

STUDENTS WITH OFW PARENTS AND THEIR SCHOOL PERFORMANCE: A CORRELATIONAL STUDY

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ABSTRACT

This study investigates into the complex and nuanced effects of parental overseas work on the lives of children and adolescents. Through a thorough analysis of cognitive appraisals, coping resources, academic perceptions and behaviors, psychosocial aspects, and psycho-emotional responses, we gain invaluable insights into the multifaceted dimensions of this phenomenon. The findings highlight the significant impact of parental absence on numerous elements of the participants' life. Emotional health, motivation, conduct, and communication dynamics are all significantly influenced. The majority of respondents recognize the significance of their parents' absence, indicating a clear understanding of its consequences. The degree of effect, however, differs between judgments, revealing the complex interaction of emotions and situations. Respondents' coping techniques demonstrate a varied variety of approaches to mitigating the obstacles caused by parental relocation. Seeking support from social networks, gaining inspiration from the circumstance, engaging in good activities, and keeping open communication are some of these tactics. The diverse viewpoints on the consequences of parental relocation highlight the personalized character of coping processes. In terms of academic perceptions and behaviors, participants exhibit proactive and engaged attitudes toward their studies. Their emphasis on preparation, participation, and continuous improvement underscores their dedication to academic excellence. Nevertheless, differences in relevance indicate the personalized nature of approaches to educational endeavors. Psychosocial dynamics within the classroom environment reflect respondents' efforts to create a positive atmosphere. Adaptability, adherence to rules, and aesthetic enhancement are evident, as is cooperative group behavior. Preferences for comfort-inducing factors, such as proper ventilation and lighting, emphasize the holistic approach to effective learning. Lastly, psycho-emotional aspects highlight respondents' resilience and growth-oriented mindsets. Adaptation to change, community engagement, positive relationship management, and a commitment to personal growth all point to a well-rounded approach to psycho-emotional well-being. In conclusion, this study contributes a comprehensive understanding of the intricate impact of parental overseas work on children and adolescents. The findings underscore the multifaceted nature of these effects, emphasizing the importance of acknowledging diverse perspectives and adopting holistic strategies to support the well-being and development of young individuals in the context of parental migration.

Keyword: *cognitive appraisals, coping resources, academic perceptions and behaviors, psychosocial aspects, and psycho-emotional responses*

1. The Problem and Its Background

The most essential thing in life is family. Everyone desires a perfect and complete family. Because having both parents at home gives us a broader view on life and teaches us how to deal with situations. However, there are situations when the mother or the father had to go overseas for their children's future.

The growing number of Filipino parents seeking employment opportunities abroad had raised concerns about its potential impact on their children's education left behind. This study aimed to determine whether having parents who were OFWs affected the students' school performance as a whole. The study investigated into the potential

influences that parental overseas employment could have on some selected academic indicators, and whether the affects vary across grade levels.

There are substantial cross-regional and cross-national variations in parental absence. Children are most likely to live with both parents in Asia and the Middle East, while less likely to live with both parents in the Americas, Europe, Oceania, and Sub-Saharan Africa (Liu, 2018). Additionally, in Asia and the Middle East, over 80% of children live with two-parent families. In the Americas, about one-half to three-quarters of children live with both parents, ranging from 53% in Colombia to 78% in Canada. In North America, Oceania, and Europe, about one-fifth children live with a solo-parent family. United States has a particularly high level of single parenthood.

Parents working overseas may have put more food on the table and can provide more in terms of material things to support their education and other basic needs. However, they may have deprived their children of parental supervision and guidance which is essential in their development as with well-rounded individuals who can confidently occupy their place in the society (Cabrillas 2008).

The Philippines is one of the countries with the highest number of foreign Filipino workers worldwide. Furthermore, it shows that both parents—mother and father—work to earn a high income and meet their family's needs, particularly those related to their children's education. One of the most crucial roles for parents today is to take millennial students seriously. In addition to the difficulty of sending their children to formal education, parents find it difficult to supervise and punish their children due to the distance between them (Yeung & Bacani, 2020).

As a teacher and an adviser in grade 9 at Bagong Silang National High School, I observe some of my students whose parents are OFW. They seek attention and sometimes cause a lot of trouble. They are not so interested in their studies; their academic performances are mostly not so good, and some grades are failing.

Research found the effect of migration among parents to their children's academic performance. However, there were only limited findings on the level of influence of migration to school outcomes of students. Thus, this study hopes to investigate the depths of correlation between parents' migration and involvement and students' academic performance.

1.1 Review on related Literature

In many regions of the world. Labor migration had a significant impact on family structures and migrants home communities. Due to strict entry policy, financial constraints and limited access to public amenities at the destinations, migrants are frequently obliged to leave their children home country of hometown for extended periods of time. Many low and middle income countries have a large proportion of “left-behind-children” (LBC). In China, rapid migration had increase the number of left behind children(LBC) to 61 million, accounting 38% of all children in rural China (Chen & Zhou 2023).

No estimates are available for the number of left-behind children and adolescents globally, but the figure is thought to be in the hundreds of millions. More than a third of all children residing in rural China (61 million) are left behind by one or both migrant parents.⁴ 27% of children in the Philippines,⁵ 36% in Ecuador,⁶ and more than 40% in rural South Africa⁷ are estimated to be left behind (Fellmeth 2018).

Migration. Increase in migration means increase in the number of children who are left at home at the custody and care of relatives, friends, or no one at all for significant periods of time. In the short term, these children might experience an improvement in their material well-being. Indeed, they have nicer clothes, refurbished homes, higher quality school supplies, and more entertainment devices compared to children without migrant parents (Machika & Montallana, 2018).

