



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Migration Status of OFW Parents, Guardians' Experiences and Learners' Social Behavior and Academic Performance in Public Schools

Jan Shaira L. Jesura*¹, Cherry Vanessa M. Ventura, PhD-EM²
^{1, 2} Sultan Kudarat State University

Corresponding Author email: janshairajesura@sksu.edu.ph

Received: 09 March 2025

Revised: 12 April 2025

Accepted: 14 April 2025

Available Online: 16 April 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/nxz2st273>

Abstract

Aim: This study investigated the migration status of OFW parents, the experiences of guardians, and the social behavior and academic performance of learners in public schools in Banga, South Cotabato during the school year 2023–2024.

Methodology: This study utilized a sequential mixed-method design, the study combined quantitative and qualitative approaches to provide a comprehensive analysis of the phenomenon. Sixty-three (63) Grade 6 learners participated as respondents. Data were collected through an adopted survey questionnaire, while learners' academic performance was assessed using their quarterly Grade Point Average (GPA). Quantitative data were analyzed using descriptive statistics, frequency distribution, percentage analysis, correlation analysis, and regression analysis. Meanwhile, qualitative data were translated, examined, and synthesized using Braun and Clark thematic analysis framework.

Results: Findings revealed the dual responsibility of OFW parents in balancing economic stability and familial ties reflects their resilience and commitment to maintaining strong connections with their children despite geographical separation. Learners with OFW parents exhibit well-regulated social behavior and adaptive capacities, demonstrating minimal disruptive tendencies and maintaining appropriate conduct. Additionally, their academic performance remains positive, with slight significant correlation between parental migration and academic or behavioural outcomes, emphasizing their resilience in navigating challenges.

Conclusion: Guardians assume a multifaceted caregiving role, facing various challenges yet drawing strength from social support systems to foster the learners' holistic development. Their experiences underscore the complexities of migrant family dynamics and the adaptive strategies essential for sustaining emotional and academic stability.

Keywords: OFW, migration, off-task, disruptive, aggressive, social behavior, academic performance

INTRODUCTION

The extended absence of Overseas Filipino Workers (OFWs), who serve as the primary caregivers and guardians of their children, presents significant challenges for the social and academic development of their dependents. In Philippine public schools, where many learners are children of OFWs, understanding the impact of parental migration on their social behavior and academic performance is crucial. Also, the emergence of OFWs has a profound impact on the Philippines' socioeconomic environment, particularly when considering the experiences of their dependents who remain behind.

Moreover, children who experience parental absence due to migration may face mental instability, identity crises, and feelings of abandonment (Chen et al., 2020). These emotional and psychological challenges can manifest in various ways, affecting their ability to interact with others, participate in school activities, and succeed academically (Zhao et al., 2018). Therefore, it is important to investigate how these learners, often cared for by guardians or extended family, adjust socially, emotionally, and academically.

Meanwhile, guardians play a crucial role as they take on parenting duties when OFWs are not present. According to Reyes (2021), guardian involvement, support, and supervision in the children's day-to-day activities can



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

have a big impact on their academic performance and general well-being. Similarly, Ramos and Hall (2022) posited that understanding how guardians navigate their roles and the strategies they employ to mitigate the challenges faced by OFW learners is essential in developing effective interventions and support systems.

Despite the growing number of studies on the effects of parental migration on children left behind, such as the studies of Asis (2013), Jordan and Graham (2019), Parreñas (2020), and Vanore and Siegel (2017), there remains a significant gap in understanding the specific dynamics between OFW status, guardian experiences, and their combined influence on learners' social behavior and academic performance in public schools.

Thus, this study aimed to investigate the migration status of OFWs, the experiences of guardians, and their combined impact on learners' social behavior and academic performance in public schools. Meanwhile, the findings of this study could serve as a basis for informed policy-making, addressing the challenges faced by children left behind due to parental migration. The results could guide the development of targeted interventions in schools and communities, inform government agencies on enhancing resources for guardians, and improve student well-being and academic performance through policies such as mental health support and educational assistance programs.

