et al., 2023). Furthermore, cognitive empathy does not appear to correlate with mental health; conversely, higher emotional empathy levels among dementia caregivers were linked to worse mental health outcomes. This illustrates the intricate relationship between empathy in caregiving communications and emphasizes the necessity for supportive interventions (Alice Y. Hua et al., 2021).

Correlation Between Measures

The studies cited above underscore a positive correlation between school Caregiving roles and responsibilities and caregiving centered communication, both of which significantly impact on caregiving student's satisfaction. Caregiver's personal experiences, emphasizing the obstacles they face and the tactics they use to juggle various roles. We highlight design possibilities such as helping caregivers recognize and reflect on their current roles, using that awareness to improve coordination, supporting role-specific scheduling with proper recognition, and offering aid for smoothly shifting between evolving responsibilities Chung C. (2024). Caregiving - centered communication is essential for clear interactions with patients and caregivers during care transitions. It boosts patient safety across the entire healthcare system from hospitals and primary care practices to long-term care facilities and beyond (Wagner, J., 2023). Communication on caregiving and increases our knowledge and understanding about the role of communication in caregiver burden (Elaine W., 2021)

Additionally, caregiving roles and responsibilities in home-based palliative care involve daily tasks like helping with personal needs and managing emotions during tough times. Specialized teams must check caregivers' confidence, knowledge, skills, and abilities to better prepare them for caregiving, handling loss, and coping

afterward (Paula Caetano, 2024). Caregivers often find family care meaningful and rewarding, even though it comes with real challenges and limits (Jūratė Charenkova, 2023).

Furthermore, when healthcare providers communicate well with caregivers, it better meets the caregivers' need for information. Caregivers feel satisfied when providers use person-centered approaches, like truly listening and focusing on their concerns (Yuen, 2025). Similarly, skilled communication from hospice clinicians helps family caregivers feel involved in caring for their loved one (Bharadwaj, 2024). In caregiving-centered communication training for students, emphasizing these strategies teaches future providers to build trust, address family needs, and make caregivers active partners in patient care.

Moreover, caregiving students feel more satisfied when personal habits, family ties, and surroundings shape their care skills. Training that builds people skills, fits each student's needs, and offers good guidance helps them connect better with families in health care, according to Jessica Longhini (2022). Eun-Young Park (2022) shows social support lowers care stress and sadness, while raising parents' happiness which lifts students too.

The preceding presentations and discussions of various literature significantly helped and shed light on the significance of caregiving roles and responsibilities and caregiving centered communication in caregiving students' satisfaction. The cited literature also assisted the researchers in recognizing that there exists a substantial correlation between caregiving roles and responsibilities and caregiving centered communication, contributing to the caregiving students' satisfaction among senior high school student at Lorenzo S. Sarmiento Sr. National High School.

THEORETICAL FRAMEWORK

This section of the study reviews articles and findings on students' personal caregiving roles and responsibilities, caregiving centered communication, and caregiving students' satisfaction. Various variables and indicators used in this study are presented.

The present study has the background from Ainsworth et al, (1974) Caregiving Theory of Mind emphasizes how caregiving roles and responsibilities shape individuals' self-perception and capacity to provide care, emphasizing the integration with caregiving centered communication to enhance students' satisfaction in their roles. Self-perception from these experiences significantly influences mental health, stress levels, and coping mechanisms, which are further shaped by interpersonal interactions and task management, ultimately contributing to overall stress experiences and satisfaction in care delivery (Parminder, 2004). The caregiving communication plays a pivotal role in molding the caregiving journey and well-being for both caregivers and recipients (Hermanns et al., 2012). Consequently, there is a strong connection between communication centered on caregiving roles asserts that effective communication that reflects caregiver sensitivity and clarity in role identification is vital for reducing stress, enhancing satisfaction in caring, and fostering positive outcomes in caregiving (Önerup 2010).

Secondly, the research is underpinned by the Role Theory outlined by Swanson et al. (1997), which emphasizes emotional health, support, lifestyle, and well-being as foundational to caregiving roles and responsibilities encompassing physical, emotional, supervisory, instrumental, and protective duties that foster a sense of meaning.

Caregiving roles and responsibilities, as the primary indicators, directly influence caregiving students' satisfaction by intersecting with academic demands, students often face emotional strain and financial hardships that diminish their educational satisfaction (Sharma, 2025). Despite reporting positive treatment from institutions, the strain of balancing these roles with schoolwork and employment hinders academic persistence and heightens stress underscoring their critical impact (Skufca, 2020)

Moreover, the research incorporated by Howard (1971) Communication Accommodation Theory which examines the influence of beliefs on communication behaviors. This model serves to guide caregivers in their communication regarding health management tasks, particularly those that involve decision-making, emotional

awareness and response, as well as information exchange. Effective communication between caregivers and healthcare teams should emphasize areas such as relationships, information sharing, emotional dynamics, care management, and decision-making (Ganz et al., 2020). It is essential that the assessment of healthcare services delivered to patients and their families includes an evaluation of caregiver-centered communication (Meas, 2023).

Additionally, communication that focuses on caregivers can enhance the ability of patients and their families to adjust throughout their illness by fostering adherence to prescribed treatment regimens, boosting satisfaction levels with care, and facilitating a more comprehensive response (Larson et al, 2020) Furthermore, the Communication Accomodation Theory by Howard (1971) emphasizes the significance of the environment and safety, overall contentment and progress, as well as communication and empathy among those delivering care. This theory suggests that both internal and external elements influence the happiness of students in caregiving roles.

Finally, this study utilized Churchill's (1982) developed a foundational model of consumer satisfaction determinants, often referenced in satisfaction research, which examines how expectations, perceived performance, and disconfirmation influence overall satisfaction key elements adaptable to caregiving students' experiences in balancing academics and care duties.

This framework posits that satisfaction arises from the interplay of cognitive evaluations, such as preparations and efforts during academic sessions, alongside environmental factors like safety, communication, empathy, educational quality, social-cultural support, perceived status, and financial stability, directly aligning with the challenges faced by these students.

Karen Seary's (2020) work on pastoral care by empathetic educators further complements this by linking supportive higher education environments to improved student satisfaction and retention, emphasizing relational empathy as a driver of well-being. Likewise, Dukut et al. (2022) highlight the need for flexible schedules, peer networks, and mental health resources to mitigate dual-role stressors like academic delays and emotional strain, reinforcing how these supports enhance preparation-derived satisfaction per Churchill's model.

CONCEPTUAL FRAMEWORK

Presented in Figure 1 was the conceptual framework of the study. The independent variables of this study were the caregiving roles and responsibilities and the caregiving centered communication. The first independent variable of this study was caregiving roles and responsibilities. Caregiving roles and responsibilities is determined with the following indicators: emotional health and well-being. Usually refers to managing emotions positively and coping with life's challenges; support and impact, pertained to the help received and its influence on an individual's emotional and overall well-being; lifestyle, referred to the way a person lives, including their habits, behaviors, and daily routines.