Migration vs. School Behavior, achievement, education. A study estimates the effect of parental migration on students' school behavior, attitude and conduct, and finds that parental migration negatively affects school behavior of left behind older students significantly, especially the class integration and personal behavior control. One exception found no significant impact of parental migration on the math achievement of left behind children. Furthermore, a study shows that parental absence has a significant negative impact on students' long-term educational development (Mao et al., 2020). Moreover, Liu et al, (2018) stated that living arrangements with parents' shape children's experiences and the resources available to them, and parental absence greatly influences children's welfare and educational outcomes.

Parents Education vs. Children's Education Outcome. Moreover, Ramos (2019) elaborated that long-distance parenting transpires when the migrant mothers and their teenage children narrate activities, exchange experiences, extend care, share concerns, express emotions, and articulate affections through long-distance communication. According to the studies of Arguillas & Williams (2010), 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.

Parents involvement vs. children’s education. Western-based studies may predict negative education results for children as a result of parental absence.

Meanwhile, it is revealed in most studies that parental involvement has positive effect to students’ academic performance. Besides, there are variables that show promises according to their correlations with academic achievement like high expectations/aspirations for their children’s academic achievement and schooling, communication between parents and children regarding school, and parental encouragement and support for learning (Boonk et al, 2017). Lara and Sarcostti (2019) It was also shown that children’s academic achievement was negatively correlated with parental involvement profiles, indicating that children whose parents are less involved have worse academic achievements. While Antia et al, (2022) indicated that teachers saw parental migration as a negative experience for children resulting to problems with mental health, well-being, and academic achievement.

1.2 Theoretical Framework

This study was anchored on the theory of stress and coping by Lazarus and Folkman which states that stress and coping is an effort to explain people’s method in dealing with stress that was an environmental and internal demand that exceeds a person’s resources and endangers his or her wellbeing. Besides, they identified broad categories of antecedents which will directly influence how people appraise and cope with the situation. Those linked to the characteristics of the individual and those linked to the characteristics of the situation. These are commitments which defines what is important for the person and so what is at stake in that situation, beliefs, such as beliefs about personal control and personal traits such as self-esteem. The situational factors involve the novelty or the predictability of the situation, the uncertainty of the event. And, temporal factors like time generally enhance threat but can also leave some time to think through or the ambiguity of the situation (Berjot 2011)

With this, students’ academic performance would seem to be affected by the threat of migration of parents depending on their behavior to cope. Thus, the influence of migration of parents and parents’ involvement would affect students’ academic achievement depending on how students’ perceived it as a threat or as motivation to their future endeavors (Li 2023)

The theory of academic performance (ToP) emanates from Elger (2007), and the author described ‘perform’ as an ability to produce a valued result and ‘performer’ as an individual or a group that engages in collaboration while the level of performance as the location in an academic journey. According to Elger (2007), there were six components of performance levels, namely: level of knowledge, levels of skills, level of identity, personal factors, and fixed factors and proposed three axioms for effective performance as performer’s mindset, immersion in an enriching environment, and engagement in reflective practice. Thus, as a performer or student advances his levels of performance, he is able to produce deeper levels of learning, improved levels of skill development, and more connection with the discipline for bigger tasks while spending less time doing them.

The independent variable were the perceptions of students with OFW parents, those students with both parents, either mother or father are working outside the country to provide financial assistance for their family’s welfare. As measured accordingly in their cognitive appraisals and coping resources. The dependent variables were the students’ academic performance as measured academically, the student’s psycho-social behavior, and psycho-emotional aspect. The relationship of the variables is shown in figure 1, the schematic diagram of the study.

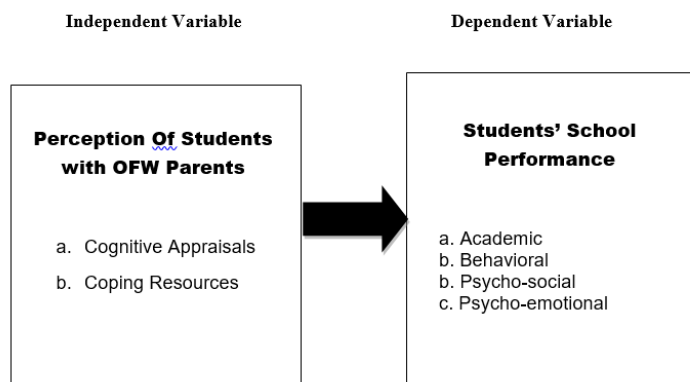


Figure 1: Schematic Diagram of the Study

Statement of the Problem

This study aims to identify the correlation between parents' migration to students and their academic performance. Specifically, this research study seeks: answer the following questions.

1. What were the effects of perceptions to students with OFW parents in terms of their:
 - 1.1 Cognitive appraisals; and
 - 1.2 Coping resources?
2. What is the level of students' school performance with OFW parents in terms of their:
 - 2.1 Academic Performance;
 - 2.2 Behavioral
 - 2.3 Psycho-Social; and,
 - 2.4 Psycho – emotional Behavior.
3. Is there any significant relationship between school performance of the students with parent's migration in terms of their cognitive response and coping resources?
4. Is there any significant relationship between the levels of perception of students with parent's migration and the students in terms of academic performance, behavior, psycho-social and psycho- emotional aspects?

Null Hypothesis:

The following hypotheses were formulated to determine whether there were significant relationship between selected factors considered.

