

IMPROVING PUPILS' ACADEMIC PERSISTENCE OF OVERSEAS FILIPINO WORKERS' CHILDREN THROUGH CARE FOR OFWS' CHILDREN (COC) ADVOCACY

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Completed 2023



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Improving Pupils' Academic Persistence of Overseas Filipino Workers' Children Through Care for OFWs' Children (COC) Advocacy

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Abstract

In 2020, the most popular occupation for newly hired Filipino workers was domestic housekeeping, followed by domestic cleaners and helpers. The Middle East and Hong Kong, two regions with higher incomes and generally better benefits for migrant workers than the Philippines, have seen a surge in demand for Filipino housekeepers and domestic cleaners. This qualitative study aimed to investigate the use of CARE FOR OFW CHILDREN (COC) advocacy in improving the academic persistence of the pupils. A heterogeneous sampling technique was used in identifying the participants of the study and one-on-one interviews. Data obtained is transcribed verbatim, and emerging themes are formulated on the typical responses of the participants. The study revealed three significant themes in the consequences of parental absence: Chronic absenteeism, Lack of motivation, and Poor academic performance. Three significant themes were identified in the effect of COC advocacy: Increased understanding of parents' work, Building sympathy, and increased motivation. Programs like *Kumustahan Program* can be initiated. Findings found that learners' academic persistence is greatly affected by different factors, such as the absence of their parents in their scholastic activities. The effect of COC advocacy shows positive results based on the participants' responses. Thus, teachers should continue to promote collaboration and a positive outlook with the parents working outside the country to establish connections even at a distance.

Keywords: *Care for OFW (COC) advocacy; Chronic Absenteeism; Kumustahan Program*

Acknowledgment

The researcher would like to extend her warmest appreciation to the following individuals who exert their endless support in making this study possible.

To our Almighty God for the knowledge and wisdom, and consistent support and guidance He bestowed on the writer in making this study a considerable success.

The Head Teacher of Molum Elementary School, Lemuel M. Alangcas, who always motivated the writer to pursue the research study and provided him with valuable knowledge in completing the survey.

The Research Coordinator, Ma'am Ruth Indus for his assistance, motivation, and suggestions for the research undertakings.

The Teacher-researchers of Molum School share their expertise, valuable time, and comments in improving the study.

The research participants share their time, relevant ideas, experiences, and cooperation in responding to his interview positively. I appreciate your kindness and effort shared.

To all the parents who wholeheartedly supported the conduct of my study.

The researcher's family, thank you so much for your love and for being his genuine inspiration, strength, and moral support.

Context and Rationale

Because of social, environmental, and economic circumstances, an estimated 2 million children in the Philippines are either neglected by their households. Because of the nation's drug policy, there is a high rate of violent conflict, which has led to mothers being forced to find domestic work abroad, high rates of poverty and teen pregnancy, and specific natural disasters, all of which have resulted in the adoption of abandoned children by orphanages (Doe 2021).

In the school setting, we also struggle with OFWs' children. Currently, there are 12 out of 176 pupils who are abandoned children due to their parents are working abroad. Consequently, based on their Attendance Record on School Form 2 (SF-2), we infer that, on average, monthly attendance of OFW children is only 40% or 8 days present out of 20 days, and this may lead them to drop out. Additionally, Anecdotal records show that there are some significant items of conduct or records of OFW children's behavior that the teacher will use.

The primary adverse effect is a sense of abandonment that cannot be made up for with money; the children left behind have a sense of powerlessness, loneliness, pessimism, deprivation, and isolation while dealing with health and scholastic issues. In the meantime, because the issues are psychological in origin, so are their coping mechanisms, which include shopping, sharing the Bible, establishing a "shadow household," relativizing, and sharing personal experiences with other OFW kids. The main motivation for working parents of overseas Filipino workers is to attain financial stability. The youngsters left behind, however, suffer an emotional disadvantage since they feel abandoned. Therefore, OFW parents must prepare their kids for the psychological issues that their OFW parents may generate. It is thought that their protracted absence will leave everything feeling pointless. Therefore, OFW parents should ensure that continuous communication with their children makes up for the feeling of being apart from them (Bhargava, Docquier, and Moullan 2011, 172-183).

