



CHILDREN OF OVERSEAS FILIPINO WORKERS AND THEIR ACADEMIC PERFORMANCE

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ABSTRACT: *The parents are the provider of the basic needs of their children and considered as first educational institution for the children for it is the first place where children learn the basic learning and the first socialization of children where values, customs and culture is being introduced. Children in general, usually look up to their parents in terms of how they should act. The family serves as the first institution, in which children learn the very basic and essential values. Parents are there to give their children the love that they need, teach them what is the right and what is wrong while a child sees his/her parents as a role model and the most important person in his/her life. This study aimed to ascertain the academic performance of children of Overseas Filipino Contract Workers of the College of Teacher Education. This study utilized the descriptive research design. A questionnaire was used as the main data gathering tool from the respondents consisting of two parts that includes the profile of the respondents and the main question of this study. In the treatment of the profile of the respondents, the simple frequency count, percentage, and the academic performance of the respondents, the weighted mean had been used. On the basis of the findings of the study, the respondent's performance in their class which is very satisfactory is not affected by the absence of their parents. Based from the findings of this study, the researcher recommends that the children of Overseas Filipino Worker's should continue to strive and study hard despite the absence of their parents which may serve as an inspiration and a motivation for them to study harder and perform well in school and inculcate in their minds the sacrifices that their parents are enduring just as to provide them their needs and that the institution should provide the students the necessary guidance and assistance in terms of counseling and activities that would lessen the feeling of longing on the part of the students.*

KEYWORDS: *overseas Filipino workers, academic performance, socio-economic status, distant relationship, guidance, affection, homesickness,*

INTRODUCTION

The parents are the provider of the basic needs of their children and considered as first educational institution for the children for it is the first place where children learn the basic learning and the first socialization of children where values, customs and culture is being introduced. Children in general, usually look up to their parents in terms of how they should



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Nowadays, more and more Filipinos are working abroad. Overseas Filipino Workers opt to go overseas for a number of reasons. Some say it's the better economic and political state of other countries. Others do because they have no other choice. There are no job opportunities in our country, the Philippines which many Filipinos are forced to work abroad. They can find better salary opportunities abroad than staying in Philippines. Children of the OFW are oftentimes deprived of the attention and guidance from parents, who long for the care that their parents fail to provide due to working away from home to provide their basic needs.

As children begin to study, parents are important to help guide, teach and lead their children. It is a parent's responsibility to take care of their children; it is hard for a student to have no one to guide them especially in their studies. "Family is the first school for young children, and parents are powerful models"(Alice Sterling Honig, PH.D.)

Long distance relationship can be quite a challenging one. Parenthood makes it possible for parents to endure the pains of life in order to uplift their status in the society. A parental sacrifice is one of the most important virtues in maintaining the unity, stability, and harmony of home. Sad to say, according to an independent research by Cabansag (2005), more than 70% of the Filipinos are too poor to meet their family's basic needs because of this situation, many Filipinos decided to go abroad, believing that working overseas is the only way to ameliorate the living condition of the family.

Numerous investigations across disciplines have argued that growing up in a single-parent family has negative consequences for the school participation and educational success of children (McLanahan, 1985; Amato, 1987; Coleman, 1988; Krein and Beller, 1988; McLanahan and Sandefur, 1994). The theoretical argument for the lower educational success of children in single-parent families is mainly one of limited resources, i.e., children in alternative family structures lack the necessary social, economic, and cultural capital that should serve to improve overall child well-being, including educational outcomes (Biblarz and Raftery (1999). The role of economic resources, in particular, has been studied



extensively and has been found to account for a sizeable amount of the difference in child outcomes across family types (Garfinkel and McLanahan, 1986; Astone and McLanahan, 1994). Two-parent households, on average, hold an advantage over single-parent families in terms of economic well-being and ability to invest in children. Once economic differences are controlled, however, the effect of family structure often disappears (McLanahan, 1985; Ginther and Pollak, 2004). In the specific case of the Philippines, several investigations have shown that family members who are left behind tend to experience considerable economic gain through the remittances sent by migrant parents (e.g., Concepcion, 1998; Medina, 2001; Semyonov and Gorodzeisky, 2005). In cases in which there is a single parent present in the household because the other is an overseas migrant, the economic gains from that migration may thus actually improve children's chances of staying in school. In addition to economic effects, however, reduced parental involvement in child-rearing, brought about by the absence of one or both parents from the household, may also affect children's education outcomes. If it were simply the number of parents in the household that determines children's educational success, then children who live in intact nuclear or stepfamilies should do better than those who live with only one parent. If the issue is "consistent parenting styles" (Astone and McLanahan, 1991:310), however, it is not as clear which family configuration would be most advantageous. The literature suggests that parental control is most established in families in which both biological parents are present. "In the case of single-parent [mother] families, for example, the undermining of parental control is a structural consequence of the absence of the father from the residential home" (Biblarz and Raftery 1999: 325). In the case of the Philippines, absent mothers often "employ paid domestic workers to care for their families" while they are overseas (Parrenas, 2001:369). The likely consequence of this type of arrangement on the educational outcomes of children is not certain, but one hypothesis would be that with diminished parental presence in the household, the overseas migration of one or both parents may have negative consequences for children's educational attainment. If evolutionary psychologists and biologists are correct, then children in two parent nuclear families should have the best outcomes, followed by those in which there is a single mother, and then those in which there is a single father. The logic behind this argument is that both human men and women invest in their own children, but that mothers do so more than do fathers, largely because



women must tend to the children they already have, while men have somewhat greater chances for additional procreation (Biblarz and Raftery, 1999). Again, for these reasons, the over-seas migration of one or both biological parents may have negative consequences for children's educational attainment.