Ho1: There is no significant relationship between the school performance of students with parent' migration in terms of their:

- a). cognitive response; and,
- b). coping resources.

Ho2: There is no significant relationship between the levels of perceptions of students with parent's migrations and the students in terms of:

- a). academic performance;
- b). behavior;
- c). psycho-social; and,
- d). psycho-emotional.

2. METHODS

This chapter discussed the materials and strategies introduces to come up with a more logical presentation of the problem and date involved. Herein, the topics include the research design, locale, respondents, instruments and procedure followed.

The descriptive correlational design was employed in the investigation. Correlational design, according to Porter and Carter (2000), describes the association between two or more variables and significance. The design ascertained how Maragusan National High School and Bagong Silang National High School students' academic performance and parental factors relate to one another. In a similar vein, sought to establish a link between the academic performance of the students with OFW parents.

The study was carried out in Maragusan West district. Maragusan, formerly known as San Mariano, which is a landlocked municipality in the coastal province of Davao de Oro. Besides. It is also known to be the summer capital of Region XI.

The municipality of Maragusan has a land area of 394.27 square kilometers or 152.23 square miles which constitutes 8.65% of Davao de Oro's total area. Its population as determined by the 2020 Census was 64,412. This represented 8.39% of the total population of Davao de Oro province, or 1.23% of the overall population of the Davao Region. Based on these figures, the population density was computed at 163 inhabitants per square kilometer or 423 inhabitants per square mile.

It was divided into two districts namely Maragusan East and Maragusan West district. The Maragusan West district is composed of schools like Maragusan National High School, Bagong Silang National High School, New Panay Integrated School, Magcagong High School, while Maragusan East district includes Mapawa National High School, Cononobe Integrated School, Tupaz National High School, New Albay National High School, and Tigbao Integrated School and Langgawisan National High School.

Furthermore, Bagong Silang National High has a population of 410 enrollees as of school year 2022-2023 with 2 section per year from Grade 7 to grade 10 and 2 Section for Senior high school Grade11 & Grade 12 with only one offering the General Academics Strand. There were 13 Teachers in Junior High School and 4 teachers assigned in Senior High school handled by one Teacher In-charge. The school was under Mapawa National High school way back 2016-2018 but on 2018 it was separated by the mother school and was declared Bagong Silang National High School.

Maragusan National High School also known as MNHS is the only public high school in Poblacion previously called Maragusan Barangay High School. It started its operation last January 1, 1968 today it had a total enrollees of 4,012 students enrolled last school year 2022-2023. 2,165 students in junior high school and 1,847 in senior high school. There are 75 teachers in JHS, and 64 in SHS department.

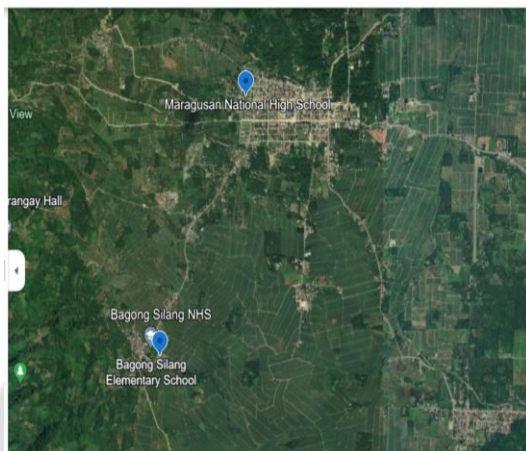


Fig -2: Location of Maragusan National High School and Bagong Silang National High School

Research Respondents: The respondents of the study were the junior high school and senior high students, presently enrolled in Bagong Silang National High School and Maragusan National High School both in Maragusan West District and whose parents were working overseas for School Year 2023-2024. The researcher distributed the questionnaires to 117 participants chosen through simple random sampling technique (Dermatol, 2016). The items in the questionnaire were explained to respondents to ensure that they were understood as to the nature and significance ensuring confidentiality in the process.

The study used simple random sampling technique in which a sample is a subset of individuals chosen from a larger set, all with the same probability. By such sampling, only a proportion of members of the whole population will be measured (Lammers & Badia, 2023.)

Table 1. Shows the Respondents of the Study

Grade Level	<u>Bagong Silang NHS</u>	<u>Maragusan NHS</u>
7	3	19
8	6	20
9	11	27
10	5	26
TOTAL	25	92

Reliability of the Instrument: The questionnaire was tested for reliability before administration. Table 2 shows the result of the test of the participating students for reliability.

Table 2: Reliability of the Research – Made Instrument

Range of Response	Description	Descriptive Interpretation
3.5 to 4.00	Highly Relevant	The respondent strongly affirms the substantial relevance and significance of the question.
2.51 to 3.49	Quite Relevant	The respondent recognizes a notable degree of relevance and importance to the question, indicating that it has a meaningful impact.
1.51 to 2.50	Somewhat Relevant	The respondent acknowledges some level of connection or relevance to the question, but it may not have a significant impact or influence.
1.00 to 1.5	Not Relevant	The respondent does not consider this factor to have any influence or relevance to the question being assessed.

The table shows the description of the relationship of the students' school performance with OFW parents and their respective interpretation as to its relevance and impact or influence to the respondents.

Item Analysis of the instruments: This assesses the correlation between individual items and the total score of the instrument. Items with low item-total correlations may not be contributing significantly to the overall measurement and should be evaluated for their relevance.