According to reports, more women than males are employed abroad. In 2020, 1.06 million, or 59.6% of all women, worked abroad. However, 0.72 million, or 40.4 percent, were male OFWs. The same pattern was seen in 2019, with women making up 55.4% of the 2.18 million OFWs overall and males making up 44.6 percent (Mapa 2022).

In 2020, the most popular occupation for newly hired Filipino workers was domestic housekeeping, followed by domestic cleaners and helpers. The Middle East and Hong Kong, two regions with higher incomes and generally better benefits for migrant workers than the Philippines, have seen a surge in demand for Filipino housekeepers and domestic cleaners. In addition to housekeepers and home cleaners, there has been a rise in the need for healthcare experts in recent years, especially since the COVID-19 pandemic. In 2020, more than 3,300 nurses were stationed in Saudi Arabia, the UK, and Germany, among other nations (Mapa 2022).

Although no mother ever wants to leave her child behind, it sometimes seems like there is no other choice in the Philippines. The Philippine Statistics Authority reports that 2.2 million Filipinos labored abroad in 2018 due to a lack of income at home. Most were women, and many wanted to provide their kids with a better future. They work as nannies, nurses, servers, and cleaners, among other occupations. The Philippines' central bank reports that a record-breaking \$33.5 billion in personal remittances were sent home by Filipinos last year. They hold jobs as nannies, cleaners, nurses, and hospitality personnel. According to the Central Bank of the Philippines, they sent \$33.5 billion in personal remittances home last year, a record amount (Yeung, Bacani, and Cruz 2020).

"Modern Day Heroes" is an excellent book that many OFW (Overseas Filipino Workers) may identify with. These people are heroes because they sacrificed their

beloved country and families to provide their loved ones with a better life. In addition to earning more money, OFWs choose to work overseas for several reasons, such as being able to send their kids to school, possessing modest possessions, and working in a more agreeable atmosphere. That is why a lot of them have three-story homes, huge farms, cars, the newest technology, their kids go to pricey private schools, and a host of other lavish lifestyles. However, before they could achieve their goals, the money they invested needed much effort, perseverance, and challenges (Bautista and Tamayo 2020, 1-9).

An increasing number of parents and their children are being separated for an extended period of time due to the migration of Filipino parents abroad. According to Western-based assessments, parental absence may negatively impact children's education outcomes (Arguillas and Williams 2018, 300).

Along with these premises, the researcher is eager to conduct this study to improve the academic persistence of OFWs children through Care for OFWs Children advocacy. The findings of this study seek to improve the practice of ensuring quality education, specifically by developing strategies that are responsive to the needs of the learners.

This study will be expected to benefit the teacher and school administrators, and OFW parents as this will provide information on the effects, benefits, and beauty of Care for OFWs' Children (COC) in improving pupils' academic persistence.

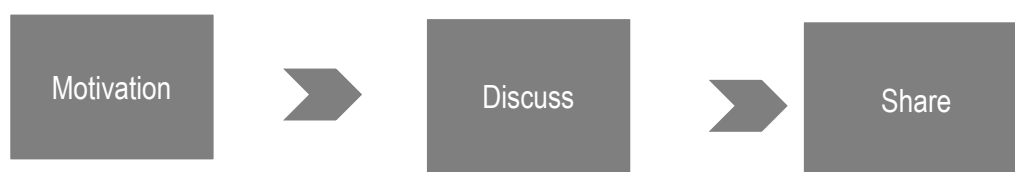
Innovation, Intervention, and Strategy

The innovation utilized in this study is Care for OFWs Children (COC) Advocacy, which aims to improve the academic persistence of OFW children. The COC Advocacy comprises three essential stages, which are as follows:

