

OFW SUPPORT AND INVOLVEMENT TO THE LEARNERS ACADEMIC PERFORMANCE: BASIS FOR THE ENHANCEMENT OF GUIDANCE PROGRAM

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Abstract

Achieving students' full potential from schooling requires the full support of parents. It is anticipated that parents should play a role not only in the current progress of their children but more broadly in their overall achievements. The study aimed to analyze the related factors and performance of Grade 10 learners with overseas Filipino worker parents in San Pablo City Integrated High School. The study utilized total population sampling including 101 students, representing the entire group of Grade 10 students whose parents are OFW workers. Based from the results, the Grade 10 students had outstanding grades in Araling Panlipunan, Edukasyon sa Pagpapakatao, and Science. They had very satisfactory grades in Mathematics and English. The data also revealed that OFW parents support their children to a very great extent morally and emotionally, and a great extent financially. Additionally, it was found out that OFW parents are involved to a very great extent to their children in terms of parenting and involved to a great extent in communicating and student's decision making. No relationship was found between the Grade Point Average (GPA) and parental support in terms of moral, financial, and emotional support. The same result was also found between the student's GPA and parental involvement in terms of parenting, communicating, and decision-making. The study recommends that the result be used as basis in designing programs and activities to orient students toward those that can best guarantee the fulfillment of their personal needs and aspirations. The scope of the variables may be extended to provide further analysis of the study.

Keywords: Parental Support, Parental Involvement, OFW, Academic Performance

1. Main text

Overseas Filipino workers (OFWs) are a significant part of the Filipino workforce, contributing greatly to the Philippine economy through their remittances and skills. They are Filipinos who leave their homeland to seek employment opportunities abroad, often in search of higher salaries and better living conditions for their families back home and usually they can be found in various industries, such as healthcare, engineering,

hospitality, domestic work, and more. They work in countries all around the world, from the Middle East to Asia, Europe, North America, and beyond. In addition, Abad (2023) laid out that DMW hopes to deploy more OFWs in 2023, noting that the Philippines fielded 486,673 OFWs from July to November 2022. She reported that there are emerging markets and pending bilateral labor talks with Romania, Hungary, and Portugal. Despite the challenges they face, such as cultural differences, language barriers, and homesickness, OFWs continue to persevere and make sacrifices for their families.

One of the most significant problems faced by OFW parents is the lack of physical presence and emotional support for their children. This separation can lead to feelings of abandonment, anxiety, and depression in children, affecting their emotional and psychological well-being. Moreover, OFW parents often miss significant events in their children's lives, such as birthdays, graduations, and holidays, which can cause further strain in the parent-child relationship wherein according to Hoang, et. al., (2014) they are unable to return home in the middle of their contracts to attend to the requirements of their children.

In a larger scale, the challenges faced by OFW parents are unique and can affect their parenting style, communication, relationship with their children and their performance in school. It is essential for them to find ways to overcome these challenges and maintain a strong bond with their children despite the distance. In this scenario, the school, which serves as a second home, can support students through various initiatives and programs that can help them cope with the challenges they face. Schools can provide counseling services to help students cope with the emotional stress of separation from their parents. Counseling can also help students develop healthy coping mechanisms and improve their overall well-being. Along with this, it can include tutoring services, study groups, and academic advising to ensure that students have the support they need to succeed in their studies. Likewise, it can facilitate communication between parents and teachers to ensure that parents are informed about their child's academic progress and any challenges they may be facing. This can help parents feel more involved in their child's education and provide them with the opportunity to provide support and guidance from afar. Schools can help students cope with the challenges they face and thrive academically and emotionally by offering counseling and psychological services, academic support, and parent-teacher communication. This is the main reason that this study is pursued to assist students with OFW parents at San Pablo City Integrated High School.