Research Procedures: The following steps were followed by the researcher in the gathering of data:

Asking permission to conduct the study. The researcher requested in a letter to the Schools Division Superintendent of Davao de Oro, requesting permission to conduct the study. Once approved by the DepEd office, the researcher delivered the approval letter to the district coordinating principal and to the school heads where the study was to be conducted. The data for administering the questionnaire were then established as guidelines.

Administering the survey. Prior to the conduct of the survey, the researcher inquired from classroom advisers regarding the presence and number of students with OFW parents in their classes. Once determined the survey was conducted online using the google sheets using the web links.

The link were forwarded to the school principal of Maragusan National high school and in Bagong Silang National High School. Likert scale items was used in the questionnaire.

The resulting data of the research were collected using survey questionnaire prepared. First, the link was forwarded to school principal and to their individual group chat in Bagong Silang National High School as well as Maragusan National High School determined to have students whose parents were working overseas. Second, the researcher summarized the answers from the responses of the students through google sheets automatically generated. Short instruction in the last part included the assurance of confidentiality of the information the students gave, since their identities should not be revealed. Respondents were given enough time to answer the questionnaire. Responses were then automatically recorded, checked and collected the data. The survey was done offering no incentives to the respondents. The data were tabulated and subjected to statistical analysis.

Correlation and tabulation of data. After the questionnaire was retrieved, the results were tallied and treated using appropriate statistical tools. The data gathered and organized were presented to the statistician for analysis. The conclusions and recommendations from the study were based from the findings.

Statistical Treatment of Data

The following treatments were used in analyzing the responses of this study: Means were used to determine the extent of parents' migration to students and students' academic performance; t-test were used to determine the significant difference on the level of parents' migration to students and students' academic performance; Pearson r was utilized in determining the significant relationship between parents' migration to students and students' academic performance; and Confirmatory Factor Analysis (CFA) was used to identify the model that fits between variables. Further, Likert scales were used to compute each potential choice and a mean figure for all the responses were computed at the end of the evaluation or survey.

3. RESULTS

This chapter displays the data acquired using the study's research instrument. It also provides statistical analysis and data interpretation to solve the problem of the study.

This study gathered data from 117 students who responded for the call to answer the survey, Ninety-two (92) from Maragusan National High school and twenty-five (25) from Bagong Silang National High School. When asked to describe their parents' work abroad, most of them stated jobs in the service industry which are not in the

top management position. Their pay is enough to sustain their needs, and to buy things that they want to have, like electronic gadgets.

Profile of Level of Perceptions of Students with OFW Parents

Table 3 shows the level of perceptions in terms of their cognitive appraisals.

Item	Question	Mean	Interpretation
1	I am lonely whenever my parent/s work overseas.	2.7	Quite Relevant
2	I feel like my mental health is affected much whenever my parent/s work overseas.	2.39	Somewhat Relevant
3	I am not motivated to go to school because my parent/s is/are far from me.	1.54	Somewhat Relevant
4	I am always tired and stressed because my family is incomplete during special holidays.	2.26	Somewhat Relevant
5	I am misbehaving at school because I don't have parents to discipline me.	1.44	Not Relevant
6	I am happy that my parent/s are able to provide my basic needs even if he/they is/are from me.	3.31	Highly Relevant
7	Being away from my parent/s doesn't affect my mental health.	2.11	Somewhat Relevant
8	I am still motivated to perform well at school even my parent/s work/s far.	3.48	Quite Relevant
9	I communicate with my parent/s who is/are overseas during special holidays.	2.97	Quite Relevant
10	I do not see working overseas affects my performance at school.	2.64	Quite Relevant
Over all mean		2.48	Somewhat Relevant

In the Coping Appraisal the respondent acknowledges some level of connection or relevance to the question, but it may not have a significant impact or influence.

A significant percentage of respondents feel lonely when their parents are working overseas, indicating that parental absence has an emotional impact on them. Majority of respondents believe that their mental health is significantly affected by their parents' overseas work, highlighting the potential psychological impact. A percentage of respondents express reduced motivation for school due to parental distance, suggesting a notable but not overwhelmingly strong correlation. More than half of the respondents feel stressed and tired during special holidays due to the absence of their parents, emphasizing the emotional strain. A significant majority of respondents attribute their misbehavior at school due to lack of parental discipline, underlining the potential behavioral consequences.

A substantial percentage of respondents find contentment in their parents' ability to provide for their basic needs, even when working overseas. A percentage of respondents disagree with the statement, suggesting that many do feel their mental health is influenced by parental absence. A significant proportion of respondents maintain their motivation to excel in school despite their parents' distant work commitments. A moderate percentage of respondents indicate communication with their overseas parents during free time, implying a level of effort to maintain contact. More than half of the respondents believe that overseas work does not impact their academic performance significantly.

The data analysis suggests that parental overseas work has a considerable impact on various aspects of the respondents' lives, including emotional well-being, motivation, behavior, and communication. The majority of responses lean towards recognizing the relevance of parental absence, with fluctuating degrees of impact across different appraisals.

A significant proportion of respondents find comfort in their extended social network, implying that they have effective support systems to survive with parental absence. An extensive percentage of respondents view their parents' migration as a driving force for academic dedication, suggesting a positive coping mechanism. A considerable number of respondents associate their parents' hard work with their own motivation to excel, indicating a moderate connection. Many respondents express a sense of responsibility and contentment in caring for their family members, showcasing a constructive coping strategy. A notable percentage of respondents maintain communication with their overseas parents when experiencing feelings of longing, highlighting a method of emotional coping.