1. **Motivation**, the fundamental aim of motivation is to prepare the student for it enhances learning with greater vigor, attentiveness, and commitment (Mondal 2011). Furthermore, according to Wigfield, Cambria, and Eccles (2012, 463), motivation is to energize and direct behavior towards accomplishment and, as a result, is recognized as a significant factor influencing academic performance. In this part, the pupils will undergo different activities that will motivate them. These activities include launching a COC program or introducing advocacy so that they will know what the activities are for. First, a proper program is held, followed by the presentation of the participants with their guardians and the statement of purpose. After that, different games by the pupils and guardians will follow. There will also be a mascot so that they will have fun and develop their intra personal skills. The children's interests will guide the game exercises. Simple snacks will also be served after the activities. To entice further the interest of OFW children, TikTok Dance presentation will be held by grade level. Additionally, a movie, "*Tanging Ina*," will be shown to the pupils to increase their motivation and interest. By doing these, pupils will encourage them to continue working hard in their studies since they will feel valued and acknowledged (Ames 1992, 261). The researcher aimed to include these to motivate them for the next part of the activity.
2. **Discuss**. A discussion enables teacher-to-pupil and pupil-to-pupil interaction. Because students may readily engage and learn from each other, it is the center of instruction. Talking also fosters collaborative learning, which gives instruction

even more originality (Brookfield and Preskill 2012). In this part, speakers will be invited from DSWD or Guidance Counselor to discuss several important topics that include looking for ways to support family needs, dealing with the effects of parental absences, feeling obligated to parents, and yearning for their love and care, which were anchored on the study of McLanahan and Sandefur (2009, 1) on the Consequences of Parental Absence to Migration. Accordingly, it is essential to discuss this so that the OFW children will thoroughly understand the circumstances behind their parents' departure.

3. **Share.** In this part, the kids talk about their feelings and ideas. They discover that there are multiple approaches to problem-solving, that their observations can benefit others, and that it is important to hear other people out. This habit of discussing their work with others stimulates their curiosity, helps them become more self-assured, and keeps them involved in their activities (Hoffman 2011, 41). In service learning, introspection is just as crucial as implementation. Studies indicate that directed introspection produces a more cohesive integration of life events, academic material, and individual growth. In this case, reflection helps students apply their experiences to their knowledge about advocacy, their abilities, and their own self-awareness (Brookfield and Preskill 2005). Spiritual people are invited, and they will share with pupils' different topics like how to love and honor their parents, understand their parents, and appreciate the works of parents, wherein Couples for Christ will be the speaker. Attached is the topic outline. In reflection and sharing, pupils will be given a venue where they can talk freely about their thoughts and emotions. Beforehand, OFW parents will be informed by the researcher to send messages to their children in a letter type, which will be read during the sharing. The speaker will talk about their parents and appreciating them. Then, the child will reply to their mother in a letter form. Its purpose is to appreciate the hard work and importance of their parents. Showing videos through YouTube of overseas parents will be of great help to appreciate and love most of their passionate OFW parents.



Action Research Questions

This served as an encouragement of the researcher to conduct this study which focused on the academic persistence of selected OFWs children of Molum Elementary School.

It aimed to answer the following sub-questions in particular:

1. What are the consequences of parental absence on the pupils' academic persistence due to migration?
2. How do pupils perceive the effect Care for OFW's Children (COC) Advocacy?

3. What program can be drawn based on the output of the study?

Action Research Method

Research Design

The study used the qualitative research method to explore the effect of Care for OFWs' Children (COC) advocacy. Qualitative research uncovers and explains the significance of the relevant phenomenon. Qualitative research utilizes the inductive method since the researcher collects the data to foster concepts rather than testing the hypothesis. It helped the researcher to make a theory from observations and intuitive understanding from collecting data on the effect of Care for OFWs' Children (COC) advocacy to the pupils' academic persistence.

Participants and/or Other Sources of Data Information

The participants of this study were the selected grade 1 to 6 pupils of Molum Elementary School, School Year 2021-2022.

