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March 2014

The Impact of Long Distance Parenting on the Social Relationship of Maritime Students

Victoria F. Ramirez

Philippine Normal University

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**Philippine Normal University
The National Center for Teacher Education**

**THE IMPACT OF LONG DISTANCE PARENTING
ON THE SOCIAL RELATIONSHIP
OF MARITIME STUDENTS**

A Special Project
Presented to the College of Graduate Studies
and Teacher Education Research

In Partial Fulfillment
Of the Course Requirement for the
Degree Master of Arts Teaching Social Science

VICTORIA FORTEZA RAMIREZ

MARCH

2014

APPROVAL SHEET

THIS SPECIAL PROJECT ENTITLED **“THE IMPACT OF LONG DISTANCE PARENTING ON THE SOCIAL RELATIONSHIP OF MARITIME STUDENTS”** prepared and submitted by Victoria F. Ramirez, in partial fulfillment of the requirements for the Degree of Master of Arts in Social Science Teaching is hereby accepted.

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And most of all to **GOD Almighty**, the source of all knowledge and wisdom for without Him, this would never be done.

vpfr

DEDICATION

This humble work is whole heartedly dedicated to:

My late father Domingo Forteza Jr. and especially to my Mama, Conswelo Pangilinan Forteza for her untiring guidance and support that prepared me for all my endeavors.

To Kuya Mel and his family and my twin sister, Mariver and her family.

My in-laws, Nanay, Tatay and Ate Irma for their moral support.

My Bebeng Allen “ang aking mga ISANG anak”. Para sa iyo ito.

Sa aking mahal na asawa, Ninoy na walang sawang umalalay sa akin.

“Sa lahat ng magulang na nalayo sa kanilang mga anak habang patuloy silang nagpapatulo ng dugo at pawis sa ibang bansa upang mabigyan lamang ng magandang kinabukasan ang kanilang mga anak.”

Tunay kayong mga bayani!!!

Above all this work is offered to HIM, my Creator.

Marivic

Abstract

Researcher : Victoria F. Ramirez
Title : The Impact of Long Distance Parenting on the Social Relationship of Maritime Students
Key Concepts: Long distance parenting , Social relationship
Specialization: Master of Arts in Social Science Teaching
Adviser : Dr. Enrico B. Garcia
Date : March, 2014

In order to understand deeply the crucial situation of the students with Overseas Contract Worker parents, the researcher opted to conduct this study in her desire to determine the impact of long distance parenting to the social relationship of maritime students, is one factor in every individual's growth. The research locale is a fishing ground for skilled individuals, who will definitely if not immediately, shall be going out of the country, to seek, perform and profess their careers either land based or sea based, be more specific to give their families a good future, but therefore be again repeating the same cycle of providing a long distance parenting or guidance their families in the future.

This research work aimed to analyze the concepts and realities on the long distance parenting and its impact to the sociability and social relationship of their children.

Specifically, the study sought to answer the following questions:

1. What are the demographic profiles of the respondents?
2. What are the reasons of the parent, leaving their family?

3. What is the style of parenting used by the OCW parents beyond their separation from their children specially in terms of enforcing rules?
4. How do parents strengthen and continuously perform their responsibilities in terms of communication, financial support, the quality time with the family during the rest and recreation while in the country, and, the length of stay abroad.
5. How do students perceive the levels of quality of their social relationship? In terms of: association with students, extra-curricular activities, parent's approval on peer selection, and their community development.
6. How significant is the relationship between the components of long distance parenting and the social relationship of students?
7. Identify the measures and enhance school based activities that will develop students' social relationship?

The study tends to answer the null hypotheses that there is no significant relationship between the components of long distance parenting and the social relationship of students;

The participants of the study were the senior students enrolled in Social Sciences subject at Philippine Merchant Marine School-Las Pinas (PMMS), San Antonio, Talon, Las Pinas City, during 1st Semester school year 2012-2013, whose parents were far from them. Most of their parents were Overseas Filipino Workers (OFWs) and thus long distance parenting prevailed.

The researcher used the descriptive method in pursuing this study. The questionnaire was used as data gathering tool on the impact of long distance parenting of overseas contract workers, working land based or sea based on the social relationship of their children.

The respondents ranked their agreement in a scale of 1 to 5 with 5 as the highest. Questions covered the following: (1). Reasons of parents for leaving the country; (2) Parenting Style ; (3) Performance of the parents in implementing discipline and rules while away with the children and (4) The activities of the children towards their social relationship with other students and community.

Based on the findings of the study, students agreed with high salary, career and opportunity to go abroad as reasons of their parents for leaving the country.