Nomenclature	
A	learners
B	parents
C	teachers

1.1. Structure

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In a larger scale, the challenges faced by OFW parents are unique and can affect their parenting style, communication, relationship with their children and their performance in school. It is essential for them to find ways to overcome these challenges and maintain a strong bond with their children despite the distance. In this scenario, the school, which serves as a second home, can support students through various initiatives and programs that can help them cope with the challenges they face. Schools can provide counseling services to help students cope with the emotional stress of separation from their parents. Counseling can also help students develop healthy coping mechanisms and improve their overall well-being. Along with this, it can include tutoring services, study groups, and academic advising to ensure that students have the support they need to succeed in their studies. Likewise, it can facilitate communication between parents and teachers to ensure that parents are informed about their child's academic progress and any challenges they may be facing. This can help parents feel more involved in their child's education and provide them with the opportunity to provide support and guidance from afar. Schools can help students cope with the challenges they face and thrive academically and emotionally by offering counseling and psychological services, academic support, and parent-teacher communication. This is the main reason that this study is pursued to assist students with OFW parents at San Pablo City Integrated High School.

1.2. Tables

Table I. Second Quarterly Grade of Learners in Araling Panlipunan

Grade	Frequency	Percent	Verbal Interpretation
90-100	49	48.51	Outstanding
85-89	25	24.75	Very Satisfactory
80-84	15	14.85	Satisfactory
75-79	11	10.89	Fairly Satisfactory
Below 75	1	0.99	Did not Meet Expectations

Table 1 shows the GPA of learners in Araling Panlipunan. This subject is a discipline that focuses on raising civil awareness and developing skills necessary for life. The curriculum gives more emphasis in the understanding of the course rather than in memorizing concepts and terminologies (DepEd, 2013). From the table, it shows that the biggest portion of the respondents had outstanding grades in AP, 49 out of 101 which is at 48.51% while the least is those that did not meet expectation at 0.99%. One student had failed the subject. It supported the study of Francisco & Celon (2020) who stated that there are more students who are performing outstandingly in AP.

Table II : Second Quarterly Grade of Learners in Edukasyon sa Pagpapakatao

Grade	Frequency	Percent	Verbal Interpretation
90-100	47	46.53	Outstanding

85-89	26	25.74	Very Satisfactory
80-84	17	16.83	Satisfactory
75-79	11	10.89	Fairly Satisfactory
Below 75	0	0.00	Did not Meet Expectations

Table 2 shows the GPA of learners in Edukasyon sa Pagpapakatao. It is a course that educates students with the requisite prudence and moral responsibility to govern their life choices (Bardos-Villamor, Camari, & Palmes, 2015). In this study, a total of 47 out of 101 students, which is 46.53% of the respondents, had an outstanding GPA in ESP. It occupies the biggest proportion of the respondents. Also, no student failed in the subject. It was expected that most of the students had outstanding performance in the subject since it focuses on attitude, morality, ethics, values, and qualities to live by which Filipino families inculcate as early as kids can understand.

Table III : Second Quarterly Grade of Learners in English

Grade	Frequency	Percent	Verbal Interpretation
90-100	29	28.71	Outstanding
85-89	30	29.70	Very Satisfactory
80-84	26	25.74	Satisfactory
75-79	15	14.85	Fairly Satisfactory
Below 75	1	0.99	Did not Meet Expectations

The GPA of learners in English is shown in the table above. It shows that the biggest portion of the respondents, 30 out of 101 which is 29.70%, had very satisfactory grades while the least is those that did not meet expectation at 0.99%. Quinn (2023) stated that English can also be considered challenging, though not quite as complex. In a survey conducted by TheTopTens, English is ranked 6th among the top ten most difficult subject. In comparison with ESP and AP that had majority of the students performing outstandingly, English had more students performing only at a very satisfactorily level.

Table IV: Second Quarterly Grade of Learners in Mathematics

Grade	Frequency	Percent	Verbal Interpretation
90-100	21	20.79	Outstanding
85-89	27	26.73	Very Satisfactory
80-84	30	29.70	Satisfactory
75-79	21	20.79	Fairly Satisfactory
Below 75	2	1.98	Did not Meet Expectations

The GPA of learners in Mathematics is illustrated by table 4. It shows that the most of the respondents had satisfactory grades, 30 out of 101 which is at 29.70% while the least is those that did not meet expectation at 1.98%. Two students had failed in their Math subject. Mathematics as a discipline is considered as one of the most difficult subjects among Filipino learners (Capuno et al., 2018). Among the subjects considered in this study, only this subject had more than one failed student.