This study utilized a *purposive sampling technique*. In a purposive sampling technique, the researcher collects a specific set of participants. The researcher chooses her respondents with the same standing. Thus, all of the respondents' parent are OFW to give justification on the study to be conducted. From a total of 176 students from grade 1 to grade 6 for the school year 2022-2023 only 8 students were chosen as respondents due to above mentioned consideration. And also, because the researcher observed that the students particularly those children whose parents are OFW need more guidance in learning. They don't seem well guided, that they need more of a guidance for them to improve their academic persistency. To deem as advantageous on the part of the researcher. All the respondents are actually the students of the school where the researcher actually teaching.

Research Instrument

In this study, the main instrument was the researcher aided with the validated semi-structured interview guide questions. According to Bernard (1988), Interview guides offer a dependable, comparable source of qualitative data as well as a clear set of instructions for interviewers.

Data Gathering Procedure

In this study, a qualitative research design was adopted. To learn more about the lives and perspectives of eight students whose parents are foreign-born workers, in-depth interviews were conducted with them. They were chosen based on this criterion: have parents working abroad. The researcher presented an appointment with the research participants to set their availability in the interview process. With their unanimous availability, an orientation was done 30 minutes before the one-on-one interview with the research participants; the researcher conducted an orientation about the study and its ethical considerations to the participants, and the interview commenced afterward.

Research participants were notified of the goal and importance of the study, the advantages and disadvantages of the case study, and the confidentiality would be maintained as an integral element of the data collection process. As a first step in gathering data, informed consent was given to the participant's parents. Like a letter or permit to study for the Division, activity proposal, and consent of the participants and parents. Then there was an orientation for the participants and parents to understand the study. After the orientation, a matrix presentation followed. Ideas, suggestions, and comments were solicited from the parents and participants. The activity proposal was

also attached. After ensuring that the learners and their parents understood the study, the researcher asked for permission from the pupils to record the interviews and focus group discussions on audio/video for later transcription and analysis.

There was a schedule of the participants' study conducted at their comfortable place and time. The transcription of pupils' responses ensued right after the data collection. The researcher made sure to say a final thank-you statement to acknowledge the time the participants spent during the study (Creswell 2012).

Data Analysis

Yin (2018) considers several steps in analyzing the data of the study in which the researcher is following. In analyzing the study's data, the researcher went through different stages, which included a verbatim transcription of the responses from the participants and employed thematic analysis. The researcher made a verbatim transcription based on the participants' reactions. Coding aids the researcher in coming up with a theme and ensures the data's privacy and secrecy. In addition, it entails closely examining the data to pinpoint the remarks made by the participants, evaluating the discussion's context, and selecting the relevant codes. Finally, collating guides the researcher in the emergence of the themes.

Results and Discussion

The different cases of participants responses were analyzed and discussed comprehensively without exposing their identities. All data that emerged after the interview were transcribed verbatim with no fabrication of responses. Thematic analysis is used to analyzed the data concisely. In this study, a code was given to each participant to maintain confidentiality and anonymity, for instance, participant 1(P1), participant 2 (P2) and so on. Two (2) significant categories were observed in this study: *Consequence of parental absence, and the students' perception of OFW Children (COC) advocacy.*

Consequences of Parental Absence. Parental absence affects a student in various ways which greatly impact their academics. If a parent is absent or unavailable during a student's academic years, it can lead to many academic, social, and emotional challenges that can have a lasting effect on their future. One of the biggest consequences of parental absence on a child's academic life is that it makes it difficult for the child to focus on their studies. When a parent is absent, the child may not have anyone to check their homework, review for exams, or even ask for help if needed. This can lead to poor academic performance as the child is not motivated. Furthermore, the lack of proper guidance can lead to the child getting involved with bad company, which can distract them from their studies and further improve their grades. The effects of parental absence can also have a deep psychological impact on the child. Children may feel abandoned and rejected, leading to a lack of social skills, negative self-talk, and low self-esteem.

Three (3) significant themes were derived based on the typical responses of the participants to the consequence of parental absence in their study: Chronic Absenteeism, Lack of Motivation, and Poor Academic Performance.