A significant majority of respondents hold the belief that parental migration has no impact, indicating a coping mechanism involving a perception of minimal influence. While a lower percentage, a notable portion of respondents do not perceive a connection between parental migration and their behavior or performance at school. A number of respondents exhibit an active approach to managing emotions by seeking out sources of happiness during

times of parental absence. A significant proportion of respondents engage in personal activities to bolster their mental well-being, indicating a strategy of proactive self-care. A substantial percentage of respondents believe that the impact of parental migration is subjective, implying a coping mechanism that involves perspective and interpretation.

Table 4 Level of Perceptions in Coping Resources

Item	Question	Mean	Interpretation
11	I find comfort with my closed relatives and friends even my parent/s is/are away from me.	2.73	Quite Relevant
12	I see parental migration as a positive motivation for me to study hard.	3.30	Quite Relevant
13	I am highly motivated to work hard since my parent/s is/are working hard as well.	3.54	Highly Relevant
14	I take care of my sibling/s or family happily.	3.28	Quite Relevant
15	I always communicate with my parent/s abroad whenever I miss him/them.	3.40	Quite Relevant
16	I don't see any negative effect of parental migration at all.	2.42	Somewhat Relevant
17	My behavior and performance at school is not affected of parental migration.	2.78	Quite Relevant
18	Whenever I miss my parent/s, I will find something that makes me happy so I won't be lonely.	3.32	Quite Relevant
19	I have personal activities (sports, extra-curricular activities) to strengthen my mental health.	3.00	Quite Relevant
20	Effects of parental migration depends on how you see the situation.	2.99	Quite Relevant
Over all Mean		3.08	Quite Relevant

The coping resources analysis reveals that respondents employ a variety of strategies to manage the challenges posed by parental migration. These strategies encompass seeking support from friends and relatives, deriving motivation from the situation, engaging in positive activities, and maintaining communication. There is a range of perspectives on the effects of parental migration, suggesting a nuanced approach to coping.

In finding comfort with relatives and friends Students moderately agree that their social support system consisting of relatives and friends provides them comfort in the absence of their parents. While in Parental Migration as Motivation. There is a significant belief among students that their parents' migration serves as a motivation for them to excel academically. In motivation to hard work: Students strongly feel motivated to work hard, reflecting their recognition of their parents' effort and sacrifices. In terms of caring for their siblings and family: Many students report a positive attitude toward taking on caregiving responsibilities within their families.

Regular communication with parents abroad is a common coping mechanism for students dealing with separation. There is a mild recognition of negative effects, indicating that while some students are unaffected, others might experience challenges due to parental migration. On the impact of behavior and school performance, students generally believe that their school performance and behavior remain stable despite their parents' absence.

Coping with missing parents; students actively engage in activities that bring them joy as a strategy to cope with missing their parents. And in Engaging in personal activities for mental health: Participation in sports and extracurricular activities is moderately relevant as a means for students to maintain their mental well-being. And perspective on effects of parental migration, there is a belief that the impact of parental migration is subjective and varies based on individual perspective and attitude.

The survey results indicate that while parental migration presents certain challenges, many students are able to find support and inspiration through their social networks and personal activities. They generally maintain a positive outlook and use effective coping strategies to manage their emotional and academic well-being. However, there is a recognition of potential negative effects for some students, suggesting the need for tailored support mechanisms to address these issues.

Table 5 to 8 shows the results of the research survey regarding the school performance of the students in terms of their:

- a). academic performance;
- b). behavior;
- c). psycho-social; and,
- d). psycho-emotional.

Table 5: Academic Performance of Students with OFW Parents

Item	Question	Mean	Interpretation
21	My grades are high in all subject areas.	2.73	Quite Relevant
22	I made myself ready in all subject areas.	3.30	Quite Relevant
23	I am an honor student.	3.54	Highly Relevant
24	I pay attention and listen during every discussion.	3.28	Quite Relevant
25	I want to get good grades in every subject area.	3.40	Quite Relevant
26	I actively participate in every discussion.	2.42	Somewhat Relevant
27	I start papers and projects as soon as they are assigned.	2.78	Quite Relevant
28	I enjoy homework and activities because they help me improve my skills in every subject.	3.32	Quite Relevant
29	I exert effort when I do difficult assignments.	3.00	Quite Relevant
30	Solving problems is a useful hobby for me.	2.99	Quite Relevant
Over all mean		2.94	Quite Relevant

The academic perceptions and behaviors analysis suggests that respondents generally exhibit a proactive and engaged attitude towards their studies. They value preparation, participation, and timely completion of assignments. There is also an emphasis on striving for high grades and continuous skill improvement. However, there are varying degrees of relevance for some statements, highlighting individual differences in preferences and approaches to academic activities.

A significant percentage of respondents prioritize preparation across all subject areas, indicating a proactive approach to their studies. While not highly relevant, a portion of respondents associate themselves with being hardworking and responsible students. A substantial number of respondents establish personal standards, possibly influenced by their parents' overseas work, showcasing a sense of responsibility. A significant percentage of respondents allocate sufficient time for producing high-quality academic work, highlighting a commitment to excellence. A moderate proportion of respondents seek assistance from peers and teachers, suggesting a willingness to collaborate and learn.

Many respondents utilize accessible resources to complete tasks, demonstrating resourcefulness and adaptability. A notable portion of respondents show a tendency to avoid shortcuts or connections when completing tasks, reflecting a sense of integrity. A significant number of respondents engage in thorough review before submitting their work, highlighting attention to detail. Many respondents prefer streamlined approaches for repeated tasks, suggesting efficiency in their work habits. A substantial percentage of respondents acknowledge their own achievements, indicating a positive self-assessment and motivation.

