

Academic Performance among Filipino Students with Parents Working Abroad

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Abstract: *This study aims to evaluate the academic performance of students with OFW (Overseas Filipino Worker) parents in selected schools on Siargao Island, Surigao del Norte. It utilizes a descriptive quantitative research design through the survey method. The researchers employ a purposive sampling method, selecting only students whose parents are OFWs to participate as respondents in this study. Based on the study's findings, the outstanding academic performance of respondents in their classes, as measured by the General Point Average (GPA), is not significantly affected by the absence of their parents. In addition, using one-way ANOVA, no significant difference in the academic performance of the respondents was observed when categorized according to their socio-demographic profiles.*

Keywords: Academic Performance, General Point Average (GPA)

I. INTRODUCTION

1.1 Background of the Study

One of the significant challenges that students is facing today is being apart from their parents while studying. This is due to their parents moving to other nations and forgoing time with their families so they could work overseas. Distor & Campos (2020) assert that children's decision-making might be negatively impacted by their parents' absence in several ways. This gives them a burden or additional pressure on the thinking process of teenagers. Therefore, being left behind by parents is difficult. In addition, one of the challenges to global economic development is poverty. Today, the Philippines is considered as one of the world's largest export of labor migrants, and these citizens who worked abroad were called Overseas Filipino Workers.

According to the latest data of Philippine Statistic Authority (2022), the number of Overseas Filipino Workers (OFWs) or Filipino workers who worked abroad during the period of April to September 2021 was estimated at 1.83 million. Overseas Contract Workers (OCWs) or those with existing work contracts, comprised of 96.4 percent or 1.76 million of the total OFWs during the same period. Other OFWs who worked abroad without working visa or work permits such as tourist, visitor, student, medical, and other types of non-immigrant visas but were employed and working full time in other countries from April to September 2021 accounted for 3.6 percent share. Therefore, the massive demand for global labor migration means that many Filipino families are living with the consequences of migration, pressing the issue about the left-behind children who grow without their parents (Asis, 2006).

Overseas Filipino Workers opt to go overseas for a number of reasons. Some says 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. 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 school reputation and the possibility of monetary aid from government institution, which can hinge on the over-all academic performance of the school. State federal departments of education are changed with improving schools and so devise method of measuring success in order to create plans for improvement (Aquino, 2019).

Many research studies have already been published related to this topic. However, the researchers aim to evaluate the academic performance of students with OFW parents in selected schools on Siargao Island, Surigao Del Norte.

Understanding these facts is significant in helping readers gain more insights into students with OFW parents and motivating them to study diligently, even in the absence of their parents. Rather than feeling depressed about their parents working far away, turning this situation into motivation provides a substantial advantage in maintaining competitiveness both in school and in life.

The concern for the well-being of exceptional students, despite their parents' absence, motivated the research team to conduct this study. The study aimed to explore and investigate whether the absence of OFW parents affects the academic performance of the schoolchildren who remained, using the General Point Average (GPA) for the 1st Semester of the academic year 2022-2023.

1.2 Conceptual Framework of the Study

Figure 1 displays the schematic diagram of the study. As depicted in the figure, the input variables include the demographic profile, sex, grade level, and number of years working abroad of parents who are OFWs. The variables will be collected through a survey questionnaire. The process involves requesting the grade point average (GPA) of the Senior High School students from selected Secondary Schools from the school registrar or class adviser.

The output of this study is the assessment of academic performance level of Senior High School students. This framework suggests that the demographic profile, sex, grade level, and number of years working abroad of parents who are OFWs might influence the academic performance of their children. By employing the GPA as a metric for academic performance, the study aims to ascertain whether these input variables impact the output variables. Overall, this conceptual framework offers a clear understanding of the research design and how the study will be executed.