Chronic absenteeism. Chronic absenteeism of a student is a significant issue for schools and can have severe effects on the student's future education and life. Chronic absenteeism occurs when a student misses 10 percent or more of the total school days for which the student is enrolled. When a student is chronically absent, staying current with the lessons and course material becomes difficult, jeopardizing the chances of success in their education and beyond.

Students who routinely miss school or who miss school for extended periods of time are considered chronically absent for the purposes of this article. Issues with

attendance include arriving late, departing early, skipping specific classes during the day, or missing the entire day (Kearney and Graczyk 2020, 316-337). Participants shared,

“Tungud kay wala man ako mam kay nanarbaho sa gawas, dili nasad noon ko ganahan mu skwela”. [Because my mother is working outside the country, I don’t like to go to school]. -P3

“Dili ko ganahan muadtu sa skwelahan taga adlaw mas ganahan ko muabsent kay akong mama mi- abroad man kay wala man trabaho dre, wala masuko naku”. [I don’t like to go to school every day, I want to be always absent because my mother is in abroad no one will be angry with me]. -P7

“Wala man si mama sa amua, walay muingun naku na skwela na, maong magsige kug absent hehehe”. [My mother is not around and no one will tell me to go to school, that is why I am always absent hehehe]. -P8

Lack of Motivation. One of the main reasons for a student’s poor academic performance is lack of motivation. Without motivating factors, like the desire to please parents, participate in extra-curricular activities, or be competitive in a specific field, students can often become unmotivated and unenthusiastic about school. In some cases, a lack of motivation can lead to more severe consequences, such as risky behaviors or substance abuse. When a student is lacking motivation, it is vital to take steps to try and uncover the source. It is essential to understand that a lack of motivation is not just caused by laziness; there could be a number of contributing factors. It could be due to a lack of a challenge, a difficult home life, physical or mental health issues, or even a feeling of hopelessness (Jaemu et al. 2018, 185). Participants responded,

“Wala koy gana mu study kay si mama wala dire sa amuang balay” [I don’t like to study because my mother is not in our house]. -P2

“Mas nindut man gud ug naa si mama sa balay para ganahan sad ko magtarung ug sulod sa klasi, dili luya”. [It is better if my mother is in our house for me to be good in my study, not sluggish]. -P4

Poor Academic Performance. Poor academic performance of a student can manifest itself in several ways. These can range from a drop in performance, missed assignments, and a general disinterest in learning and schoolwork (Howard et al. 2021, 1300). This is especially true when they compare grades and achievements to their peers, which reduces the chances of success and pushes students to focus on activities other than academics. Participants said,

“Dili ko ganahan mu answer saku mga activity sa klasi kay wala man sad si mama mu tan- aw saku mga kuha sa activity”. [I don’t want to answer my activities in school because my mother is not around to see my scores].-P1

“Kung naa assignments ihatag sa amua or mga activity dili ko maka pass usahay kay wala man koy maduulan na mama para mutabang

naku". [If there will be assignments given or activities, I cannot pass sometimes because I don't have my mother to help me].-P5

"Mas ganahan pako magsige ug surat kaysa mag-answer sa ubang activity sa balay kay wala man kuy makapangutan-an ug maglibug ko". [I'd rather write always than answering my activity in the house because I don't have mother to ask if I got confused].-P6

Effect of Care of OFW Children COC Advocacy

Advocacy is a powerful tool which can be used to ensure the protection of individual or collective rights and to challenge the inequities of the status quo. Advocacy works to bring attention to longstanding problems and strive for fairness and equity by speaking out against injustice and advocating for change. This could include pressing for increased minimum wages, speaking up for vulnerable populations, or advocating for better education in underserved communities. By using advocacy, it is possible to encourage public decision-makers to enact meaningful policy that benefits all.