The survey results indicate that students generally have positive attitudes towards their academic work. They are well-prepared, motivated, and often achieve high grades. Students recognize the importance of paying attention in class, starting assignments promptly, and putting effort into difficult tasks. However, active participation in discussions and solving problems as a hobby are areas where engagement could be improved. Overall, the findings suggest a strong academic orientation and a commitment to personal and academic growth among the students.

Table 6: Behavior of Students with OFW Parents

Item	Question	Mean	Interpretation
31	I am prepared in all my subject areas.	2.85	Quite Relevant
32	I work hard as a responsible student.	3.34	Quite Relevant
33	I set standards for myself as a child of parent/s who work/s overseas.	3.21	Quite Relevant
34	I spend enough time to bring about quality assignments, projects, outputs and performance.	2.98	Quite Relevant
35	I ask my classmates and teachers for help.	3.20	Quite Relevant
36	I make use of available resources to finish a task.	3.06	Quite Relevant
37	I avoid temptations to get my tasks done.	2.89	Quite Relevant
38	I review my work many times before submission.	2.78	Quite Relevant

39	I try to use a few procedures for the same work.	3.32	Quite Relevant
40	I give recognition for my good performance	2.89	Quite Relevant
Over all Mean		3.05	Quite Relevant

A moderate percentage of respondent's express adaptability to changes, including changes in the classroom environment. A significant number of respondents actively participate in classroom maintenance, contributing to a clean and organized space. A notable portion of respondents emphasize adherence to classroom rules, indicating a respect for structure and discipline. Many respondents appreciate proper ventilation for fresh air circulation, highlighting the importance of a conducive environment. A considerable number of respondents associate the classroom with feelings of safety, suggesting a positive psychological connection. A significant percentage of respondents prioritize maintaining an attractive classroom environment through proper arrangement. Many respondents contribute to the classroom ambiance by adding personal touches and creating cozy spaces. A notable proportion of respondent's exhibit cooperation within group settings, highlighting social skills and collaboration. Many respondents prefer well-lit classrooms, indicating the importance of lighting for optimal performance. A moderate percentage of respondents take initiative to maintain a noise-free environment, contributing to a conducive learning atmosphere.

The psychosocial aspects analysis suggests that respondents engage in behaviors that contribute to a positive and organized classroom environment. They exhibit adaptability, adherence to rules, and a sense of safety. Additionally, there is a focus on aesthetics and personalization, along with cooperative behavior within groups. Respondents also highlight preferences for proper ventilation and lighting, underscoring the significance of physical comfort in the learning environment.

The results indicate that students with OFW parents exhibit positive academic behaviors and attitudes. They are generally well-prepared, hardworking, and set high standards for themselves. These students make good use of resources, seek help when needed, and avoid distractions to focus on their tasks. There is a strong tendency to experiment with different approaches to work, which reflects adaptability and a proactive attitude towards learning. However, there is some room for improvement in consistently reviewing work before submission and recognizing their own achievements. Overall, the findings suggest that these students are resilient and resourceful, likely driven by a desire to honor their parents' efforts and sacrifices.

Table 7: Psycho-Social aspects of Students with OFW Parents

Item	Question	Mean	Description/Interpretation
41	I am adaptive to the change even changing of classrooms.	2.54	Quite Relevant
42	I perform my role as one of the cleaners inside the classroom.	3.29	Quite Relevant
43	I make sure that I follow classrooms rules and regulation.	3.57	Highly Relevant
44	I like it when there is proper ventilation like windows allowing fresh air circulation.	3.21	Quite Relevant
45	I find safety inside the classroom.	3.31	Quite Relevant
46	I follow proper a seating arrangement of desks and working spaces to maintain the attractiveness of my classroom.	3.25	Quite Relevant
47	I give my personal touch putting plants, artworks, rugs, posters and keeping a cozy reading corner.	2.61	Quite Relevant
48	I am cooperative with the groups I am in.	3.23	Quite Relevant
49	I like that my classroom is not dark so I can work well.	3.32	Quite Relevant
50	I remind my classmates to keep our classroom noise-free.	2.65	Quite Relevant
Over all mean		3.10	Quite Relevant
Over all mean		3.10	Quite Relevant

A significant percentage of respondents express their ability to adapt to changes resulting from their parent's overseas work, highlighting resilience. Many respondents actively participate in community outreach, showcasing a commitment to social engagement and empathy. A notable proportion of respondents emphasize the importance of positive peer relationships, indicating social skills and emotional intelligence. Respondents exhibit a sense of commitment and passion towards their academic pursuits, albeit with varying degrees of relevance. Many respondents focus on maintaining their self-worth and positive image within their social circles.

A significant percentage of respondents actively seek exposure to new ideas and perspectives through research and reading. Respondents emphasize the importance of maintaining focus on tasks and assignments, suggesting a conscientious approach to their work. Many respondents handle personal and mental issues calmly, indicating emotional maturity and coping skills. Respondents highlight a growth mindset by learning from mistakes

and using them as opportunities for personal improvement. A significant number of respondents exhibit problem-solving skills and a proactive attitude towards suggesting innovative solutions.

The respondents with OFW parents generally exhibit positive behaviors and attitudes towards their classroom environment. They adapt well to changes, participate in cleaning and maintenance, and follow rules and regulations. Students value a well-ventilated, safe, and well-lit classroom, and they contribute to maintaining its attractiveness. Cooperation in group activities and efforts to maintain a noise-free environment are also important to these students. These behaviors reflect their commitment to creating and sustaining a positive and effective learning environment.