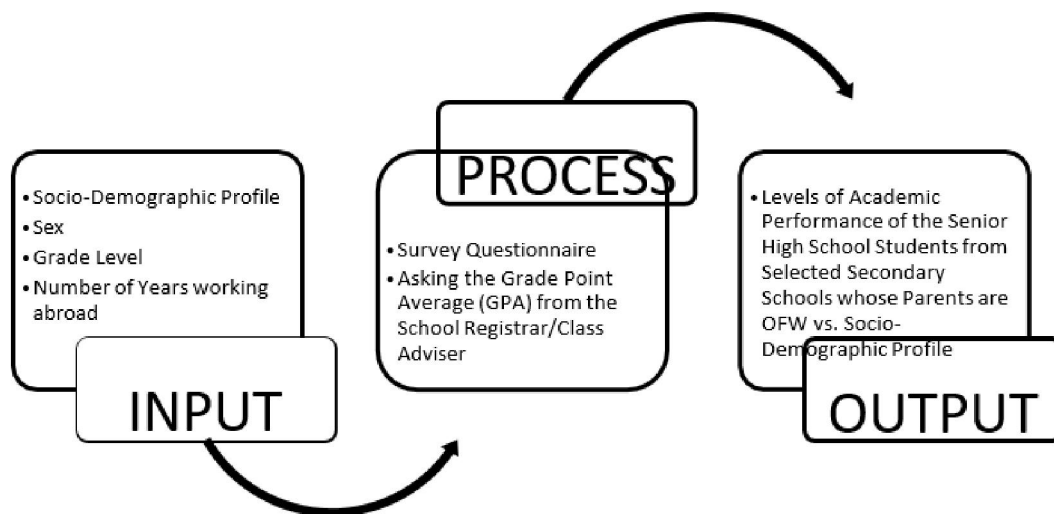


Figure 1. Schematic diagram of the study

1.3 Statement of the Problem

This study aimed to evaluate the academic performance of students with OFW (Overseas Filipino Contract Worker) parent/s in selected schools in Siargao Island, Surigao del Norte. Specifically, it sought to answer the following question:

1. What is the socio-demographic profile of the respondents in terms of Grade level, age, sex, number of children in the family, and number of years working abroad (parent), marital status of parents, and parent's monthly salary.
2. What is the academic performance of the research participants?
3. Is there significant difference on the academic performance of the respondents when grouped according to their socio-demographic profile?

Null Hypothesis (H₀): There is no significant difference in the academic performance of the respondents when they grouped according to their demographic profiles.

II. METHODOLOGY

This study utilized the descriptive quantitative research design using the survey method. The said method was used as the main data gathering tool to determine the socio-demographic profile of the respondents with OFW parents and their academic performance during 1st semester of A.Y 2022- 2023.

2.1 Research Instrument

The survey questionnaires were specifically designed for the respondents of this research study. The questionnaire contained the statements of socio-demographic profile of the respondents such as the grade level, age, sex, number of children in the family, number of years of parents working abroad, status of parents, and parent’s monthly salary.

2.2 Population and Data Gathering

The researchers composed formal letters of request to the Senior High School Principal/Coordinator of SNSU-Del Carmen Campus, Mt. Carmel School of Siargao Inc., Siargao Island Institute of Technology, San Nicolas School, Dapa National High School, and Del Carmen National High School. These letters sought permission to conduct and gather information/data regarding the socio-demographic profile of students with OFW parents and their academic performance among the selected senior high respondents. Upon receiving approval from the Principal/Coordinator, the researchers proceeded to request the master list of records of the students from the senior high school department. This distribution of the survey questionnaires, which included questions about the socio-demographic profiles of the respondents with OFW parents, was then carried out. Data collection followed a purposive sampling method, wherein only students with OFW parents were provided the survey instrument. Furthermore, the researchers solicited Grade Point Average (GPA) information from the respondents’ previous semester, specifically the first semester of A.Y. 2022-2023, by consulting with their class advisers.

The entire research process included the identification of participants and extended through the completion of the study. The collected data were meticulously tallied, analyzed, and interpreted, utilizing the information gathered through the administered survey. It’s important to note that all information provided by respondents was treated with utmost confidentiality and anonymity.