The respondents agreed that their parents are authoritative, and likewise disagreed their parents are permissive and uninvolved.

In the performance of the tasks of the parents while abroad, the respondents mostly communicate with their parents using mobile phones. Financial support for tuition fee was strongly agreed on by the respondents. Quality time in the form of “pagkain sa labas” during their homecomings and the length of stay of the parents while in the country was agreed upon by the respondents, while they are uncertain on the length of their parent’s stay abroad.

Moreover, respondents were uncertain that association with other students and sports activities help them build social relationships with other students, and they disagreed with extra-curricular activities and joining academic organizations affect their socialization.

In selecting their peers, the respondents were uncertain with age, gender, same course, province of origin and being relatives as socialization variables while they disagreed with religion as a variable for peer selection.

Doing work for the community and volunteering during elections as a part of community involvement were not favored by the respondents as a way of forming social relationships. They are also uncertain that they would build social relationship while offering themselves for the development of their community.

Based on the findings, the following conclusions are drawn:

As the reasons for parents leaving the country involved opportunities, travel and petition tendencies increase the respondents' association with other student's increases, while career upgrading of parents causes the students socialization to decrease.

Permissive and uninvolved parenting styles increase the respondents' community involvement and association with other students, while authoritative parenting decreases community involvement.

In the performance of parent's duties, better communication with parents increases the respondents' association with other students, and better financial support likewise increases the parents' approval on their children's peer selection. Both the increase in the length of stay in the country and in the length of stay abroad increases students' involvement in extracurricular activities. Community involvement also increases as parent's length of stay abroad increases.

Thus, the acceptance of the research hypothesis which states “ *The study tends to answer the null hypothesis that there is no significant relationship between the components of long distance parenting and social relationship of students* ” is partly sustained.

From the aforementioned findings and conclusions, the following are recommended:

A survey of students' demographic profile upon enrolment from the admission office is recommended for students whose parents are OFW. Also, a club a support group among students with OFW parents would help them cope during their parents' absence at home.

Parenting styles affect students' involvement in their communities. It is recommended that a carefully designed community project including parents, students and faculty be made to encourage involvement. At school, counseling and open discussion in the classroom are recommended to cover the benefits of extracurricular activities and community involvement.

Formation of a club or cultural group for Marinos, symposium or seminars on long distance parenting awareness, and entrepreneurship activities sponsored by the OFW parents are suggested to create camaraderie with the community and school, and maintain community involvement of the students coordinated by the school.

Table of Contents

Page

Title Page	i
Approval Sheet	ii
Acknowledgement	iii
Dedication	iv
Research Abstract	v
Table of Contents	x
List of Tables.....	xiii
List of Appendices.....	xv
List of Figure.....	xvi
 Chapter I Problem and Its Background.....	1
Introduction	1
Background of the Study	3
Conceptual Framework	5
Statement of the Problem	9
Hypotheses	10
Significance of the Study	11
Scope and Limitations of the Study	13
Definition of Terms	15
 Chapter II Review of Related Literature and Studies.....	17
On Long Distance Parenting	17
On Social Relationship of Maritime Students	24
Synthesis	27
 Chapter III Methods and Procedures.....	29
The Research Design	29

Population of the Study	30
Data Gathering Procedure	30
Statistical Treatment	31
Description of Data Gathering Instruments	34
Chapter IV Presentation, Interpretation and Analysis of Data.....	37
Profile of the Respondents	37
Age	37
Course.....	38
Frequency and Percentage of Gender of the respondents.....	40
Who among the parents is working abroad	41
Reasons of parents for Leaving the Country.....	43
Parenting Style	46
Performance of the Parents of Their Responsibilities.....	48
Social Relations of Students	50
Significance of Relationship between the Components of.....	53
Long Distance Parenting and the Social Relationship of Students	
Summative Statement.....	67
Chapter V Summary, Conclusions and Recommendations.....	69
Summary.....	69
Findings.....	70
Conclusion	88
Recommendation	90

References	81
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APPENDICES

Appendix A Sample Letter to the Respondents	99
Appendix B Sample letter to the Dean of Studies Philippine Merchant Marine School.....	100
Appendix C Sample of Data Gathering Instrument.....	101
Appendix D Certification of Editing	105
Appendix E Sample Transcription of Dialogue	106
Appendix F Sample of Pictures	112
Appendix G Certification of Anti-Plagiarism.....	122
Curriculum Vitae	123