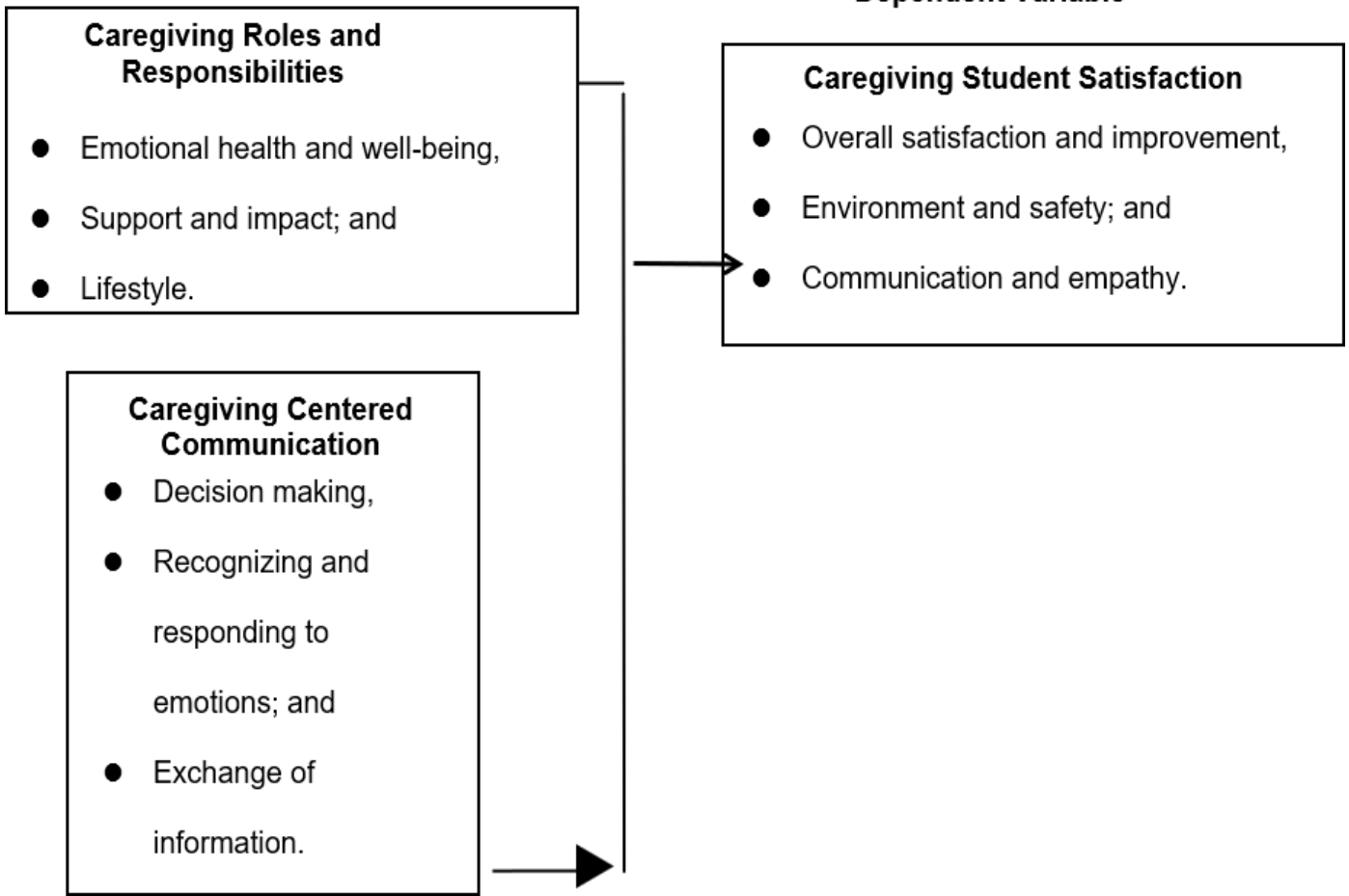
Also, the second variable of this study is Caregiving centered communication had a following indicators: Decision making, was the process of choosing the best course of action among available options.; recognizing and responding to emotion, refers to the ability to identify others' feelings and react appropriately; exchange of information, pertained to the sharing and receiving of ideas, facts, or messages between individuals or groups.

In this way, caregiver centered communication is essential for family caregivers to feel acknowledged and supported by the health care team, which can reduce their sense of overwhelm and improve their ability to manage care effectively.

Furthermore, the dependent variable was caregiving students' satisfaction, with the following indicators: Overall satisfaction and improvement, means measuring overall satisfaction and identifying ways to improve it to better meet needs and expectations; environment and safety, means creating and maintaining a living and care environment that is appropriate to the individual's needs and protects them from harm; *Communication and Empathy*, means sharing and understanding others' feelings and thoughts by listening and caring with kindness.

Independent Variables

Dependent Variable



Significance of the Study

This research provides valuable insights for school administrators, educators, caregiving students, and prospective researchers. Caregiving students frequently juggle their responsibilities at home with academic obligations, which may result in feelings of stress, anxiety, and fatigue. Such pressures can hinder their ability to concentrate, achieve restful sleep, and perform academically. Furthermore, the findings can assist educational leaders in developing programs that offer necessary support to caregiving students, promoting their overall well-being. Enhanced support systems can facilitate these students in maintaining focus and engagement despite their numerous commitments.

Teachers play a crucial role in helping caregiving students identify both their strengths and areas for improvement. By examining these aspects, educational institutions can develop more effective support systems and policies that address the emotional and academic needs of caregiving students, ultimately enhancing their overall happiness and likelihood of remaining enrolled in school. Understanding the factors that influence their dual roles enables students to discover strategies for managing stress while balancing their academic responsibilities and caregiving tasks.

The research highlights the significance of responsibility management and effective communication for caregiving students, suggesting improvements in their environment that foster well-being, academic success, and personal satisfaction. Additionally, these findings can inform future studies and provide valuable insights for those researching the experiences of caregiving students.

Definition of Terms

In order for the reader to have a better understanding of the terminologies used in the study, the following terms were defined operationally and conceptually.

Caregiving Role and Responsibilities. It helps with household chores, self-care, and movement; giving emotional support; keeping social connections; helping with health and medical needs; guiding and coordinating care; and making decisions for the person when needed (Schulz et al., 2020). In operational terms, it means the caregiver takes care of person daily needs and overall well-being.

Caregiving Centered Communication. It was the way of communicating that recognizes and responds to family caregivers' needs, preferences, and perspectives (Hirschman et al., 2020). In operational terms, it refers to involving caregivers as partners in care, helping them adapt to illness, follow treatment plans, feel satisfied with care, and have their emotional and social needs supported make informed decisions.

Caregiving Students' Satisfaction. It refers to a longitudinal protective effect on carers' Emotional distress caused by perceived personal burden. The findings indicate that interventions aimed at strengthening caregiving satisfaction may play a significant role in maintaining positive mental health outcomes for informal caregivers (Martínez et al., 2025). In operational terms, it refers to the fulfillment and sense of purpose caregiving students experienced, which contributed to better emotional health outcomes and helped them cope more effectively with the demands of both caregiving and academic responsibilities.

METHOD

Discussed in this chapter were the research steps and procedures that were employed in this study. This chapter presented the research design, research locale, sample, research instrument, data collection, and statistical tools.

Research Design

This study was employed a quantitative, non-experimental descriptive correlational research design. As this approach does not manipulate or control variables, it is appropriate for examining real-life contexts and understanding how factors naturally relate to each other.