Table 8: Psycho-Emotional Aspects of Students with OFW Parents

Item	Question	Mean	Interpretation
51	I adapt to change in my being a child of an OFW.	2.77	Quite Relevant
52	I engage in community outreach activities.	2.71	Quite Relevant
53	I build, manage and maintain a good relationship with my peers.	3.21	Quite Relevant
54	I am committed and passionate about my work as a student.	3.24	Quite Relevant
55	I keep myself worthy to my classmates, peers, teachers, and community.	3.32	Quite Relevant
56	I expose myself to new ideas and new thinking on a regular basis through research and readings.	2.81	Quite Relevant
57	I stay focused on my tasks and assignments.	3.10	Quite Relevant
58	I address personal and mental issues calmly.	2.61	Quite Relevant
59	I learn from my mistakes and transform into a better person.	3.21	Quite Relevant
60	I suggest innovative solutions to solve a problem in the school and family.	3.02	Quite Relevant
Over all mean		3.00	Quite Relevant

The psycho-emotional aspects analysis suggests that respondents possess a range of psychological and emotional strengths. They adapt to change, engage in social activities, value relationships, and demonstrate a commitment to personal growth and learning. The emphasis on maintaining positive self-worth, addressing challenges calmly, and seeking innovative solutions reflects a well-rounded approach to psycho-emotional well-being.

These ratings indicate that various psycho-emotional aspects such as loneliness, anxiety, concentration difficulties, thoughts about parents, safety concerns, seeking support, staying positive, sadness, pride, and coping strategies are all quite relevant to students with OFW parents. These findings highlight the complex and multifaceted nature of the experiences faced by these students.

Students generally feel quite adaptive to the changes associated with being children of OFWs, reflecting their ability to cope with the unique challenges they face. There is a moderate level of engagement in community outreach activities among students, indicating a sense of social responsibility and involvement. Students place significant importance on maintaining good relationships with their peers, indicating strong social skills and a supportive network. Students show a high level of commitment and passion for their academic work, reflecting a dedicated and motivated attitude towards their studies. Students strive to maintain a sense of worthiness and respect in their social circles, indicating a strong sense of self-esteem and social responsibility. Students moderately engage in activities that expose them to new ideas, suggesting a curiosity and willingness to learn beyond the classroom. There is a strong focus on tasks and assignments among students, indicating good concentration and time management skills. Students show a moderate ability to address personal and mental issues calmly, suggesting some resilience and emotional regulation. Students highly value learning from their mistakes, reflecting a growth mindset and a desire for personal improvement. Students are quite proactive in suggesting innovative solutions for problems, indicating creativity and problem-solving skills.

Students with OFW parents exhibit positive psycho-emotional behaviors and attitudes. They adapt well to the changes associated with their parents working overseas, maintain strong relationships with peers, and show a high level of commitment to their studies. Students also strive to maintain their worthiness and engage in new learning opportunities. There is a strong focus on completing tasks, addressing personal issues calmly, learning from mistakes, and proposing innovative solutions. Overall, these findings suggest that students with OFW parents demonstrate resilience, adaptability, and a proactive approach to their personal and academic lives.

Test Results of the Null Hypotheses

The null hypothesis (often denoted as H_0) is a statement that there is no significant difference or no effect. It represents a default or initial assumption that there is no relationship or no change in a situation. Researchers use the null hypothesis to test the validity of a claim or to assess the statistical significance of an observed phenomenon. It's important to note that failing to reject the null hypothesis does not prove the null hypothesis is true; it simply means that there is not enough evidence to reject it based on the available data.

Cognitive appraisal and coping resources are crucial elements in understanding how individuals perceive and cope with stress. The way an individual appraises a situation, along with the resources available to them, influences their overall stress response and coping strategies. The interplay between these factors is complex and varies among individuals.

Ho1: There is no significant relationship between the school performance of students with parent' migration in terms of their:

- a). cognitive response; and,
- b). coping resources.

Table 9: Comparative Results of the School Performance of Students with Parents' Migration and their Cognitive Response and Coping Resources

Factors	N	P-value	Correlation Coefficient	Interpretation	Finding	Conclusion
Cognitive Approach	117	0.018	0.218	Low or slight Correlation	Reject Ho	There is significant relationship
Coping Resources	117	0.000	0.691	Marked of moderate	Reject Ho	There is significant relationship

There is no significant relationship between the school performance of students and their parents' migration in terms of cognitive response.

This implies that, according to the null hypothesis, the cognitive response of students is not affected by whether or not their parents have migrated.

There is no significant relationship between the school performance of students and their parents' migration in terms of coping resources.

Here, the null hypothesis suggests that the coping resources of students are not influenced by their parents' migration status.

In the situation of students left behind by OFW parents, Lavine, and Munsch (2011) pointed out that disclosure is the first essential step for getting social support. In addition, adolescent should be involved in at least one protective factor (e.g., family, school, and church) which facilitates the development of strong personal relationships, which provide encouragement and advice, which in turn facilitate the development of a positive value system or world view and healthy coping strategies (Grant, 2005). Participants of the KII reveal that the presence of family, friends and other significant persons in their life played a crucial role especially when they have difficulties and worries. The time when they can listen to the negative and positive emotions of the OFW children are enough chances to be inspired and continue to focus on to their studies. In fact, another KII participant said that the time when their parents have time in the net for chatting and calling, it gave them so much satisfaction and reminded them to exert more effort in their studies.