List of Tables

Table 1- Frequency and Distribution of the Profile of Respondents According to Age	38
Table 2- Frequency and Percentage distribution of the Profile of respondents According to Course	39
Table 3- Frequency and Percentage of gender of the respondents.....	41
Table 4- Profile of respondents according to who among The Parents is working abroad	42
Table 5- Frequency and Percentage distribution For the Reasons of Parents for leaving the Country	45
Table 6- Parenting Style.....	48
Table 7- Performance of the Parents in doing their responsibilities.....	50
Table 8- Social Relationship of the students.....	53
Table 9- Age and Social Relationship.....	54
Table 10- Year and level and Social Relationship.....	54
Table 11- Observed Coefficient of Correlation between parent's..... High Salary and Social Relationship of Students	55
Table 12- Observed Coefficient of Correlation between..... Career of Parents and Social Relationship of Students	55
Table 13- Observed Coefficient of correlation between..... Opportunity and Social Relationship of Students	56
Table 14- Observed Coefficient of Correlation between..... Travel and Social Relationship of Students	57

Table 15- Observed Coefficient of Correlation between.....	58
Petition and Social Relationship of Students	
Table 16- Observed Coefficient of Correlation between.....	59
Parent’s Authoritarian Parenting Style and Social relationship of students	
Table 17- Observed Coefficient of Correlation between.....	60
Authoritative Parenting Style and Social Relationship of Students	
Table 18- Observed Coefficient of Correlation between.....	61
Permissive Style of Parenting and Social Relationship of Students	
Table 19- Observed Coefficient of Correlation between	62
Uninvolved Style of Parenting and Social Relationship of Students	
Table 20- Communication.....	63
Table 21- Financial Support.....	64
Table 22- Length of Stay while in the Country.....	65
Table 23- Length of Stay Abroad.....	66

List of Appendices

Appendix A- Sample Letter to the Respondents	86
Appendix B- sample Letter to the Dean of Studies PMMS-LP.....	87
Appendix C- Sample of Data Gathering Instrument.....	88
Appendix D- Certification of Editing.....	96
Appendix E- Sample Transcription of Dialogue.....	98
Appendix F- Sample Pictures.....	106

List of Figure

Figure 1- Effects of Long Distance Parenting of.....
Migrant Parents working Abroad (Conceptual Framework)

Chapter I

The Problem and Its Background

Introduction

Parenting, one of the major and critical responsibilities of parents has been an issue which a society should not ignore. It is a family's sacred obligation to God, to the children, and to the community.

Every family ideally must live harmoniously together under one roof or abode with the parents providing the children not only with assurance of a better future for them, but with all the love, attention and care, with constant communications and close monitoring to all their activities and associations; however, this may not be true to all families. And due to the worsening financial condition, one of the parents, or even both of them have chosen to work overseas either land based or sea based, therefore ending to a situation or scenario of an incomplete attendance under the said roof.

Parents, regardless of their status in life have to be very aware, conscientious and most importantly concerned of their children's total needs. These needs such as; communication; and spiritual, emotional, physical, financial, educational and social aspects of personality development should be given utmost consideration. If these needs are met and are attended to with parents' love, understanding and flexibility in accordance with circumstances affecting the whole family, it is likely to create family solidarity and stability.

However, as the world keeps on facing endless and novel changes brought about by the influx of science and technology, many families have suffered from

the negative and unwholesome outcome of distant parenting. It is often said that long distance parenting is very difficult.

Long distance parenting has resulted to different reactions of children. There have prevailed children who have become seemingly negligent and remiss of their studies. Some have ended to unwanted marriages. Some children have acquired vicious habits like smoking and drinking spree. Some have spent their resources and time in simply gallivanting idly and spending prodigally the money they have.

"Being there" for your children is very important for them. The intimacy can be strengthened dramatically. But distance makes parent and their children less knowledgeable about each other. They are deprived of needed continuing communication. They become less aware of what they are doing, of what keeps them busy.

Mothers and fathers have their different perspectives. Children need both of these perspectives for an optimal development.

Likewise, Goode, (2008), stated that every development phase of childhood and adolescence, the child needs either father or mother as an object of love, security and identification. Now it will be surprising if their absence will have no effect on the individual.

Aware of the fact that a number of studies, such as Stafford conducted in 2008, *Maintaining Long Distance and Cross Residential Relationships* and Abiera (2006), *The Sociability and Family Relationship Of Maritime Students with paternal Presence and Absence*, have helped to emphasize the necessity of taking

the role of the father or mother into consideration as an important variable when exploring social behavior of the adolescents. Studies revealed that the length of the absence of either parent influences the personal and social behavior of the adolescents. (Calayag,2004). Hence, the development of sociability and emotional stability influence depending on the family relationship.