In question number 2, what is/are the effect of COC advocacy as perceived by the pupils? Three (3) themes emerged based on the participation of the participants on the effect of such advocacy which includes; *Increased understanding of Parent's work, Build sympathy, and Increased motivation.*

Increased understanding on the nature of Parent's work. Individuals need to get to know the nature of the work of their parents for a variety of reasons. Firstly, knowing what their parents do can help individuals foster a sense of appreciation and understanding for their parent's hard work and commitment. It can also help them appreciate their parents' sacrifices to support for the family. Secondly, understanding the nature of their parents' work can give individuals a better insight into the day-to-day challenges their parents face and what it takes to be successful in their parent's respective fields. This knowledge is invaluable and can help develop a sense of appreciation and admiration for the accomplishments and tenacity of their parents.

"Human sa advocacy, nakasabut ko ug unsa gyud ang trabaho ni mama sa gawas sa nasud". [After the advocacy, I understand the work of my mother outside the country]. -P1

"Mas nakasabut naku ug nganung dili jud dali makauli si mama sa amuang balay kay iyang trabaho naa sa layu kayo sa among balay". [I totally understand now the reason why my mother cannot go home easily because she is working far from our home]. -P5

Knowing the nature of work of their parents can serve as a form of motivation and guidance for young individuals who may be looking to enter the same field of work. They can get inside information from their parents about the work, how it's changing over time, what challenges to expect.

Build sympathy. Building sympathy is to understand the perspective of another person. To do this, we must first put aside our own preconceptions and biases and instead take the time to listen and understand their side of the story. We should strive to gain knowledge of their culture and values and try to view their experiences through their lens. By allowing ourselves to feel the emotions of another without judging, we can then empathize and show our support for their struggles.

“Nalooy ko sa ako mama sa gawas sa nasud, dili man diay sayon iyang buhat ddtu para makaskwela lang gyud me”. [I pity my mother working outside the country, her work is not easy for me to continue my studies]. -P3

“Lisud man diay ang trabaho sa akong mama sa gawas kay basin kasab-an siya sa iyang mga amo ddtu”. [The work of my mother outside the country is really hard maybe sometimes she gets yell by her employer]. -P6

Building sympathy is the process of understanding and associating with an individual or a group. Sympathy allows us to foster greater compassion and understanding and helps us to form stronger relationships and communities. Many consider sympathy to be a powerful tool in promoting peace and justice, as it helps to strengthen cooperation between those who may have been previously distrustful of each other.

Increased Motivation. Interests and preferences, the growth of student's self-esteem and confidence, rewards, and objectives are all considered aspects of motivation. It significantly affects student achievement as well. It is based on the students' subjective experiences, especially those pertaining to their motivation and willingness to engage in lessons and learning activities. Participants said,

“Karun nakabalo nako ug unsa ang kalisud ni mama sa gawas, maningkamot naku ug skwela”. [Now, that I know how hard the work of my mother abroad, I'll also study harder]. -P3

“Ma-tinarung nako ug skwela kay para malipay si mama nako”. [I will do better in my study to make my mother happy]. -P4

“Ganahan naku muskwela ug tarung para sad mabayran naku ang kakapoy ni mama sa gawas sa nasod”. [I like to study harder so that I can reciprocate the hardship of my mother working abroad]. -P6

As motivation involves active processes like deliberate acts, it is the most significant aspect of learning. It also affects their ambitions if pupils do not put in any effort or pay attention. If students want to be effective and efficient learners, they must push and drive both processes because motivation is one element that also matters a lot in their studies. Understanding a student's motivation is essential since it lets us know why they wish to learn and whether they have a specific goal (Hidayat 2020, 34). Researchers found three issues related to motivation. Lack of motivation among students struggling with their English language skills results from their upbringing, culture, social milieu, and method of instruction (Octania 2017).

Program Drawn Based on The Outputs

“STRENGTHENING COC ADVOCACY PROGRAM”

Strengthening the care for OFW children advocacy program is crucial because it recognizes these children's unique challenges and aims to assist them with the necessary support and resources for their emotional, social, and academic well-being. By implementing this program, we can create a safe and inclusive school environment

where OFW children feel valued, understood, and supported. It not only helps them navigate the difficulties of having parents working abroad but also promotes their overall development, resilience, and success in school. By prioritizing the care of OFW children, we demonstrate our commitment to their holistic growth and ensure that they have equal opportunities to thrive academically and emotionally. Part of this program is the Kumustahan. This project involves educators in checking on the status of learners through Kumustahan, or conversations with learners, parents, and teachers. This program is not limited only during the pandemic. This could be a good program to be initiated when parents are away from their son/daughter. Since the objectives of online and in-person Kumustahan are the same, they involve connecting, information sharing, being heard, and understanding development.