Table V: Second Quarterly Grade of Learners in Science

Grade	Frequency	Percent	Verbal Interpretation
90-100	41	40.59	Outstanding
85-89	16	15.84	Very Satisfactory
80-84	25	24.75	Satisfactory
75-79	18	17.82	Fairly Satisfactory
Below 75	1	0.99	Did not Meet Expectations

In table 5, the GPA of learners in Science is shown. It demonstrates that the largest portion of the respondents, 41 out of 101 which is at 40.59% had outstanding grades. One student had failed the subject which is at 0.99%. Science is a universal subject that spans the branch of knowledge that examines the structure and behavior of the physical and natural world through observation and experiment. Although, Science is also considered a challenging subject, data revealed that respondents are performing exceptionally well. According to Francisco & Celon (2020), more students are achieving outstandingly in Science not because the subject is easy but many is trying their best to perform well.

Extent of Parental Support of Overseas Filipino Worker Parents

In this study, the researcher analyzed the extent of parental support the respondents received from their OFW parents in terms of Moral, Financial, and Emotional Support. A student might receive moral support from others without receiving anything in return other than the psychological and/or emotional benefits of being encouraged. Financial support, on the other hand, is the capacity of the parents to provide financially the needs of their children in their studies. Another parental support, emotional support, refers to parents' emotional characteristics, such as warmth, acceptance, attention, and responsiveness. The results of the analysis are shown in the following tables.

Table VI: Extent of Moral Support of Overseas Filipino Worker Parents

Indicator	Mean	SD	Verbal Interpretation
My parent....			
1. deals with my concerns in schools accordingly via online platforms.	3.34	0.65	Support to a Very Great Extent
2. encourages me to take responsibility for my actions at home and school via chat using messenger.	3.41	0.72	Support to a Very Great Extent
3. ensures that I am carrying out my responsibilities and duties at home and at school while participating in a video call during their free hour.	3.41	0.75	Support to a Very Great Extent

4. encourages me to be upright and virtuous in the tasks I perform via video call.	3.37	0.67	Support to a Very Great Extent
5. are the ones I can rely on for my life's concerns by making me feel secure whenever I have a concern by calling.	3.39	0.73	Support to a Very Great Extent
Overall Mean	3.38	0.53	Support to a Very Great Extent

Legend: 3.25-4.00 Support to a Very Great Extent, 2.50-3.24 Support to a Great Extent, 1.75-2.49 Support to a Less Extent, 1.00-1.74 No Support

The extent of moral support of Overseas Filipino Worker parents is shown in the table above. It has an overall mean of 3.38 which demonstrates that OFW parents support their children to a very great extent morally. The overall standard deviation of 0.53 signifies the similarity in the opinions of the respondents. The highest mean which is 3.41 is found in the second and third indicator but there is smaller variation in the second indicator based from a standard deviation of 0.72. Both indicators concerned the students' responsibility. Parental authority and control, as well as the expectation of obedience from children, a sense of family unity and dependency, and the significance of fulfilling familial obligations are some of the pertinent qualities that characterize parenting in the Philippines (Alampay, 2013).

Table VII : Extent of Financial Support of Overseas Filipino Worker Parents

Indicator	Mean	SD	Verbal Interpretation
My parent....			
1. provides for my education and other school fees through remittances.	3.73	0.53	Support to a Very Great Extent
2. gives me enough allowance for my miscellaneous and for other personal matters via e-wallet.	3.44	0.67	Support to a Very Great Extent
3. encourages me to participate in extracurricular activities such as school camps, field trips, and so on, and covers the costs sent via money transfers.	3.16	0.77	Support to a Great Extent
4. makes tutorial services available to assist me in my assignments and difficult lessons. Pay the tutorial services via money transfer.	2.83	0.95	Support to a Great Extent
5. makes school transportation available for the entire school year through an agreement of a school transportation and fare funds paid via money transfer	3.00	0.98	Support to a Great Extent
Overall Mean	3.23	0.55	Support to a Great Extent