Table 1. Population and Sample Size in the Study

Schools	Population	Sample	Percent
School A	732	14	2
School B	180	2	1
School C	68	2	3
School D	91	6	7
School E	876	27	3
School F	142	5	4
TOTAL	2089	56	20

Table 1 displays the distribution of respondents. The researchers used a purposive sampling method, selecting only the students whose parents are OFWs to participate in the study. The study’s participants comprised of 56 Senior High School students, representing diverse strands from selected Secondary High School across Siargao. Among them, 27 students were enrolled at Siargao Island Institute of Technology, 14 from Dapa National High School, 6 from San Nicolas School, 5 from Surigao del Norte State University- Del Carmen Campus, and 2 respondents each from Del Carmen National High School and Mt. Carmel School of Siargao Inc., respectively.

2.3 Data Analysis

The socio-demographic profile of the respondents was analyzed using frequency counts and percentages. Specifically, for each independent variable such as age, sex, number of children in the family, number of years of parents working abroad, status of parents, and parents’ monthly salary, the data were presented in tabular form.

Analysis and interpretation of the academic performance of the respondents such as their grade-point average was done using the mean. Table 2 below was used to interpret the rating scale of the grade point average (GPA) of the respondents based on DepEd Order No. 8 s. 2015 Grading Scale.

Table 2. Rating Scale for Verbal Interpretation of the Average Grade

GRADE	VERBAL INTERPRETATION
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

III. REVIEW OF RELATED LITERATURE

This study conducted an extensive literature review spanning continents on the Academic Performance of the Students with OFW Parents.

Poverty is one of the problems that the world is facing economic success. Poverty is the lack of access of the families to the necessities thus depriving them of food, water, clothing, and other resources that they may need for everyday living. According to Maslow’s Hierarchy of Needs, the biological and physiological needs of humans should be met first making these resources essential for families. One of the reasons why many Filipino parents seek to find fairer opportunities outside the country, leading them leaving their children behind in the country in the care of their spouse or a relative. Leaving the country and working abroad has been an enticing path toward providing their families with financial support (Cortes & Patricia, 2015).

Today, the Philippines is considered as one of the world’s largest export of labor migrants, and these citizens who worked abroad were called Overseas Filipino Workers. Moreover, these OFWs helped our economy rise by simply sending remittances to their families, making the country’s gross national income high (Distor & Campos, 2021). In addition, the number of Overseas Filipino Workers (OFWs) who worked abroad at any time from April to September 2015 was estimated at 2.4 million (PSA, 2015). Tan (2008) discovered that around nine million Filipino children under the age of 18 were left behind by one or both parents due to employment abroad. Also, millions of teenagers in the developing world grow up with at least one parent living abroad (Cortes, 2011).

Furthermore, according to Aquino (2019), 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.

However, Due to parental migration, there may be a possible change in circumstance for the left-behind child in the country. This includes their development and learning, as growing up without their primary caregiver may find themselves lacking and longing (Jampakalay, IIRichter, Tangchonlatip, and Nanthamongkolchai, 2018). Alice Sterling Honig, PH.D says that 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”.

On the other hand, Edillon (2008,19) states that OFW parents spend twice more on their children’s education than non-OFW parents do. Greater educational expenses usually mean that children of OFWS are in private schools which command higher fees compared to public schools. The academic gains are manifested in Edillon’s (2008, 18) study: children of OFWs are able to achieve 93% of their potential educational level at a certain age, compared to the 88% of educational attainment achieved by their peers with non-OFW parents.

In addition, based on the study of Scalabrini children of migrants performed well especially during grade school compared to non-migrant children. But it was also evident that children of migrant mothers tend to score lower than the

other children. This finding also came out in the 1996 study (Battistella and Conaco) and seems to suggest the importance of mother’s presence in the academic performance of the children.