Conclusion and Recommendations

Students' academic persistence greatly affected by different factors such as the absence of their parents on their scholastic activities. Consequences of parental absence such as chronic absenteeism, lack of motivation and poor academic performance had a major influence on the academic persistence of the pupils. However, if these pupils will properly be oriented about their parents' nature of work, the increased of understanding, motivation and sympathy is visible. Strengthening a program like COC advocacy program to connect the pupils to their parents that are working outside the country and enabling them elevate their motivation. Further, the outcome of the study recommends the following: (a) for the teachers that they should continue to promote collaboration and promote a positive outlook in mind with the parents who are working outside the country to establish connections even in distant, and (b) for the DepEd officials that they should provide different programs that focus on the welfare of the students where parents are working outside the country.

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Financial Report

Deliverables	Particulars	Expenses
1. Encoded Proposal	Encoding Cost	₱ 100.00
2. Proposal Reproduction	Printing Cost, Photocopy Expenses	₱ 200.00
3. Encoded Questionnaire	Encoding Cost	₱ 100.00
4. Questionnaire Reproduction	Printing Cost, Photocopy Expenses	₱ 200.00
5. Accomplished Survey Questionnaire- Checklist	Transportation, Meals, Snacks, Other Expenses	₱ 200.00
6. Tabulation Result	Encoding Cost, Printing, Tabulator snacks and Meals	₱ 1,000.00
7. Reproduction of Final Output	Encoding and Printing Cost	₱ 200.00
8. Reproduction of Evaluated Output	Encoding and Printing Cost	₱ 1,000.00
9. Conduct of Workshops	Transportation Allowances, Meals, Snacks and Supplies	₱ 3,000.00
10. Conduct of Policy Conferences and Meetings	Transportation Allowances, Meals, Snacks and Supplies	₱ 4,000.00
Total		₱ 10,000.00

Appendix A

Assent Form

I, the undersigned, confirm that (please tick the box as appropriate):

1.	I have read and understood the information about the research, as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been allowed to ask questions about the research and the participation of my son/daughter.	<input type="checkbox"/>
3.	I voluntarily agree to allow my son/daughter to participate in the research.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing, nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained (e.g., use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
6.	If applicable, separate consent terms for interviews, audio, video, or other data collection forms have been explained and provided to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing, and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only one of the following: <ul style="list-style-type: none"> • I would like my son/daughter's name used and understand what I have said or written as part of this study will be used in reports, publications, and other research outputs so that anything I have contributed to this project can be recognized. • I do not want my son/daughter's name used in this project. 	<input type="checkbox"/>
		<input type="checkbox"/>
10.	Along with the Researcher, I agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant:

Name of Parent/Guardian

Signature

Date

Researcher:

Name of Researcher

Signature

Date

Appendix B

Research Instrument

I. INTERVIEW GUIDE QUESTION

Engaging Question

1. How are you today? Are you feeling alright?

Exploratory Questions

Central Question What are the consequences of parental absence on pupils' academic persistence and how COC advocacy helps improve pupils' academic persistence?		
Sub Questions	Descriptive Questions	Probing Questions
1. What are the consequences of parental absence on the pupils' academic persistence due to migration?	1. What are the consequences of parental absence on your academic persistency?	1. Can you give us the consequences on parental absence on your academic persistency? 1.2 How do these consequences affect your academic persistency?
2. What is the effect of Care for OFWs' Children (COC) advocacy as perceived by the pupils?	2. What is/are the effect/s of COC advocacy in your academic persistency?	2.1 How does the COC advocacy help you improve your academic persistency?

C. Exit Question

Is there anything you want to share aside from those experiences that you have encountered that has not been tackled?