Legend: 3.25-4.00 Support to a Very Great Extent, 2.50-3.24 Support to a Great Extent, 1.75-2.49 Support to a Less Extent, 1.00-1.74 No Support

In table 7, the extent of financial support of OFW parents is shown. The overall mean of 3.23 and a standard deviation of 0.55 shows that parents support their children to a great extent financially. Providing for education and other fees through remittances has the highest mean, which is 3.73. A standard deviation of 0.53 shows minimal dispersion in the perception of the respondents. According to Manuba et al. (2017), parents usually choose to work abroad to support their child's education. Asis & Marave (2013) stated that it is essential for the child's family and home to provide not only emotional and psychological but also financial assistance. The data also show that indicator 4 has the lowest mean which is 2.83 with a standard deviation of 0.95. Though it has the lowest mean, in comparison to other indicators, it also has the highest variation of opinions. As more parents and educators become aware of the benefits tutorial services have on learner's achievement, they have grown more popular in the recent years. Parents and guardians recognize that it isn't only slow learners that need tutoring. Tutoring has become essential due to the volume and difficulty of the lessons and homework assigned to today's students.

Table VIII: Extent of Emotional Support of Overseas Filipino Worker Parents

Indicator	Mean	SD	Verbal Interpretation
My parent....			
1. encourages me to always do well for my own good by video conferencing.	3.47	0.64	Support to a Very Great Extent
2. through a video call, express their appreciation for my work and efforts in school, regardless of the outcome.	3.48	0.67	Support to a Very Great Extent
3. creates an accepting and non-judgmental attitude toward my academic lapses via video call.	3.29	0.71	Support to a Very Great Extent
4. talks to me via video call when I have a problem inside or outside of school.	3.08	0.96	Support to a Great Extent
5. have video conversations with me about my school and social life.	3.22	0.88	Support to a Great Extent
Overall Mean	3.30	0.59	Support to a Very Great Extent

Legend: 3.25-4.00 Support to a Very Great Extent, 2.50-3.24 Support to a Great Extent, 1.75-2.49 Support to a Less Extent, 1.00-1.74 No Support

the extent of emotional support OFW parents provide their children is displayed in the table above. OFW parents support the respondents to a very great extent as shown by the overall mean of 3.30 and the standard deviation of 0.59. The highest mean is 3.48 with a standard deviation of 0.67 which is the second indicator. Parents should be the primary source of morals, the first educator, the primary provider, and the driving force behind their children's pursuit of life objectives. As Maculada (2018) elaborated, the responsibility that parents have for their children cannot be satisfied by acquiring of any material good.

Respondents Perceive Level of Parental Involvement of Overseas Filipino Worker Parents

The absence of either their mothers or fathers or both is thought to have the greatest detrimental

effect on these youngsters. Children who are left behind are thought to bear the brunt of the social costs associated with migration since they lack their "real" parents (especially women) to raise and mentor them, according to a report by Asis (2015). The following results shows the perception of the respondents on parental involvement in terms of parenting, communicating, and decision-making.

Table IX : Perceived Level of Parental Involvement in terms of Parenting

Indicator	Mean	SD	Verbal Interpretation
My parent....			
1. looks up my friends and our extracurricular activities on social media and other online platforms.	3.05	0.85	Involved to a Great Extent
2. assists in meeting the needs of my school in any form of assistance and online platforms.	3.44	2.03	Involved to a Very Great Extent
3. talks with me via video conferencing about possible careers I'm interested in.	3.29	0.75	Involved to a Very Great Extent
4. talks with me online about what life will be like after I graduate from junior high school.	3.48	0.73	Involved to a Very Great Extent
5. praises me for my hard work and positive attitude toward school through messenger and posts my achievements on social media.	3.36	0.81	Involved to a Very Great Extent
Overall Mean	3.32	0.66	Involved to a Very Great Extent