According to Acosta (2006), despite the difficulty children face in the absence of their parents, there are some of them who manage to excel in academics. In looking at the impact of migration, findings of researches done in the Philippines, Brazil, Mexico, and other countries show that when parents are away housework burdens of children decreases while learning time at school increases resulting to better academic performance. This scenario manifests an affirmative influence for those students who are academically high performing in school even if their parents are away. “Family structure, household resources, numbers of siblings competing for those resources, and parents’ own educational attainment are often important predictors of children’s education outcomes. Overseas migration of parents from the Philippines has resulted in increasing numbers of long-term separations of parents from each other and from their children. Western based analysis might predict negative education outcomes for children as a result of parental absence (Arguillas M.J., Williams, L.,2010)

IV. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the socio- demographic profile, academic performance based on the respondents’ Grade-Point Average (GPA), and the significant differences in the academic performance of the respondents when grouped according to their socio- demographic profile.

Table 3. Frequency and Percentage Distribution of the Respondents According to their Grade Level

Grade Level	No. of Respondents	Percentage
Grade 11	29	52
Grade 12	27	48
TOTAL	56	100

Table 3 shows the distribution of 56 respondents according to their grade level. It revealed that 52% or 29 individuals are Grade 11, while 48% or 23 individuals are Grade 12.

Table 4. Frequency and Percentage Distribution of the Respondents According to their Age

Age	No. of Respondents	Percentage
16 yr. old & below	11	19
17 yr. old	21	38
18 yr. old & above	24	43
TOTAL	56	100

Table 4 shows the distribution of 56 respondents according to their age. It revealed that 24 of them, or 43%, are 18 years old and above, while 21 individuals are 17 years old, which corresponds to 38%, and 11 individuals are 16 years old and below, which is 19%.

Table 5. Frequency and Percentage Distribution of the Respondents According to their Sex

Sex	No. of Respondents	Percentage
Male	24	43
Female	32	57
TOTAL	56	100

Table 5 shows the distribution of 56 respondents according to their sex. It revealed that majority of the respondents are female with the frequency count of 32 and 24 male, which corresponds to 57% of female and 43% of male.

Table 6. Frequency Distribution of the Respondents According to their Number of Children in the Family

No. of Children in the Family	No. of Respondents	Percentage
1 (only child)	2	4
2-3 children	17	30
4-5 children	28	50
6 & above	9	16
TOTAL	56	100

Table 6 revealed that half of the respondents or 50% belongs to 4-5 children in the family, 30% or 17 frequency count belongs to 2-3 children in the family, while 16% or 9 individuals belongs to 6 and above children in the family and 4% or 2 individuals belongs to only child.

Table 7. Frequency Distribution of the Respondents According to their Parent's Number of Years Working Abroad

No. of Years Working Abroad	No. of Respondents	Percentage
2 years & below	11	20
3-5 years	13	23
6-8 years	12	21
9-11 years	3	5
12-15 years	5	9
16 years & above	12	21
TOTAL	56	100

Table 7 reveals that 13 of them have parents working abroad ranging for 3-5 years, which corresponds to 23%. Additionally, 21% or 12 respondents have parents working abroad for 6-8 years, and another 21% or 12 respondents have parents working abroad for 16 years and above. It also shows that 20% of respondents, with a frequency count of 11, have parents working abroad for 2 years and below, while 9% of the respondents, with a frequency count of 5, have parents working abroad for 12-15 years. Only 3 of them or 5% of the respondents have parents working abroad for 9-11 years.

Table 8. Frequency Distribution of the Respondents According to their Parent's Status

Status of Parents	No. of Respondents	Percentage
Lived-in	10	18
Married	41	73
Separated	4	7
Single Parent	1	2
TOTAL	56	100

Table 8 shows the distribution of 56 respondents according to the status of their parents. It reveals that majority of the respondents' parents are married, with a frequency count of 41, which corresponds to 73%. In addition, 18% are in a lived-in relationship, 7% are separated, while 2% or only 1 respondent has a single parent.