Quantitative design was a research method that focuses on gathering and analyzing numerical data to identify patterns, evaluate hypotheses, and make conclusions (Creswell & Creswell, 2022). In this study, the design was applied through the use of structured questionnaires to obtain measurable data from senior high school students. Variables were assessed using standardized instruments with Likert scales, and the data collected was processed using statistical techniques and subsequently interpreted.

Descriptive correlational design was a quantitative research approach that describes two or more variables and their correlations, capturing a snapshot picture of circumstances while confirming the correlation between variables. It is applied to summarize important characteristics of data and discern patterns for further analysis or making conclusions (Monsen & Horn, 2007). Its fundamental goal is to observe and document what currently existing. This study uses a descriptive design with structured questionnaires to collect numerical data on teachers' work-life balance, teaching motivation, and commitment. The data is evaluated using descriptive statistics, namely mean and standard deviation, to summarize teachers' profiles across factors. This approach will provide a thorough overview of these critical issues to the target audience of teachers.

Moreover, correlational research design examines the strength and direction of relationships between variables without manipulation by the researcher, allowing for prediction and explanation of associations in a natural, non-experimental context (Creswell, 2012). While it does not prove causation, it does indicate whether variables are related, such as when higher levels of one factor correspond to rises or decreases in another. This study will use a correlational approach to investigate the relationship between teachers' work-life balance, teaching motivation, and commitment. The data will be measured and examined with statistical methods, specifically Pearson's correlation coefficient, to identify the strength and direction of these correlations.

Research Locale

The results of this study focused only on secondary schools in Mawab, Davao de Oro because of the limited area and number of participants, the findings may not apply to other places or systems. Figure 2 shows a map

of the Philippines with its 17 regions, highlighting Region XI where Mawab, Davao de Oro is located. The same figure also includes a smaller map showing where the respondents live within Mawab.

Mawab is a landlocked town in the coastal province of Davao de Oro in the Philippines. It is located 103 kilometers away from Davao City, the main city in the Davao Region, and 21.1 kilometers from the provincial capital of Davao de Oro. The town covers an area of 136.10 square kilometers, which is about 2.98% of the total area of Davao de Oro. According to the 2020 Census, the population of Mawab is 39,631 people. The people who took part in the study were from Mawab, Davao de Oro. The Mawab area has six high schools, both public and private. The study's participants came from Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

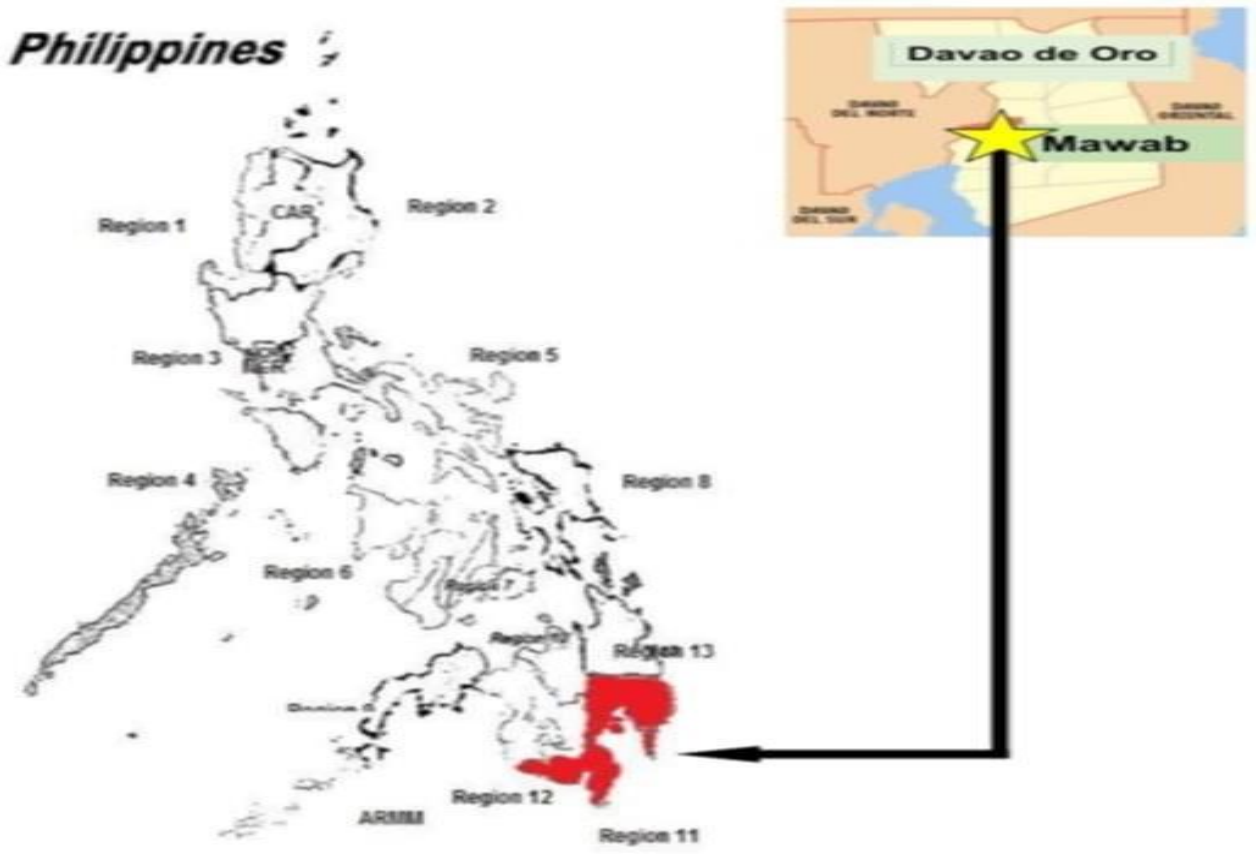


Figure 2. Map of the Philippines Highlighting Mawab, Davao de Oro

Population and Sample

This study used simple random sampling to select respondents. The population consisted of 204 Senior High School Caregiving Students from Lorenzo S. Sarmiento Sr. National High School year 2024 to 2025, all of whom were required to be enrolled in their respective institutions.

According to Kline (2005), a sample size of 100 to 200 people is usually enough for a basic research study when the data is normally distributed. In the case of Caregiving students of Lorenzo S Sarmiento Sr. National High School out of a population in 204 individuals, a random sample of 183 are selected. The chosen respondents 183 is important for big population of caregiving students. The sample size was computed using the Raosoft sample size calculator. Shown in the table are the respondents of the study which are the caregiving students of Lorenzo S. Sarmiento Sr. National High School, for the year of 2025-2026.

School	Population	Sample
A	51	46
B	43	39

C	55	49
D	55	49
Total	204	183

Table 1. Population and Sample Size of Respondents

The distribution of the respondents, shown in Table 1, was follows: 49 caregiving students in grade 11- Jade; 49 caregiving students in grade 11 - Amethyst; 46 caregiving students in grade 12- Aphrodite; and 39 caregiving students in grade 12- Apollo. The total number of caregiving students involved is 183.

Research Instrument

The instrument that was used in the study was adapted from the survey of Valerie Shilling et al., (2023) for the first independent variable questionnaire, which based on caregiving roles and responsibilities; and the second independent variable questionnaire was used to determine the caregiving centered communication response inspired by George Demiris et al., (2019), and the caregiving students' satisfaction by SuperSurvey (2007) for the dependent variable.