In analyzing the findings of the study, some significant conclusions were derived. First, the level of academic performance of students' with OFW parents was at the proficient level. This result was also expected because the respondents of the study were the academically high performing students in school. It is concluded that despite the situation where mother, father, or both parents are not around during challenging times, students' left behind are capable of achieving high academic performance given the right coping mechanisms. With parents' absence, technological mechanisms like cellular phones and computers have become the default substitute for personal parenting especially in the motivation of parents in the academic performance of their children. That these children also aim for high grades because they want their parents to be happy and it is only the reward they can give to their parents who sacrifice a lot.

Ho2: There is no significant relationship between the levels of perceptions of students with parent's migrations and the students' school performance in terms of: a). academic performance;

- b). behavior;
- c). psycho-social; and,
- d). psycho-emotional.

Table 10: Comparative Results of the Levels of Perceptions of Students with Parents' Migration and their School Performance

Factors	N	P-Value	Correlation Coefficient	Interpretation	Findings	Conclusion
Academic Performance	117	0.000	0.430	Marked or Moderate Relationship	Reject Ho	Significant Relationship
Behavior	117	0.000	0.477	Marked or Moderate Relationship	Reject Ho	Significant Relationship
Psycho-Social	117	0.000	0.447	Marked or Moderate Relationship	Reject Ho	Significant Relationship
Psycho-Emotional	117	0.000	0.631	Marked or Moderate Relationship	Reject Ho	Significant Relationship

In each factor (Academic Performance, Behavior, Psycho-Social, and Psycho-Emotional), the correlation coefficient (R) indicates a marked or moderate relationship.

The p-values (P) are all 0.000, leading to the rejection of the null hypothesis (Reject Ho) in each case, suggesting a significant relationship between the levels of perceptions and school performance.

The sample size (N) for each factor is 117.

In summary, based on the statistical analysis, there appears to be a significant relationship between the levels of perceptions of students with parents' migration and their school performance across multiple factors, including academic performance, behavior, psycho-social, and most specially in psycho-emotional aspects of students.

4. CONCLUSIONS

This chapter provides the summary, conclusions and recommendations based on the findings of the study.

The analysis of the data yields significant findings that offer valuable insights into the complicated and multifaceted impacts of parental overseas work on the lives of the participants. These findings distinctly illuminate that the absence of parents due to overseas employment profoundly affects a range of dimensions within the respondents' well-being. This influence encompasses emotional states, levels of motivation, behavioral tendencies, and the dynamics of communication. Importantly, a prevailing trend among the majority of respondents is the recognition of the significance of their parents' absence, although the extent of this impact diverges among different assessments.

After the data were analyzed and interpreted, the following findings were gathered.

1. Data analysis advises that parental overseas work has a significant impact on various aspects of the respondents' lives, including emotional well-being, motivation, behavior, and communication.

2. Coping resources analysis reveals that respondents use a range of techniques to deal with the challenges brought by parental migration.

3. Academic perceptions and behaviors analysis suggests that respondents generally exhibit a proactive and engaged attitude towards their studies.

4. Respondents demonstrate a mix of proactive, responsible, and resourceful actions. They prioritize preparation, quality work, and ethical methods to task completion. While some behaviors are more important than others, there is a general preference for healthy work habits and a dedication to personal and academic development.

5. The psychosocial aspects reveals that respondents display behaviors that foster a positive and well-structured classroom atmosphere. This includes their adaptability, adherence to rules, and feelings of safety.

Conclusion

This study intends to contribute to a deeper understanding of Filipino kids' educational experiences by investigating the possible relationship between having OFW parents and students' success. The findings lead to better educational practices and policies that addresses the unique needs of these kids and boost their academic performance.

In summary, the data analysis provides valuable insights into the multifaceted impact of parental overseas work on the lives of respondents. The findings highlight that parental absence influences various aspects of their well-being, including emotional states, motivation levels, behavioral patterns, and communication dynamics. The majority of respondents acknowledge the relevance of their parents' absence, although the degree of impact varies across different appraisals.

Furthermore, the coping resources employed by respondents illustrate a diverse set of strategies to navigate the challenges posed by parental migration. These encompass seeking support from friends and relatives, drawing motivation from their circumstances, engaging in positive activities, and maintaining open communication. The range of perspectives on the effects of parental migration underscores the complexity of coping mechanisms and highlights the need for a nuanced approach.

In terms of academic perceptions and behaviors, respondents exhibit an overall proactive and engaged attitude towards their studies. They emphasize readiness, participation, and timely completion of assignments, striving for excellence through high grades and continuous skill improvement. However, the varying degrees of relevance for certain statements underscore the individuality in preferences and approaches to academic pursuits.

The psychosocial analysis showcases respondents' efforts to foster a positive and organized classroom environment. Adaptability, adherence to rules, and a sense of safety are evident, along with attention to aesthetics, personalization, and cooperative group behavior. Preferences for proper ventilation and lighting underscore the role of physical comfort in effective learning.

Lastly, the psycho-emotional analysis reveals a range of psychological and emotional strengths among respondents. They demonstrate adaptability in the face of change, actively engage in social activities, and place importance on maintaining positive relationships. Their commitment to personal growth and learning is evident through the pursuit of innovative solutions, calmly addressing challenges, and the emphasis on positive self-worth.

Overall, this comprehensive analysis underscores the intricate interplay between parental migration and various aspects of respondents' lives, shedding light on their coping strategies, academic endeavors, classroom dynamics, and psycho-emotional well-being. It highlights the importance of considering a holistic perspective when understanding the effects of parental overseas work on children and adolescents.

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