Family structure is just one of the many factors that may affect children's educational achievement. High aspirations for schooling on the part of parents are also transmitted across generations, as are elite attitudes and social behaviors (both of which are said to be learned by parents through their own exposure to education). Such attitudes and behaviors are typically viewed favorably, reinforced; and rewarded by educational institutions (Bourdieu, 1986; Kingston, 2001). Unless schooling is without costs, a family's economic circumstances can also influence children's schooling outcomes.

Although migrants' mothers remit more money to invest their children's education, their children often end up not performing as well owing to their absence. Save the Children (2006) stated that children left behind in rural areas did better in school but emotionally they felt lonelier and sad owing to the departure of one or both parents. Edition (2008) also found that children of OFW's families have a significantly higher proportion of achievers than those in non-OFW parent families; outcomes might be far from being realized. Following this argument, the discrepant performance between public and private high school students in the Philippines may be looked into within the lens of social and psychological factors accorded to students by teachers, peers and parents. It is likely that the social support provided to these two groups of students varies substantially; hence their motivation in performing academic-related tasks may also be different as a result of the differential achievement.

The positive effects on children's academic performance may reflect specific patterns of investments migrants' parents channel into children's education. Bryan (2005) argues that in the Philippines, remittances are used to send children to private schools which were considered better than public schools. He suggests that children left behind in households have a higher probability of attending private school and that on average they get better grades than non-migrants' children. Finally, the extra income a household gains from



remittance may allow children to delay entering the workforce in order to further their studies, thereby increasing the final level of education (Hanson and Woodruff) yet by contrast migration of parents can also detrimentally affect school attendance for example, McKenzie and Rapoport 2006 detect a significant negative effect migration on school attendance and educational school attainment of 12-18 years old boys and 16- 18 years old girls. They claim that migration influences educational decision via three main channels that income effect brought about by remittance the direct of adult on the demand for child work, and the impact of the prospect to migrate upon the incentive to invest in educational. The authors argued that the later channel most likely drives the estimated negative contributions of migration to educational attainment.

In educational institutions, success is measured by academic performance or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education department alike- although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child academic performance because they believe good academic result will provide more career choices and job security. Schools, though invested in fastening good academic habits for the same reason, are also often influenced by concerned about the school reputation and the possibility of monetary aid from government institution, which can hinge on the over all academic performance of the school. State and federal departments of education are charged with improving schools and so devise method of measuring success in order to create plans for improvement

STATEMENT OF THE PROBLEM

This study aimed to ascertain the academic performance of children of Overseas Filipino Contract Workers of the College of Teacher Education. Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of the respondents in terms of:

1.1 Age:

1.2 Sex:



2. What is the academic performance of the respondent for the Second Semester of AY 2017-2018?

METHODOLOGY

This study utilized the descriptive research design. A questionnaire was used as the main data gathering tool from the respondents consisting of two parts that includes the profile of the respondents and the main question of this study.

STATISTICAL TREATMENT

In the treatment of the profile of the respondents, the simple frequency count, percentage, and the academic performance of the respondents, the weighted mean had been used.

90-100	-	Outstanding
85 – 89	-	Very Satisfactory
80 – 84	-	Satisfactory
75 – 79	-	Fairly Satisfactory
Below 75	-	Did Not Meet Expectations

RESULTS AND DISCUSSIONS

Table 1: Frequency and Percentage Distribution of the respondents according to their Age

Age	Frequency	Percentage
17	3	6.00
18	9	18.00
19	11	22.00
20	9	18.00
21	14	28.00
22	2	4.00
23	2	4.00
Total = 50	50	100.00
Mean =19.76		

Table 1 showed the frequency and percentage distribution of respondents as to age. The data showed that the highest frequency belonged to the age bracket of 21 years old with 14 respondents or 28 percent and with a mean age of 19.76. The data imply that the



respondents are already mature enough to deal with the situation of being away from working parent/s.

Table 2: Frequency and Percentage Distribution of the respondents according to their sex.

Sex	Frequency	Percentage
Female	26	52.00
Male	24	48.00
Total	50	100.00

The data on table 2 showed the frequency and percentage distribution of respondents as to sex. As revealed from the table, majority of the respondents are female with a frequency of 26 or 52 percent.

Table 3: Frequency and Percentage Distribution of Respondents as to their academic performance in Earned Grade

Lower	Upper	Frequency	Percentage
80	82	7	14.00
83	84	10	20.00
85	86	14	28.00
87	88	8	16.00
89	90	6	12.00
91	92	2	4.00
93	94	2	4.00
95	96	1	2.00

Mean = 85.12

Table 3 reveals the percentage grade earned by the respondents with Overseas Filipino Worker parents. As reflected in the table most of the respondents (14 or 28 percent) have grades ranging from 85-86 followed by 10 or 20 percent whose grades range from 83-84. Only a few have grades range from 90 and above. The mean grade of 85.12 reflects that despite the absences of their parents to supervise their school activities, student-respondents are found to have performed well.

CONCLUSION

On the basis of the findings of the study, the respondent's performance in their class which is very satisfactory is not affected by the absence of their parents.



RECOMMENDATION

Based from the findings of this study, the researcher recommends that the children of Overseas Filipino Worker's should continue to strive and study hard despite the absence of their parents which may serve as an inspiration and a motivation for them to study harder and perform well in school and inculcate in their minds the sacrifices that their parents are enduring just as to provide them their needs and that the institution should provide the students the necessary guidance and assistance in terms of counseling and activities that would lessen the feeling of longing on the part of the students.

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