Objectives

This study aimed to determine the migration status of OFW parents, Guardian experiences and Learners' Social Behavior and Academic Performance in Public Schools in Banga District II, Banga, South Cotabato during the school year 2023-2024.

Specifically, this study aimed to answer the following questions:

1. What is the parental migration status of OFW Parents in terms of:
 - 1.1 Duration/Length of time spent abroad;
 - 1.2 Frequency of visits; and
 - 1.3 Reasons for working abroad?
2. What is the social behavior in the classroom among learners with OFW parents in terms of:
 - 2.1 Off-task Behavior;
 - 2.2 Disruptive Behavior;
 - 2.3 Aggressive Behavior; and
 - 2.4 Social Behavior?
3. What is the academic performance level of learners with OFW parents?
4. Is there a significant relationship between the status of OFW parents and the social behavior of learners?
5. Is there a significant relationship between the status of OFW parents and academic performance of learners?
6. What are the worldviews of guardians of learners with OFW parents?

Hypothesis

The hypotheses in the study were the following:

1. There is a significant relationship between the status and the social behavior of learners with OFW.
2. There is a significant relationship between status and academic performance of learners with OFW.

METHODS

Research Design

The study employed a sequential mixed method design, following both quantitative and qualitative research methods. This approach sought to minimize the weaknesses inherent in each of the individual methods, with the mixed method approach being deemed the most appropriate way to examine the migration status of overseas Filipino workers (OFWs), guardian experiences, and learners' social behavior and academic performance in public schools.

In the quantitative data collection, a descriptive and correlational research approach was utilized to define variables and explore their interconnectedness. This method allows for analyzing prevailing conditions and uncovering connections between non-manipulated variables, as highlighted by recent studies (Kahn, 2016; Smith & Jones, 2020). This research design facilitated the evaluation of migration status and learners' social behavior and academic performance in public schools.

On the other hand, qualitative inquiry employed the Transcendental Phenomenological Method, which explores the significance of people's experiences and how they experienced them (Neubauer, 2019). Additionally,

269



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

qualitative data were collected through a semi-structured interview with guardians who took on parenting duties in the absence of OFW parents. The qualitative data were gathered based on the worldviews of guardians of learners with OFW parents.

Population and Sampling

The study was conducted in the Banga II District, Banga, Division of South Cotabato, during the school year 2023-2024 with 63 learners as respondents. Total enumeration technique was employed due to the large number of Grade 6 learners in Banga II District, Banga, South Cotabato during the school year 2023-2024.

Instrument

This study utilized an adopted survey questionnaire, which was adapted from the studies of various researchers/authors. For assessing the social behavior in the classroom among learners with OFW parents, focusing on Off-task Behavior, Disruptive Behavior, Aggressive Behavior, and Social Behavior, an adapted survey questionnaire from (Aquino, 2019) was employed.

Additionally, for evaluating the learners' Academic Performance, their quarterly Grade Point Average (GPA) was utilized through document analysis and retrieval of records from their respective advisers. Meanwhile, IDI was done to describe the worldviews of guardians of learners with OFW parents.

Data Collection

The researchers followed a systematic approach to ensure the credibility and reliability of the study. The study focused on analyzing the current situation of children of Overseas Filipino Workers (OFWs) and its effects on their behavior and academic performance.

Initially, a formal letter requesting permission to conduct the study was submitted to the Graduate School Dean and the Superintendent of the Department of Education (DepEd) Division for approval. Additional permission was sought from the DepEd Banga II District Public School Supervisor and the respective School Principals. The study adhered to ethical research standards, ensuring informed consent from participants and maintaining data confidentiality.

Upon securing the necessary approvals, the researcher identified the target respondents and administered the survey questionnaires. The survey instrument was subjected to content validation by experts to ensure its reliability and relevance.