Likewise, in the study of Kintanar (2005), in his article Improving Children's Achievement through Parental Involvement, states that parents should get actively involved in the education and social interaction and other social relationship of their own children. Lack of parental involvement is a key factor in the children's low achievement level and effective social participation. Parents play an active part in their children's learning and social experiences. While it is education and socialization of school children, teaching is not an exclusive function of schools.

The plight of children left behind by one or both parents in developing countries has attracted attention in recent years, several research conducted in North America, indicate that active parental involvement serves to enhance children's self-esteem and motivation to socialize and learn. Children whose parents were actively involved in their children's activities were observed to be socializing effectively, achievers in school and participative in extra curricular activities, perform better in school than those without involvement of their parents (Skinner,2005).

These realities in our society have tremendous impact to families and the communities.

Background of the Study

With the continuous and unstoppable global demands for OCWS (land base or sea base), our country will inevitably one of the nations all over the world that will sustain this number of demands and therefore will automatically answer to this global needs that will not only give a prevailing impact on our society: fill-up the job vacancies, but it will definitely be one of the strength of our economy, though playing also a negative impact on the family of these OCWs especially to their children that will be left behind once they leave and work abroad, this has been the emphasis in the study of Parrocho-Obañana,(1994) in her study entitled The Effect of Seapration on the Psychosocial Development in Pre-Schoolers in Dumaguete,City with mothers or fathers Working Overseas, that every separation and distant parenting will traumatically made an impact to the effective development of every child.

In this kind of conditions and reality, answering to the needs of the family and to be globally competitive more Filipinos are trying their luck to become one for “greener pasture” and career opportunities. More students entering college, and taking up courses that will lead them to such professions, either for the reason of higher salaries, answering the global demands or merely following the footsteps of their parents, in order for them to sustain the financial needs of the family and be a contribution to the country’s economy, despite of the circumstances of their parents working abroad, providing them with long distance parenting, still they are still willing to have their careers professed outside of the

country, though they know there will be impact of this unto their future families especially to their children.

Asking if this kind of scenarios shall be continued, the answer still remains to be a big question. A number of students from the institution may either be directly supported by their parents working abroad, on vessels or land based jobs, parenting for them will just be the same as how they were guided by their respective parents, “history repeats itself.” Since the Philippine government considers OCWs as new breed of economic investors in the country, much have been said about the economic upliftment in the country, through their remittances our economy shall be given a good condition.

Our government with the rest of the educational agencies is continuously allowing schools, colleges and training institutions to operate and train students to be globally competitive and provide answers to the global demands for OCWs. The Philippine Merchant Marine School is one of the educational institutions granted by the Commission on Higher Education (CHED) to operate that shall be equipped theoretically and train students with their respective skills, but is also aware of the circumstances that after sending their cadets, trainees and graduates will also be one of the hundreds of thousands of OCWs suffering from leaving their families and will also be providing and performing a long distance parenting into their future children.

In order to understand deeply the crucial situation the researcher opted to conduct this study in her desire to determine the impact of long distance parenting to the social relationship of students, since social relationship is one

factor in every individual's growth. It is quite obvious that the research locale is a fishing ground for skilled individuals, who will definitely if not immediately, shall be going out of the country, to seek, perform and profess their careers either land base or sea base, be more specific to give their families a good future, but therefore be again repeating the same cycle of providing a long distance parenting or guidance their families in the future. It is in this area that the researcher decided to conduct a study on the impact of long distance parenting on the socialization of students, particularly maritime students.

Conceptual Framework

One of the theories on social relationship is the Social Interaction theory which studies the ways that people engage with one another. Scholars from many disciplines, including anthropology, sociology, psychology and linguistics are interested in social interaction and patterns that can be found in such interactions. Observed patterns help social scientists develop theories to describe and predict human behavior. This is the theory of mass communication that suggests that informal social relationships, particularly with significant others, have an important effect on an individual's response to the mass media.

In the Social Development Theory the major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical

memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.”

Psychoanalytic theorists Melanie Klein (1882-1960), John Bowlby (1907-1990) and Mary Ainsworth (1913-1999), theorized the Object-Relations theory which is stemmed out with the Attachment Theory that is the dynamics of long term relationship between humans. The most important tenet is that an infant needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally (en.wikipedia.com/attachment_theory). Now, the primary caregiver herein is the mother, as the Filipino families are mostly patriarchal. It is the mothers that are left at home to care for the ones young and help them mold their own personality and socialization. The absence of parents critical development stage of youth maybe distressing, based on the research conducted by Castro, et al (2011).

On the other hand, the article of Rhachel Parreñas, (2005), addressed how political, economic conditions and gender shape the dynamics of transnational communication in families when the mother is away.