Legend: 3.25-4.00 Involved to a Very Great Extent, 2.50-3.24 Involved to a Great Extent, 1.75-2.49 Involved to a Less Extent, 1.00-1.74 Not Involved

The interactions and acts parents have with their child add up to good parenting. Character qualities like independence, self-direction, honesty, self-control, kindness, and cooperation are what good parenting attempts to instill in children. In table 9, the perceived level of involvement of the OFW parents are demonstrated. Parental involvement in terms of parenting has an overall mean of 3.32 and a standard deviation of 0.66 which shows that OFW parents are involved to a very great extent to their children. The fourth indicator has the highest mean of 3.48 with a standard deviation of 0.73. Living and working in the host country is more stressful for foreign-born employees than it is for locals. They must remain in a nation with a different cultural history from their own. Working overseas necessitates adapting to the host nation. In comparison to native workers, migrants appear to receive less professional help, have lower well-being, and have more mental ill health (Aalto et al. 2014).

Table X : Perceived Level of Parental Involvement in terms of Communication

Indicator	Mean	SD	Verbal Interpretation
My parent....			
1. talks with my teachers through telephone, email or any online platform regarding my class standing.	2.67	1.10	Involved to a Great Extent

2. contacts my adviser via chat messenger to stay up to date on relevant information.	2.90	1.07	Involved to a Great Extent
3. discuss my challenges and accomplishments with teachers via video conferencing.	2.65	1.07	Involved to a Great Extent
4. talks to teachers about our personal matters via video conferencing if it affects my performance at school.	2.48	1.07	Involved to a Less Extent
5. attends school online conferences to talk about my learning and behavior.	2.58	1.18	Involved to a Great Extent
Overall Mean	2.66	0.95	Involved to a Great Extent

Legend: 3.25-4.00 Involved to a Very Great Extent, 2.50-3.24 Involved to a Great Extent, 1.75-2.49 Involved to a Less Extent, 1.00-1.74 Not Involved

Table 10 displays the perceived level of parental involvement in terms of communication. It has an overall mean of 2.66 and a standard deviation of 0.95 which is interpreted as “involved to a great extent”. Indicator 2 emphasize that parents’ communication with their child’s adviser via chat messenger received the highest mean of 2.90 and a standard deviation of 1.07 which is interpreted as “involved to a great extent”. The lowest mean is 2.48 with a standard deviation of 1.07 interpreted as “involved to a less extent”. Parental involvement goes beyond communication between parent and child. It includes parents concern to their children with regards to their performance and daily activities in school. Students stay in school more than they did at home. Additionally, the time they spent at home will still include their sleep.

Table XI. Perceived Level of Parental Involvement in terms of Decision Making

Indicator	Mean	SD	Verbal Interpretation
My parent....			
1. are actively involved in the shared decision-making process for my education, which is carried out via video conferencing.	3.13	0.78	Involved to Great Extent
2. are vocal in their suggestions and comments about school concerns and issues, which they bring to my attention via phone calls.	3.15	0.78	Involved to a Great Extent
3. through chats seeks advice from my adviser to achieve positive learning outcomes.	3.11	0.94	Involved to a Great Extent
4. through video conferencing, participates in decisions concerning my extracurricular needs and wants at	3.07	0.79	Involved to a Great Extent

school.

5. through available online platforms gets involved in my academics and make academic decisions to help me be a successful student. 3.30 0.76 Involved to a Very Great Extent

Overall Mean 3.15 0.60 Involved to a Great Extent

Legend: 3.25-4.00 Involved to a Very Great Extent, 2.50-3.24 Involved to a Great Extent, 1.75-2.49

Involved to a Less Extent, 1.00-1.74 Not Involved

The perceived level of parental involvement in terms of decision making is shown in the table above. From the result of the overall mean of 3.15 and a standard deviation of 0.60, it shows that the parents are involved to a great extent to the student's decision making. The highest mean is found in the fifth indicator which is 3.30 and a standard deviation of 0.76. The parents are perceived to be involved to a very great extent to students' decision particularly those that focus on their academic success. The fourth indicator has the lowest mean of 3.07 and a standard deviation of 0.79. Parents are involved to students' decisions concerning extracurricular needs and wants but not as much as to their academics. This may be attributed to cost. Extracurricular activities would usually require additional finances that may affect the budget of the whole family and although academics also requires money, parents even those not working overseas allocate a portion of the overall budget to their children's academic studies.