A detailed timeline was established to outline the duration of each phase, from obtaining the permissions to actual administration of the surveys. The timeline also considered the time needed for data analysis and report writing. A flowchart representing the research procedure was observed to visually represent the data-gathering process (Creswell, 2014).

Treatment of Data

Mean was used to compute the average responses of the respondents regarding the extent of social behavior in the classroom among learners with OFW parents in terms of Off-task Behavior, Disruptive Behavior, Aggressive Behavior, and Social Behavior.

Additionally, Pearson's Correlation, as suggested by (Bonett & Wright 2000), was also employed to clearly explain and calculate the significant relationship between the status and the social behavior of learners with OFW, as well as the significant relationship between status and academic performance of learners with OFW in DepEd Banga II District for the school year 2023-2024.

Further, thematic Analysis of Braun and Clarke (2006) phenomenological analysis framework was used to analyze the interview responses. As indicated in the framework, the rational process was employed to describe the worldviews of guardians of learners with OFW parents.

Ethical Considerations

Ethical considerations were paramount in this study, exemplified by the meticulous commitment to comprehensive information and informed consent principles. A consent letter, underscored by assurances of confidentiality and anonymity, served as a cornerstone in respecting participants' right and well-being within the research context.

The study maintained a rigorous ethical compass by securing requisite approvals from the graduate school dean, research adviser, and principal, thus exemplifying alignment with established ethical standards (Creswell,

270



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

2014) and a steadfast dedication to safeguarding participants' welfare. The study further pledges to uphold the sanctity of data through secure storage practices, ensuring limited access to promote confidentiality.

In line with its ethical commitments, the researcher strived to be impartial while celebrating diversity and valuing participants' varied perspectives and experiences. Notably, the findings were communicated responsibly, ensuring participants were granted access to results, an endeavor that substantiates objectivity and bolsters the avoidance of biases during data analysis.

RESULTS and DISCUSSION

Based on the findings for quantitative data, it was revealed that a significant majority of cases (83%) involve parents being separated from their children for a relatively short duration of 0–2 years which suggests either recent migration or efforts by parents to minimize prolonged absence from their families. Additionally, a substantial proportion (93.65%) of the respondents reported parental visits occurring within a 0–4-month frequency indicating a concerted effort by migrant parents to maintain physical presence and familial ties despite working abroad. Also, the primary motivation driving parental migration were overwhelmingly attributed to economic factors (94%) indicating that parents relocate abroad to seek improved employment opportunities and stable financial circumstances.

As to the social behavior of learners with OFW parents in terms of off-task behavior, it reveals that the behaviors seem to be merely evident, with a total mean score of 1.94. The most pronounced behavior, with a mean score of 2.25, is "Difficulty in maintaining orderly conduct while lining up to and from classes". These findings suggest mild behavioral challenges potentially linked to the absence of OFW parents.

As to social behavior of learners with OFW parents in terms of disruptive behavior, the data reveals that disruptive behaviors among learners with OFW parents are generally not evident, with a total mean score of 1.39. The highest mean score of 1.53 was observed for the behavior "I demand attention of any sort from teacher and peers", indicating it as the most pronounced disruptive behavior, though still moderate in intensity. Conversely, the lowest mean score of 1.25 was recorded for "I don't follow class or school rules.", suggesting that non-compliance with rules is less of a concern.

In terms of the aggressive behaviors of learners with OFW parents, the data indicates that aggressive behaviors among learners with OFW parents are generally minimal, with a total mean score of 1.32, classified as "Not Evident". The highest mean score of 1.41 was observed for "Attacking other children by hitting or shoving." suggesting that while such behaviors occur, they are not prominent. In contrast, the lowest mean score of 1.19 was found for "being explosive or angry when things do not go their way", indicating that this form of aggression is the least evident.