The first set of the questionnaire deals with caregiving roles and responsibilities. It was composed of three (3) indicators such as emotional health and well-being, support and impact, and lifestyle

For the caregiving roles and responsibilities, the following (4) are orderable levels with their perspective range of mean and descriptions will be considered.

The second set of instruments deals with caregiving centered communication. It composed of indicators such as decision making, recognizing and respond to emotions; and exchange of information.

Range of Means	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This meant that the caregiving centered communication to caregiving students' satisfaction was very much positive.
3.40 – 4.19	High	This meant that the caregiving centered communication to caregiving students' satisfaction was positive
2.60–3.39	Moderate	This meant that the caregiving centered communication to caregiving students' satisfaction was moderately positive.
1.80–2.59	Low	This meant that the caregiving centered communication to caregiving students' satisfaction was not positive.
1.00–1.79	Very Low	This meant that the caregiving centered communication to caregiving students' satisfaction was less positive.

The third set of instruments that deals with caregiving students' satisfaction. It composed of (3) indicators such as overall satisfaction and improvement, environment and safety; and communication and empathy.

Range of Means	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This meant that the satisfaction to caregiving students was be very positive.
3.40 – 4.19	High	This meant that the satisfaction to caregiving students was positive.
2.60–3.39	Moderate	This meant that the satisfaction to caregiving students was moderately positive.
1.80–2.59	Low	This meant that the satisfaction to caregiving students was less positive.
1.00–1.79	Very Low	This meant that the satisfaction to caregiving students was not positive.

Lastly, the research instrument that was used in this study was evaluated by experts with an overall rating of 4.86.

Data Collection

The following salient steps were adhered to as part of the procedure for gathering data:

The researchers will follow a careful process to gather data. First, they made sure their survey questions were valid. Then, they got approval from their research adviser, Sir Noli Julosan. Next, they obtained permission from the OIC-School Principal, Ma'am Roberta A. Javier PhD of Lorenzo S. Sarmiento Sr. National High School by getting a permission letter. This letter was shared with the teachers who helped collect data, ensuring everyone was informed and on board.

The researchers will talk and give informed consent to participants in person, explaining the study's purpose and what was expected of them. They answered any questions the participants had, making sure everyone understood. Participants who agreed to join signed consent forms, which were kept confidential. Only necessary personal information was collected.

The researchers were explained everything clearly to each participant and kept their answers private. Participants had enough time to fill out the questionnaires, which were then collected and checked for completeness.

The gathered data were then organized for statistical analysis, which the researchers performed and later validated with a statistician from Lorenzo S. Sarmiento Sr. National High School. The researchers analyzed the data to draw conclusions and make recommendations based on the study results.

Statistical tool

The statistical tools that were used for data analysis and interpretation are the following.

Mean. This statistical tool was used to determine the level of impact on caregiving roles and responsibilities and caregiving centered communication challenges on caregiving students' satisfaction

Spearman's rho correlation. This statistical tool was used to determine the significance relationship between caregiving roles and responsibilities and caregiving centered communication challenges on caregiving students' satisfaction.

Multiple Regression Analysis. This statistical tool was used to determine the influence of caregiving roles and responsibilities and caregiving centered communication on caregiving students' satisfaction.

Ethical Consideration.

There were some important ethical concerns in this study, mainly because of how the study was done. These issues included making sure the study was allowed to happen, and keeping people's information private and anonymous. After carefully checking the study plan and rules, especially about who took part and how the data was handled, the researchers closely followed all the ethical rules while doing the research.

Voluntary Participation. The school teachers were allowed to take part without worrying about any punishment or losing benefits. They were told why the study was being done and how it could help. The participants' rights to share information and be part of the study were respected and agreed on.

Privacy and Confidentiality. The researchers kept the respondents' personal information secured and kept it as secret as possible in the private study.

Informed Consent. The survey was not used difficult technical words that might confuse the respondents. This helped them better understand the benefits they can get from the school principal's actions.

Recruitment. The way respondents were chosen was shown by how they were spread out. The methods used to collect data, how the questionnaire was arranged, and the kinds of people who took part in the study were clearly explained.

Risks. The study was not put the participants in any danger in terms of physically, mentally, or financially.

Benefits. The study's results were help caregiving students in terms of how they are satisfied with their roles and responsibilities also in communication. The study was honest and did not include any false information or made-up data.

Fabrication. There was not even the slightest sign of intentional, dishonest declarations regarding the actions taken without creating the data outcomes or supplying anything that lacked accuracy.

Falsification. The study was not showing any signs of purposely lying, changing data to fit a theory, or making things sound bigger or better than they really are.

Conflict of Interest (COI). The study showed no signs of any conflict of interest. This means the researchers did not have any outside reasons, like money or career benefits, that might have unfairly influenced their decisions. They focused only on the important things, like keeping the participants safe and making sure the study's results were accurate and honest.

Deceit. There was no trace of deceptive content in the study that could cause harm to the respondents.

Permission from the Organization/Location. The research was conducted by the researchers with formality and adhered to the ethical standards set by the concerned organization. Thus, the researchers sent a formal letter of consent to the concerned respondents and involved in Lorenzo S. Sarmiento Sr National High School that were included in this research. The research was only conducted after the approval of the authorities.

Authorship. The researchers were students of Grade 12 TVL Caregiving students at Lorenzo S. Sarmiento Sr. National High School. The research went through several reviews.

The study also followed the ethical rules set by the School Ethics Review Committee. The collected data were checked to make sure the research questions were reliable.

RESULT

This part of the paper presented the data and analysis of findings obtained from the responses in the questionnaire based on the research objectives presented in the first chapter of this paper. Tables were arranged under the following subheadings: Level of caregiving roles and responsibilities, Level of Caregiving Centered Communication, Level of Caregiving Student’s Satisfaction, Significant Relationship between Caregiving Student’s Satisfaction and Caregiving Roles and Responsibilities, Significant Relationship between Caregiving Student’s Satisfaction and Caregiving Centered Communication, Multiple Regression Analysis on the Influence of the domain of Caregiving Student’s Satisfaction to the Caregiving Roles and Responsibilities, and Multiple Regression Analysis on the Influence of the domain of Caregiving Student’ Satisfaction to the Caregiving Centered Communication among Senior High School Students at Lorenzon S. Sarmiento Sr. National High School with their corresponding indicators.

Level of School Caregiving Roles and Responsibilities

Table 2 shows the level of caregiving roles and responsibilities in terms of emotional health and well-being, support and impact and lifestyle. The overall mean is 4.06, described as high, with a standard deviation of 0.47. The very high level could be attributed to the high ratings given by the respondents in all indicators. This entails that the respondents’ responses to the level of caregiving roles and responsibilities are positive in terms of emotional health and well-being, support and impact and lifestyle.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.26 or very high for lifestyle with a standard deviation of 0.50; 4.21 or very high for support and impact with a standard deviation of 0.59; 3.71 or high for emotional health and well-being with a standard deviation of 0.88.