Table 12. Test of Relationship between the Extent of Parental Support of OFW Parents and the Second Quarterly Grades of the Learners

Parental Support	Second Quarterly Grades				
	Araling Panlipunan	Edukasyon sa Pagpapakatao	English	Mathematics	Science
Moral	0.058	0.068	0.033	0.087	-0.016
Financial	0.027	0.074	0.026	0.032	0.026
Emotional	0.117	0.127	0.162	0.125	0.147

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The relationship between the extent of parental support of OFW parents and the Second Quarterly Grades of Grade 10 learners are tested, and the result is shown in table 13. From the data, it was found out that there is no significant relationship between parental support and the general academic performance. The support provided by OFW parents does not affect the grades of the respondents. It supported the findings of Arguillas and Williams (2018) that the separation of families brought about by foreign migration frequently has no effect on the educational results of older children. This can be attributed to the age of the learners. Grade 10 learners are usually ages 14-15 years old. It is the age where individuals look to and want parents to provide guidance on issues of morality and responsibility, but also seek to express themselves as individuals. They want to make choices on their own and one of those is with regards to their studies- how, where, and who they study with. Junior High School Learners particularly Grade 10 start to establish their own study habits based

on their preferences and strengths. These habits is also more affected by the choice of friends or close peers they have rather than their parents or guardians. Thus, the degree and existence of parental support in their studies thus not have much influence on their grades. This is supported by Chen et al. (2015) who examined whether or not there is a difference in academic performance before and after the parents of students depart the country. Migration does not have a major detrimental effect on the academic achievement of students.

Table XIII. Test of Relationship between the Extent of Parental Involvement of OFW Parents and the GPA of the Grade 10 learners

Parental Involvement	Second Quarterly Grades				
	Araling Panlipunan	Edukasyon sa Pagpapakatao	English	Mathematics	Science
Parenting	0.177	0.107	0.118	0.069	0.108
Communication	-0.118	-0.099	-0.172	-0.138	-0.082
Decision making	-0.094	0.004	0.008	-0.083	-0.033

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The relationship between the extent of parental involvement of OFW parents and the GPA of Grade 10 learners are tested, and the result is shown in table 13. From the data, it was found out that there is no significant relationship between parental involvement and the general academic performance. It is aligned with the study of Asis & Ruiz-Marave (2013) who investigated the relationship between parental migration and young children's education using data from the Philippines' Child Health and Migrant Parents in South-East Asia (CHAMPSEA) Project. They examined the factors that explain children's school progression (school pacing) and academic performance (school achievement) and the result indicated that parental absence due to migration does not have a negative effect on children's academic performance. It is in contrary to the study of Cebotari (2016) who stated that international parental migration as well as the departures of both parents are likely predictors of poor academic achievement. The 10th Grade is where learners are starting to step into adulthood. This is the age where individuals are better able to weigh and understand the possible reasons for the behaviors of those people around them particularly their parents. Parental involvement is one of the things every individual thank for but too much involvement from parents also increases the risk of conflicts. Hence, learners asserts their personal choices and decisions especially with regards to their studies. As a result their failing or passing in a subject is not related to the involvement of their parents.

Conclusion

In light of the findings of the study, the following conclusions were drawn:

1. The hypothesis that there is no significant relationship between the extent of parental support of overseas Filipino worker parents and the Second Quarterly Grades of the Grade 10 learners was accepted. Contrary to many researches, parental involvement is not related to the increase or decline of a learner's academic performance.
2. The hypothesis there is no significant relationship between the perceived level of parental involvement of overseas Filipino worker parents and the Second Quarterly Grades of the Grade 10

learners was accepted. Along with parental involvement, parental support has no bearing on the grades of the students.

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