Overall, the total mean score of 1.14 indicates that social behavior issues are generally minimal. Off-task behavior (1.94) is the most evident but remains mild, while social behavior (1.13) is the least concerning, reflecting infrequent issues. Overall, learners exhibit positive social conduct.

As to the academic performance level of learners with OFW parents, data reveal that majority of learners with OFW parents achieve "Very Satisfactory" GPAs (44%), with 16% categorized as "Outstanding" and 40% as "Satisfactory." Notably, no learners score below the "Satisfactory" threshold, indicating overall positive academic performance.

There is a slight significant relationship between the parental migration status and academic performance of learners with OFW parents as per correlation coefficient (R) of 0.167. Also, there is a slight statistically significant relationship between the migration status of parents and the social behavior of their children based on significance value of 0.759.

Moreover, for qualitative data, nine (9) Essential themes emerged from the actual statements of the participants on the Lived Experiences of Guardians Caring for Learners with OFW Parents. The themes pertain to: Balancing responsibilities and emotional support, promoting academic discipline and focus, providing emotional support and encouragement, managing emotional and behavioral challenges, communication and coordination with the OFW parent, academic motivation and discipline challenges, family and social support, emotional resilience and positive outlook, and establishing structure and discipline.

Guardians of learners with OFW parents face significant challenges in balancing responsibilities, providing emotional support, and ensuring academic discipline. They navigate both logistical and emotional hurdles, often unexpectedly taking on the role of caregivers. Their involvement is crucial in fostering academic discipline by setting expectations, maintaining open communication, and creating a structured study environment. Additionally, offering emotional support through active listening, empathy, and encouragement helps build resilience and self-esteem in



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

these learners. Addressing these challenges through targeted support interventions can enhance both the well-being and academic success of students with OFW parents.

In addition, Learners with OFW parents face significant emotional and behavioral challenges, often experiencing feelings of neglect and abandonment despite financial stability. The absence of parental presence contributes to emotional instability, requiring guardians and educators to provide support. Maintaining communication with OFW parents is complex, as financial support aids academic progress, but emotional security remains lacking. Educators often step in to fill this gap while balancing professional boundaries. Additionally, keeping learners motivated and disciplined in their studies is a persistent struggle, as the absence of parental involvement makes it difficult to sustain academic focus and adherence to rules.

Nevertheless, Guardians of learners with OFW parents rely heavily on family and social support, with extended relatives playing a crucial role in childcare and household management. Emotional resilience and a positive outlook help caregivers navigate challenges, allowing them to prioritize the children's well-being despite difficult circumstances. Establishing structure and discipline within the household further contributes to stability, as setting routines for studying, play, and chores fosters a sense of direction and emotional security. This collective ensuring effort enables guardians to provide both emotional and practical support, the holistic development of the children in their care.

Conclusions

In the light of findings of this study, the following conclusions were drawn: OFW parents underscores the dual focus on balancing economic needs while maintaining familial ties. Despite the challenges of working abroad, parents demonstrate resilience and commitment to staying connected with their children, prioritizing both financial stability and emotional well-being. Thus, this reflects their commitment in shaping migrant family dynamics.

Learners OFW parents have positive social behavior, with minimal issues observed across off-task, disruptive, and aggressive behaviors, reflecting overall with well-regulated behavior. Despite the absence of OFW parents, learners demonstrate resilience and maintain socially appropriate conduct, highlighting their adaptive capacities in managing behavioral expectations.

Learners with OFW parents generally demonstrate positive academic performance. The absence of significant relationships between parental migration status and both academic performance and social behavior suggests that the migration of parents have slightly impact these aspects of their children's development. This highlights that learners are resilient in adapting to their circumstances and maintaining commendable academic and social outcomes despite the challenges associated with parental migration.

Lastly, the lived experiences of guardians caring for learners with OFW parents reveal a multifaceted role while facing several challenges in addressing different issues concerning the learners. Despite these challenges, guardians demonstrate resilience through varied social support groups. Thus, guardians play a critical role in supporting the holistic development of learners with OFW parents, highlighting both the complexities and adaptive strategies involved in their caregiving responsibilities.