Table 2. Level of Caregiving Roles and Responsibilities

Indicators	Mean	SD	Descriptive Equivalent
Emotional Health and Well-being	3.71	0.88	High
Support and Impact	4.21	0.59	Very High
Lifestyle	4.26	0.50	Very High
Overall	4.06	0.47	High

The principal positive caregiving role and responsibility is *lifestyle*, which shows the highest average among all assessed indicators. This aspect underscores how caregiving responsibilities are intricately linked to an individual's way of life, as they impact daily habits, decisions, and priorities. Providing care extends beyond merely fulfilling tasks; it encompasses offering emotional support, understanding, and presence, all of which influence how caregivers allocate their time and energy. By establishing a balanced and supportive routine, caregivers can more effectively address the needs of others while also attending to their own well-being. This equilibrium fosters healthier practices, enhances relationships, and contributes to overall wellness, illustrating that caregiving significantly shapes a positive and meaningful lifestyle.

In terms of *support and impact*, there is a general consensus on the significance of being skilled and attentive when caring for others. This entails recognizing the various needs, abilities, and circumstances of those receiving care. Acknowledging these distinctions fosters trust, alleviates stress, and minimizes the likelihood of misunderstandings. Consequently, caregivers are advised to adopt supportive strategies, which include cultivating strong relationships, demonstrating patience and empathy, providing encouragement, and honoring individual preferences. These practices significantly enhance well-being and contribute positively to both the caregiver and the care recipient.

Finally, *emotional health and well-being* are clearly reflected in the roles and responsibilities of caregivers, with this aspect exhibiting the lowest average score. This indicates that individuals engaged in caregiving not only fulfill their duties but also demonstrate a genuine emotional commitment to enhancing the welfare of those they

assist. Their readiness to embrace both emotional and physical challenges showcases a profound sense of duty and personal development. Focusing on emotional health enables caregivers to cope with stress, maintain patience, and offer reliable support. As caregivers cultivate effective coping mechanisms and self-care routines, they enhance their capacity to nurture positive relationships and provide high-quality care. Consequently, both caregivers and those receiving care reap the rewards, as achieving emotional equilibrium fosters better well-being, stronger bonds, and a more nurturing caregiving atmosphere.

Level of Caregiving Centered Communication

Shown in Table 3 are the mean scores for the indicators of caregiving centered communication, with an overall mean of 4.23 and described as very high with a standard deviation of 0.45. The very high level could be attributed to the very high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of caregiving centered communication are very much positive in terms of decision making, recognizing and respond to emotions and exchange of information.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.28 or very high for exchange information with a standard deviation of 0.52; 4.22 or very high for recognizing and respond to emotions with a standard deviation of 0.52; 4.18 or high for decision making with a standard deviation of 0.55.

Table 3. Level of Caregiving Centered Communication

Indicators	Mean	SD	Descriptive Equivalent
Decision Making	4.18	0.55	High
Recognizing and Responding to Emotion	4.22	0.52	Very High
Exchange Information	4.28	0.52	Very High
Overall	4.23	0.45	Very High

In the realm of *exchange information*, the indicator with the highest average underscores the significance of transparent and consistent communication in caregiving scenarios. This emphasizes that effective communication plays a crucial role in various facets of caregiving, such as providing emotional support, making decisions, and managing daily care tasks. Essentially, this indicator assesses how information sharing impacts both the quality of care provided and the relationships among those involved. A high score in this indicator indicates that caregivers recognize the importance of open dialogue and are capable of accurately and respectfully exchanging information. Furthermore, it suggests that caregivers possess strong awareness, adaptability, and collaborative skills, enabling them to respond effectively to needs, minimize misunderstandings, and enhance overall support.

With respect to *recognizing and responding to emotion*, the researchers noted an overwhelmingly positive reaction from participants, indicated by a notably high average score. Caregivers demonstrate a pronounced capability in communicating effectively to recognize and respond to emotional states. This elevated average implies that caregivers are attentive to emotional signals and possess the ability to comprehend both their own feelings and those of others. Their proficiency in meeting emotional needs through transparent and empathetic communication reflects both emotional insight and accountability. Such skills enable caregivers to navigate difficult situations, offer solace, and react suitably during stressful periods, underscoring their resilience and preparedness for the emotional challenges inherent in caregiving responsibilities.

Finally, the mean score for *decision making* was the lowest, indicating how caregivers navigate choices over time. Despite this lower score, caregivers demonstrate an awareness of the significance of making thoughtful decisions, particularly in challenging circumstances. Nonetheless, this reduced score could imply hesitation or challenges in making decisions that impact the long term. In summary, while caregivers recognize the influence of their decisions on care, there is a clear need for enhanced support and guidance to bolster communication and decision-making abilities, thereby promoting more consistent and effective caregiving.

Level of Caregiving Student’s Satisfaction

Table 4 presents the mean scores of caregiving student’s satisfaction as perceived by the overall satisfaction and improvement, environment and safety and communication and empathy. The overall mean is 4.33 with an equivalent description of very high and with a standard deviation of 0.43. This implies that the respondents’ responses to the level of caregiving student’s satisfaction are very much positive in terms of overall satisfaction and improvement, environment and safety and communication and empathy.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.35 or very high for environment safety with a standard deviation of 0.49; 4.35 or very high communication empathy with a standard deviation of 0.51; and 4.28 or very high for overall satisfaction and improvement with a standard deviation of 0.54.

Table 4. Level Caregiving Student’s Satisfaction

Indicators	Mean	SD	Descriptive Equivalent
Overall Satisfaction and Improvement	4.28	0.54	Very High
Environment and Safety	4.35	0.49	Very High
Communication and Empathy	4.35	0.51	Very High
Overall	4.33	0.43	Very High

The foremost advantage regarding the satisfaction of caregiving students, as perceived by Senior High School students at Lorenzo S. Sarmiento Sr. National High School, lies in the aspects of *environment and safety*, which is identified as having the highest average rating. This aspect emphasizes the importance of establishing a secure, tranquil, and nurturing atmosphere where individuals feel both protected and at ease. The significance attributed to this factor indicates that caregivers prioritize maintaining safety and fostering a positive environment within their roles. It implies an awareness among caregivers that effective communication can mitigate risks, alleviate stress, and build trust. By ensuring both safety and a supportive setting, caregivers are more adept at addressing needs, responding to issues, and delivering competent care, thus highlighting this dimension as a crucial strength in communication focused on caregiving.

Communication and empathy were identified as the most significant indicator, reflecting its high value according to the respondents. This aspect emphasizes caregivers' capacity to comprehend and resonate with the emotions of those they support while articulating their own thoughts and directives clearly. It implies that caregivers are adept at recognizing emotional requirements, responding with compassion, and offering assistance that fosters trust and reassurance. The integration of effective communication with empathy enhances relationships, ensures clarity of concerns, and cultivates a more supportive caregiving atmosphere. By incorporating empathy into their communication practices, caregivers can more effectively address the needs of those in their care, resulting in a more positive and adaptable caregiving experience.

Finally, the aspect of *overall satisfaction and improvement* exhibits the lowest mean indicator. This indicates the sentiments of both caregivers and recipients regarding the quality of care provided and its potential for fostering positive changes over time. It suggests that, despite caregivers fulfilling their responsibilities, there exists an opportunity to bolster feelings of achievement and observable advancements in caregiving results. Emphasizing overall satisfaction and improvement prompts caregivers to evaluate their methods, seek constructive feedback, and implement modifications that enhance care quality. This strategy transcends mere task completion; it aims to cultivate significant experiences and promote ongoing development for both caregivers and care recipients.