Table 9. Frequency Distribution of the Respondents According to their Parent's Monthly Salary

Parent's Monthly Salary	No. of Respondents	Percentage
20,000php – 30,999php	35	63
31,000php – 40,999php	4	7
41,000php – 50,999php	3	5
51,000php – 60,999php	3	5
61,000php – 70,999php	3	5
71,000php – 80,999php	0	0
81,000php – 90,999php	4	7
91,000php – 100,999php	2	4
101,000php – 150,999php	1	2
151,000php – 200,999php	0	0
201,000php – 250,999php	1	2

300,000php & above	0	0
TOTAL	56	100

Table 9 shows the distribution of 56 respondents according to the salary of their parents. It reveals that the highest salary range is 201,000 to 250,999 pesos, with a frequency count of 1 or 2% of the respondents. Additionally, It shows that the majority of their parents' salary ranges from 20,000 to 30, 999 pesos, with a frequency count of 35 or 63% of respondents.

Table 10. Grading Scale of the Respondent's Academic Performance

Grade Point Average	No. of Students	Percentage	Verbal Interpretation
Below 75	0	0	Did Not Meet Expectations
75-79	0	0	Fairly Satisfactory
80-84	5	9	Satisfactory
85-89	21	38	Very Satisfactory
90-100	30	54	Outstanding

Table 10 addresses Question No. 2 regarding the interpretation of the academic performance of the respondents. This table shows the distribution of 56 respondents according to their Grade Point Average (GPA) for the First Semester of A.Y 2022-2023. The respondents are Senior High School students with different strands, originating from selected Secondary High Schools in Siargao, namely: Dapa National High School, Del Carmen National High School, Mt. Carmel School of Siargao Inc., San Nicolas School, Siargao Island Institute of Technology and Surigao del Norte State University- Del Carmen Campus. The table reveals that 30 of them, or 54% of respondents achieved a grade point average ranging from 90-100, which can be interpreted as outstanding performance based on DepEd Order No. 8 s. 2015 Grading Scale. Furthermore, 38% of respondents obtained a GPA of 85-89, with a frequency count of 21, which corresponds to a very satisfactory level. 9% or 5 respondents earned a GPA ranging 80-84, indicating a satisfactory performance. In contrast, none of the respondents achieved a grade point average of 79 and below. Thus, it is evident that more than half of the respondents whose parents are OFWs have demonstrated outstanding academic performance. This finding aligns with the result of the study conducted by Aquino (2019), titled Children of Overseas Filipino Workers and their Academic Performance. The study suggests that despite the absence of their parents to oversee their school activities, student-respondents exhibited commendable performance.

Table 11. Analysis of Variance (ANOVA) Results on the Academic

Demographic Profile	p-value	Decision
Grade Level	0.218	Do not Reject H ₀ .
Age	0.988	Do not Reject H ₀ .
Sex	0.129	Do not Reject H ₀ .
No. of Children in the Family	0.403	Do not Reject H ₀ .
No. of Years Working Abroad	0.636	Do not Reject H ₀ .
Status of Parents	0.600	Do not Reject H ₀ .
Monthly Salary	0.261	Do not Reject H ₀ .

Performance of Respondents Relative to their Demographic Profile Level of Significance at 5% ($\alpha = 0.05$)

Table 5 addresses Question No. 3, examining whether there is a significant difference in the academic performance of the respondents when grouped according to their socio-demographic profile. The results of this study, using analysis of variance, indicated that the difference between the groups was statistically not significant. As shown in table 5, all of the computed values (p-values) are greater than the 5% ($\alpha = 0.05$) level of significance. Therefore, the decision is not to reject the null hypothesis (*Do Not Reject H₀*). This implies that there is no significant difference in the academic performance of the respondents when grouped by grade level, age, sex, number of children in the family, number of years of the parent working abroad, status of the parent and parent, and parents' monthly salary.

V. CONCLUSION

Based on the findings of the study, the respondents' performance in their classes, as indicated by their Grade Point Average (GPA), remains outstanding despite the absence of their parents. Furthermore, based on the one-way ANOVA, no significant differences were found in the academic performance of the respondents when grouped according to their socio-demographic profiles, such as grade level, age, sex, number of children in the family, number of years of the parent working abroad, status of the parent, and parent's monthly salary.

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