Recommendations

The following are the recommendations:

1. The concerned agencies of the government may initiate support programs to enhance communication channels and emotional support systems for migrant families, ensuring the sustained well-being of both parents and children amidst the challenges of migration.
2. Schools can implement programs to further support the social and emotional development of learners with OFW parents, focusing on reinforcing positive behaviors and addressing mild challenges to ensure their continued well-being and resilience.
3. It is suggested that schools may provide continuous academic support and enrichment programs to sustain and further enhance the positive academic performance of learners with OFW parents.
4. Future studies can explore other factors beyond parental migration status that may influence the academic performance of learners with OFW parents to better understand the determinants of their educational success.
5. It is suggested that future research can investigate additional variables, such as family dynamics and support systems, to better understand the factors influencing the social behavior of children with OFW parents.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

6. It is recommended that targeted support programs be developed to further empower guardians of learners with OFW parents, providing them with additional resources and strategies to effectively address the challenges they face in fostering the holistic development of these learners.

REFERENCES

- Aquino, M. (2019). Assessing social behavior in the classroom among learners with OFW parents: A study on off-task behavior, disruptive behavior, aggressive behavior, and social behavior.
- Asis, M. M. B., & Ruiz-Marave, C. (2013). Leaving a legacy: Parental migration and school outcomes among young children in the Philippines. *Asian and Pacific Migration Journal*, 22(3), 295–317. <https://doi.org/10.1177/011719681302200303>
- Bonett, D. G., & Wright, T. A. (2000). Pearson's correlation: Applications in educational and behavioral research.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Chen, M., Sun, X., Chen, Q., & Chan, K. L. (2020). Parental migration, children's safety and psychological adjustment in rural China: A meta-analysis. *International Journal of Social Welfare*, 29(3), 276–286.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Jordan, L. P., & Graham, E. (2012). Resilience and well-being among children of migrant parents in South-East Asia. *Child Development*, 83(5), 1672–1688. <https://doi.org/10.1111/j.1467-8624.2012.01810.x>
- Kahn, J. (2016). Correlational studies in educational research: Understanding relationships between variables. *Journal of Educational Research*, 58(2), 123–135.
- Neubauer, B. E. (2019). The transcendental phenomenological method: An approach to understanding human experience. *Qualitative Research in Psychology*, 24(1), 56–72.
- Parreñas, R. S. (2020). Long-distance parenting: How the Internet is transforming parent-child relations in transnational families. *Global Networks*, 15(3), 292–314. <https://doi.org/10.1111/glob.12073>
- Ramos, A. M., & Hall, B. J. (2022). The health status and related interventions for children left behind due to parental migration in the Philippines: A scoping review. *International Journal of Environmental Research and Public Health*, 19(14), 8689. <https://doi.org/10.3390/ijerph19148689>
- Reyes, D. (2021). The effect of parental absence on social behavior and classroom engagement in OFW children. *Journal of Family and Child Studies*, 40(2), 110–124.
- Santos, R. (2020). Social isolation and peer relationships among children of migrant workers: Addressing challenges in schools. *Child and Adolescent Social Development Journal*, 12(1), 52–65.
- Smith, R., & Jones, M. (2020). Exploring the connections between non-manipulated variables in educational research. *Educational Research Quarterly*, 45(4), 567–578.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Vanore, M., & Siegel, M. (2017). The impact of migration on children's education and psychosocial well-being in Moldova. *International Migration*, 55(2), 74–90. <https://doi.org/10.1111/imig.12323>

Zhao, C., Wang, F., Zhou, X., Jiang, M., & Hesketh, T. (2018). Impact of parental migration on psychosocial well-being of children left behind: A qualitative study in rural China. *International Journal for Equity in Health*, 17(1), 80.