Significance on the Relationship Between Caregiving Roles and Responsibilities and Caregiving Centered Communication

One crucial purpose of this study was to determine whether or not caregiving roles and responsibilities has a significant relationship with caregiving students’ satisfaction. Spearman’s rho correlation was used to determine the correlation between the two variables. The computation was shown in Table 5.

Likewise, the results revealed that caregiving roles and responsibilities and caregiving student's satisfaction have a significant relationship. This result is due to a p-value of $<.001$, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis which stated that there is no significant relationship between caregiving roles and responsibilities and caregiving student's satisfaction is rejected. Moreover, spearman's rho correlation value which is 0.504 further means that there is a low correlation between Caregiving roles and responsibilities and Caregiving student's satisfaction.

Table 5. Significance on the Relationship Between Caregiving roles and responsibilities and Caregiving centered communication

		Caregiving Roles and Responsibilities	Caregiving Student's Satisfaction
Caregiving Roles and Responsibilities	Spearman's p-value	----	
Caregiving Student's Satisfaction	Spearman's p-value	0.504 <.004	----
*Significant at 0.05 significance level			

Significance on the Relationship Between Caregiving Centered Communication and Caregiving Student's Satisfaction

Another crucial purpose of this study is to determine whether or not caregiving centered communication has a significant relationship with caregiving student's Saturday. Spearman's rho correlation was used to determine the correlation between the two variables. The results of the computation are shown in Table 6.

Likewise, the results revealed that caregiving centered communication and caregiving student's satisfaction have a significant relationship. This result is due to a p-value of $<.001$, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between caregiving centered communication and caregiving students' satisfaction, is rejected. Moreover, spearman's rho correlation value, which is 0.984, further means that there is a moderate correlation between the caregiving centered communication and caregiving student's satisfaction.

Table 6. Significance on the Relationship Between Caregiving centered communication and Caregiving student's satisfaction.

		Caregiving centered communication	Caregiving student's satisfaction
Caregiving Centered Communication	Spearman's rho p-value	----	
Caregiving Student's Satisfaction	Spearman's rho p-value	0.651 <.008	----

*Significant at 0.05 significance level

Multiple Regression Analysis on the Influence of the Domain of Caregiving roles and responsibilities on Caregiving student's satisfaction.

The data shown in Table 7 are the regression coefficients to test the significant influence of caregiving roles and responsibilities and caregiving student's satisfaction among Senior High School Students at Lorenzo S. Sarmiento Sr. National High School. Using the multiple regression analysis, the data revealed that the influence of caregiving roles and responsibilities and caregiving student's satisfaction Senior High School Students at Lorenzo S. Sarmiento Sr. National High School f-value of 37.84 and a corresponding significance p-value of $<.001$, which is significant.

This means that the level of caregiving roles and responsibilities influences the caregiving student's satisfaction since the probability is less than 0.05. The coefficient of determination (R^2), which is 0.388, connotes that 38.80% of the variation in the level of caregiving roles and responsibilities influences the caregiving student's satisfaction. The remaining 61.2% is chance variation, which suggests that other factors beyond the scope of this study may also be attributed to Caregiving student's satisfaction.

Table 7. Multiple Regression Analysis on the Influence of the Domain of Caregiving roles and responsibilities on Students on Caregiving student's satisfaction

Caregiving Roles and Responsibilities	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Emotional Wealth and Well-being	0.066	1.094	.275	H_o is not rejected
Support and Impact	0.229	3.280	<.001	H_o is rejected
Lifestyle	0.459	6.731	<.001	H_o is rejected
Dependent Variable: Caregiving Student's Satisfaction				

* $p < 0.62$ $R = 0.39$ * $R^2 = 0.39$ $F - value = 37.84$ $p < .001$

The indicator emotional health and well-being has a coefficient of 0.066 and t-value of 1.094; and a p-value of 0.275, which is greater than the level of significance at 0.05. Therefore, this implies that emotional health and well-being has no significant influence on caregiving student's satisfaction, as experienced by caregiving student among Senior High School at Lorenzo S. Sarmiento Sr. National High School.

Also, support and impacts a coefficient of 0.229*; a t-value of 3.280 and a p-value of 0.001, which is less than the level of significance at 0.05. Therefore, this indicates that support and impact is the domain of caregiving roles and responsibilities, which has a significant influence to caregiving student's satisfaction. Similarly, the indicator lifestyle has a coefficient of 0.459*; a t-value of 6.731; and a p-value of 0.001, which is less than the level of significance at 0.05. Therefore, this indicates that lifestyle is the domain of caregiving roles and responsibilities, which has a significant influence on caregiving student's satisfaction.

Overall, this leads to the decision that the third null hypothesis, which stated that there is no domain in caregiving roles and responsibilities that would significantly influence caregiving student's satisfaction among Senior High School at Lorenzo S. Sarmiento Sr. National High School, is rejected.

Regression Analysis on the Influence of the Domain of Caregiving Centered Communication and Caregiving Student's Satisfaction

Data shown in Table 8 are the regression coefficients to test the significant influence of caregiving centered communication and caregiving student's satisfaction. Using the multiple regression analysis, the data revealed that influence of caregiving centered communication and caregiving student's satisfaction has f-value of 46.49 and corresponding significance p-value of <.001 which was significant.

This means that the level of caregiving centered communication influences the caregiving student's satisfaction since the probability is less than 0.05. The coefficient of determination (R^2) which is 0.438 indicates that 43.8% of the variation in the level of caregiving roles and responsibilities influences the caregiving student's satisfaction. The remaining 56.2% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to caregiving student's satisfaction.

Table 8. Regression Analysis on the Influence of the Domain of Caregiving Centered Communication on Caregiving Student's Satisfaction

Caregiving Centered-Communication	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Decision Making	0.263	3.527	<.001	H_o is rejected
Recognizing and Responding to Emotions	0.177	2.346	.020	H_o is not rejected

Exchange Information	0.340	4.809	<.001	H_0 is rejected
Dependent Variable: Students' Learning Engagement				

* $p < 0.01$ $R = 0.66$ * $R^2 = 0.44$ $F - value = 46.49$ $p < .001$

The indicator decision making has a coefficient of 0.263*; a t-value of 3.527; and a p-value of <.001 which is less than the level of significance at 0.05. Therefore, this indicates that decision making is the domain of caregiving centered communication which has a significant influence on caregiving student's satisfaction. Similarly, recognizing and responding to emotions has a coefficient of 0.177*; a t-value of 2.346; and a p-value of 0.020 which is less than the level of significance at 0.05. Therefore, this also implies that recognizing and responding to emotions is one of the domains of caregiving centered communication which has a significant influence on caregiving student's satisfaction.

Additionally, exchange Information got a coefficient of 0.340*; a t-value of 4.806; and a p-value of <.007 which is less than the level of significance at 0.05. Therefore, this implies that exchange Information is the domain of caregiving centered communication which has a significant influence on caregiving student's satisfaction. In conclusion, this leads to the decision that the fourth null hypothesis, which stated that there is no domain in caregiving centered communication that would significantly influence caregiving student's satisfaction among Senior High School Students at Lorenzo S. Sarmiento Sr. National High School, is also rejected.

DISCUSSION

The data on caregiving roles and responsibilities, caregiving-centered communication, and caregiving students' satisfaction are presented in this chapter, and the said discussions are based on the findings presented in the previous section. This section also offers additional research and related work on the study's findings, as well as the conclusions reached, and the helpful and pertinent recommendations made by the researchers in light of those findings.

Level of Caregiving Roles and Responsibilities

In the preceding chapter, the findings regarding the caregiving roles and responsibilities of senior high school students at Lorenzo S. Sarmiento Sr. National High School were presented. It revealed that the level of caregiving roles and responsibilities was reported as High, suggesting a significant presence of different factors that are present in caregiving students during their roles and responsibilities at school.

The respondents at Lorenzo S. Sarmiento Sr. National High School exhibited positive perceptions and elevated capabilities in fulfilling caregiving roles and responsibilities. These encompass challenges related to lifestyle, support, and impact, as well as emotional health and well-being. This was a positive level of caregiving roles and responsibilities, which reflects its significant impact on student satisfaction.

The indicators showed a high mean, suggesting that caregiving roles and responsibilities significantly influence students' satisfaction. This is in consonance to the insight that helps to identify the challenges faced by caregivers balancing dual responsibilities. Moreover, in congruence to the study, caregiving affects emotional health in two ways it builds well-being through a sense of purpose but also causes stress mainly for students, where satisfaction depends on good communication in their roles; kind talks lower worry, boost academic focus and happiness, and help balance care duties with school life. (Lam, 2025). Furthermore, Social support is key to keeping mental health strong during caregiving challenges, as it cuts down depression, anxiety, and stress especially when it fits a person's coping needs and boosts student satisfaction by easing role pressures through good talks that build purpose and balance school life with care duties, much like past studies show it buffers stress while deepening bonds for better well-being. (Zhou & Yao, 2020). Lastly, Social support is key to keeping mental health strong during caregiving challenges, as it cuts down depression, anxiety, and stress especially when it fits a person's coping needs and boosts student satisfaction by easing role pressures through good talks that build purpose and balance school life with care duties, much like past studies show it buffers stress while deepening bonds for better well-being. (Pasch et al., 2025).

Level of Caregiving Centered Communication

In the previous chapter, the study presented the level of caregiving-centered communication among Senior High School students at Lorenzo S. Sarmiento Sr. National High School. The results showed that caregiving-centered communication was rated as Very high. All indicators under this variable were also rated very high, which means that students strongly show this kind of communication in their daily interactions.

The respondents' level of caregiving-centered communication at Lorenzo S. Sarmiento Sr. National High School indicates positive perceptions and strong abilities in effectively conveying needs, offering support, and managing interactions that influence emotional health and overall well-being. This very positive level of caregiving-centered communication highlights its significant role in shaping caregiving students' satisfaction and their ability to navigate the challenges of balancing academic and caregiving responsibilities.

The indicator showed a very high mean which is exchange information, suggesting that Good talks play a big role in helping caregivers handle their two main jobs well, much like how tax offices work smoothly together, by easing student stress through clear chats that boost happiness, match past findings on role balance, and show how communication builds purpose and fits well-being theories for better school-life fit. In parallel to the Directorate General of Taxes (2025). Caregiving-centered communication lifts student satisfaction by spotting and handling feelings like naming stress or worry in chats which calms emotions, builds trust and strength, echoes past studies where emotional talks cut burnout in young caregivers, and fits theories like emotional regulation models where quick responses to feelings buffer role stress for better mental health and school-life balance (Health K., 2024). Lastly, decision making boosts student satisfaction with clear info sharing for choices like care plans or school tasks, easing dual-role confusion, building trust, matching past studies on joint talks, cutting stress, and fitting shared decision-making theories for better mental health and school-care balance. (Zhong et al., 2025).

Levels of Caregiving Students' Satisfaction.

The previous chapter showed the results of caregiving students' satisfaction levels, as observed by senior high school students. It revealed that caregiving students' satisfaction was described as very high. All three indicators for this variable were also rated as very high. This means caregiving-centered communication is strongly felt among senior high school students.

The respondents' level of caregiving students' satisfaction at Lorenzo S. Sarmiento Sr. National High School indicates positive perceptions and strong abilities in effectively, overall satisfaction and improvement, environment and safety, communication, and empathy. This is very positive in caregiving students' satisfaction helps students feel satisfied while managing their responsibilities.

The indicators showed a high mean, suggesting that caregiving roles and responsibilities and caregiving centered communication had significantly impact on caregiving students' satisfaction. Satisfaction surveys, similar to those used in healthcare to evaluate patient experiences, provide key insights into caregiving students' needs. In congruence to the study, these steps sharpen help systems and lift caregivers' well-being in school by easing role stress through good talks that build joy, match past ideas on clear bonds cutting burnout, and fit theories were communication balances dual duties for stronger student happiness. (Cui et al., 2025). Moreover, A safe learning space needs staff's people skills, good teaching tools, clear talks, and safety rule knowledge, plus strong leaders and risk-focused safety plans; this ties to caregiving students by showing how good communication in care roles cuts stress and boosts satisfaction, matching past ideas on bonds easing burnout while fitting theories where clear chats balance school duties for better well-being. (Savolainen, 2023). Finally, Doctor caring boosts patient results, safety, and talks, playing a key role in helpful healthcare and needing more study; like this, caregiving roles with good chats lift student happiness by easing stress and building purpose, matching past ideas on empathy cutting burnout, and fitting theories where clear bonds balance school-care duties for better well-being. (Zhang et al., 2020).

Significance on the Relationship Between Caregiving Roles and Responsibilities And Caregiving Student's Satisfaction

The study's results unveiled a significant relationship between caregiving roles and responsibilities and caregiving students' satisfaction. The p value indicated a correlation between these two variables. This correlation suggests that as caregiving roles and responsibilities increases, there is a corresponding increase in caregiving students' satisfaction.

The findings of the study revealed a significant relationship between caregiving roles and responsibilities and overall caregiving student's satisfaction. The p-value indicated a statistically significant correlation between the two variables, suggesting that proper balance of dual responsibilities can satisfied in caregiving students.

The evidence reveals a significant and complex relationship between caregiving roles and responsibilities and caregiving students' satisfaction, one that is shaped by how burdens are balanced, supported, and emotionally managed. In line with this, studies such as Lewis and Shifren (2018), highlights that while caregiving can foster skills, maturity, and a sense of purpose thereby enhancing satisfaction it also heightens stress and emotional demands that can reduce well-being if not adequately supported. Moreover, Greene et al. (2017), show that caregiving is associated with higher levels of depression and anxiety, especially when students must juggle academic work with intensive caregiving hours, which can strain mental health and lower satisfaction.

Similarly, the results align with broader research showing that caregiving roles reduce anxiety and build coping strategies when supported adequately, while shared responsibilities empower informed decision-making and self-efficacy (Hirschman et al., 2020). Emotional intelligence gained through caregiving further aids stress management and reliable support systems enable better role integration (Adler-Milstein et al., 2024). This collective evidence highlights that caregiving roles and responsibilities, when accompanied by adequate resources, significantly enhance caregiving students' well-being and success in both personal and academic spheres. This underscores the need for targeted interventions, such as training programs and support services, to optimize satisfaction and outcomes.

Significance of the Relationship Between Caregiving Centered Communication and Caregiving Student's Satisfaction

The results of the study revealed a significant relationship between caregiving centered communication and caregiving student's satisfaction. The findings showed a strong link between caregiving-centered communication and caregiving students' satisfaction. Effective communication in areas like information exchange, emotional awareness, and decision-making helps students better balance caregiving and academics. These results suggest that improving communication skills through training programs can reduce stress and improve students' overall satisfaction. This highlights the importance of supporting caregiving students with clear communication to enhance their success in both caregiving and academic roles.

Lastly, improved communication among caregivers alleviates anxiety and burden, enhances quality of life, and aids in coping during high-pressure situations; however, there is a notable absence of standardized tools for assessing communication quality in geriatric care (Demiris et al., 2020). Caregiving-centered communication greatly improves satisfaction for caregiving students by making them feel valued and supported in their roles. This approach focuses on the caregivers' needs, preferences, and input during talks with healthcare teams, which builds trust and reduces stress in busy geriatric care settings. For students training to be caregivers, it eases anxiety and burnout while helping them cope better under pressure, just as it does for experienced caregivers. Studies show that strong, empathetic communication leads to less distress, a stronger sense of involvement, and higher overall well-being, filling the gap in tools to measure communication quality

Multiple Regression Analysis on the Influence of the Domain of School Caregiving Roles and Responsibilities on Caregiving Students' Satisfaction

The regression analysis investigating the influence of caregivers' roles and responsibilities on caregiving students' satisfaction indicates that three domains emotional health and well-being, support and impact, and

lifestyle have a significant impact on students' satisfaction. On the other hand, balancing roles and responsibilities were found to be insignificant in influencing the satisfaction of caregiving students.

The study showed lifestyle had the highest average score, then support and impact, and emotional health and well-being had the lowest. This means caregiving duties strongly affect how happy students feel while balancing dual responsibilities. Good habits and help from others boost satisfaction, but emotions need more support to stay strong.

In congruence to the study, caregiving can challenge mental health, yet it also yields significant benefits, including enhanced self-esteem, accelerated maturity, strengthened family bonds, and the development of new skills (Landi et al., 2025). Social support encompassing emotional, instrumental, and informational aspects further bolsters emotional health and well-being, as it has been linked to increased happiness and reduced feelings of depression or anxiety across diverse groups during the pandemic (Alshehri et al., 2020). Despite these inherent challenges, caregiving fosters resilience and equips individuals with valuable skills like time management and interpersonal awareness, which prove advantageous in both personal and professional contexts (Becker & Sempik, 2020).

Multiple Regression Analysis on the Influence of the Domain of School Caregiving Centered Communication on Caregiving Students' Satisfaction

The regression analysis on the influence of caregiver-centered communication on caregiving students' satisfaction revealed that three domains recognizing and responding to emotions, decision-making, and exchanging information have a significant positive impact. In contrast, communication and sharing information were found to be insignificant influence of students' satisfaction.

The study found that exchanging information scored highest, decision-making came next, and recognizing emotions scored lowest in caregiving-centered communication. This shows such communication greatly boosts caregiving students' satisfaction by helping them feel at ease and valued. Exchanging information leads with the highest average score, making caregiving students feel informed and supported in their roles.

The decision-making process in caregiving often grapples with challenging clinical and ethical dilemmas that impact patient outcomes and caregiver burden (Johnson et al., 2024). Moreover, yet recognizing and responding through regular practice and self-awareness can enhance emotional intelligence to manage emotions effectively, foster greater well-being, happiness, and resolution of social challenges (HelpGuide, 2025). Lastly, while the exchange of information further boosts understanding and operational efficiency by applying general principles and regulations (Vest & Jaspersen, 2024).

CONCLUSIONS

Conclusions drawn from the results of the study. The study concludes that the level of caregiving roles and responsibilities was very high, as well as its indicators, namely, emotional health and well-being, support and impact, as well as lifestyle factors. Additionally, the study concludes that the level of caregiving centered communication was very high, along with its indicators such as decision-making, emotional recognition and response, and exchange information.

Moreover, the overall satisfaction of caregiving students was reported to be very high across three domains: overall satisfaction and improvement, environmental safety, and communication coupled with empathy. Furthermore, the findings contradict the initial theoretical assumption that there is no significant relationship between caregiving roles and responsibilities and caregiving centered communication on caregiving students satisfaction. Moreover, it was analyzed Spearman's rho product moment correlation that demonstrates a strong correlation between caregiving roles and responsibilities with student satisfaction, while caregiving-centered communication shows very high correlation with student satisfaction.

The study finds that, contrary to the assumption, the study concludes that caregiving roles and responsibilities and caregiving-focused communication have significant relationship and influence to satisfaction of caregiving students.

RECOMMENDATIONS

After presenting and discussing the study's findings and results, the researchers have developed several recommendations aimed at enhancing caregiving roles and responsibilities, as well as improving communication focused on caregiving. These suggestions are intended to effectively promote an engaging learning atmosphere in schools.

To enhance emotional health and well-being among individuals in caregiving roles, the administrators at Lorenzo S. Sarmiento Sr. National High School should implement specialized Caregiving Wellness Programs. These programs could include peer mentoring circles aimed at promoting lifestyle balance and providing support. The findings related to emotional health and well-being, specifically regarding the recognition and response to emotions, indicated that the null hypothesis was not rejected. This presents a valuable opportunity for school administrators to advocate for initiatives focused on improving emotional health and enhancing emotional awareness within the school community. Such programs would create safe environments where students can address emotional challenges, discuss caregiving responsibilities, and seek counseling services, thereby targeting essential indicators that contribute to overall satisfaction and personal growth.

Additionally, caregiving students can gain valuable insights from this study to enhance their roles and responsibilities in caregiving, as well as improve communication focused on caregiving. This can be achieved by incorporating interactive workshops that emphasize decision-making and emotion recognition. Furthermore, the emotional health and well-being aspect, along with the ability to recognize and respond to emotions, has not dismissed the null hypothesis. This indicates that caregiving students have the potential to learn how to articulate their emotions and understand emotional responses effectively. These workshops, facilitated by trained counselors, could employ role-playing activities and group discussions to develop essential skills, thereby fostering a sense of safety in their environment, promoting empathetic communication, and increasing satisfaction with school support systems.

Teachers can enhance their understanding of the emotions experienced by caregiving students, enabling them to respond with both compassion and assertiveness. Additionally, they may establish consistent feedback channels, including anonymous surveys and reflective journaling exercises linked to satisfaction metrics. This strategy empowers caregiving students to express their needs and monitor their development. By adopting this continuous method, schools can promote lasting improvements in emotional well-being, communication effectiveness, and overall student satisfaction.

Lastly, future research could investigate other elements such as the roles and responsibilities of caregivers, as well as communication focused on caregiving, which might impact the satisfaction levels of student caregivers. Subsequent studies could involve participants from higher education or primary education to examine factors related to caregiving satisfaction. Our study may serve as a reference for their literature reviews. Additionally, broadening the research scope to include aspects beyond just caregiving satisfaction may present a significant opportunity for further exploration.

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