Also cited and manifested in the work of Stafford, (2008). Maintaining Long-Distance and Cross Residential Relationships, aimed to conceptualize the social exchange theory, individuals form and terminate relationship based on the rewards and affection and costs or potential rewards associated with that relationship. Rewards or sources of positive reinforcement such as social acceptance, would lead to a well acclaimed social relationship.

This study was conceived from the ideas revealed and cited researches brought about by local and international researches. Manifested in the work of Stafford, (2008) *Maintaining Long-Distance and Cross Residential Relationships*, aimed to conceptualize the social exchange theory, individuals form and terminate relationships based on the rewards and affection and costs or potential rewards associated with that relationship. Rewards or sources of positive reinforcement such as social acceptance, would lead to a well acclaimed social relationship.

The most important ingredient to every child's rearing is of course the presence of the parent while the formative age is being molded, how much more during the time that a child is already on his/her adolescent period.

Social relationships and socialization varies not only from culture to culture but also groups in society. Methods of socialization vary considerably in different culture and subcultures. Kohn, (1969) discovered that working-class parents stress values neatness, respect, and conformity to the traditional standards of behavior. They expect their children to obey their demands and tend to use physical punishment as a means of enforcing their rules. In his opinion, the differences between middle – and working-class child-rearing practices are largely due to parents' occupations. Which method for parenting and socialization – a permissive or authoritarian style – is the more desirable for parents to use in child rearing is more accepted?

Considered independent variables: as component of long distance parenting is communication of the parents to their children, their style of

parenting, financial support, and length of stay with the children and the length of their stay abroad while performing their jobs.

The research framework emphasized on the absence of the parent as an OFW, due to the reason of wanting to provide for the needs of the family, leaving the children would be a result of this and therefore can be manifested with the impact on the social relationship of their children; on the other hand the framework also designed to have the impact and studies be forwarded to the concern parents for any development on the social relationship of their children hand in hand with the institution.

Despite changes in the society, the traditional and automatic roles of the husband and the wife remained basically the same, the husband as economic provider and the wife taking charge of the child care and home management Magahis, (2010). It is amongst Filipino families that the culture must be sustained that the father as the “haligi ng tahanan” and the mother as the “ilaw ng tahanan.” Father as the post of the family ensures everything that family’s needs are well provided and assures the stability of the family. The mother guides and expected to assist the children and must also help and be an able partner to her husband, while providing all of each others’ tasks, children’s development must be a common denominator.

The dependent variables are impact, as a consequence of the long distance parenting on the social relationship of the students in terms of their association with other students, their extracurricular activities, even the selections of their peers; and their community involvement.

Children's sociability is influenced by such realities. When parents are distant from their children due to several reasons, problem in communications may intervene. Socialization therefore may be affected as well.

Children who are separated from their parents may have different reactions or actuations in their daily endeavors. There are children who feel insecure and this insecurity is also manifested towards their peers or friends.

Those who have the feeling of insecurity have the tendency to be aloof and indifferent to others. They become passive and insensitive to the needs of other people. They are not socially flexible and lack congeniality in dealing with others. There are also adolescents who have a tendency to be irresponsible and negligent of their educational endeavors and this leads to their failures in school.

Some of them become sickly or unhealthy because they lose their vitality and enthusiasm, to actively partake in many activities. There are those who become aggressive and impertinent in some of their reasons for their failures. (Schumacker,2004).

Attitudes largely learned from experiences and circumstances and can affect behavior. Attitudes may foster love, hate, zeal, despair and other positive and negative emotions.

There are positive attitudes which may be nourished by children despite their distance from their parents. These children, motivated with an unwavering desire to be successful and fulfilled in life, keep on studying steadfastly no matter what difficulties and hindrances they encounter. They persevere with utmost

determination with the belief that they will be able to gratify their parents' wishes and sacrifices as overseas workers.

Parenting style and size of the family are factors that influence the outcomes of social relationship of children, as indicated in the study of Allport (2005). Effects of Authoritative Parental Control on child Behavior, he emphasized that child's degree of self-esteem competence, internalization of adult standards, community involvement, and achievement motivation as well as association with others are enhanced when a supportive, loving and authoritative (not authoritarian) parenting style is used. In contrast, cold, rigid, and coersively restricted parenting styles tend to create insecure, resentful, and rebellious children.

Families teach manuy essential skills to every child in the family, that will guide them into positive social relationship.

Krosnick and Judd (2006), social psychologists, state that a positive attitude is likely developed through persuasion, especially from the paretns' style, as well as Will Rogers (2006), also a social psychologist, state that a positive attitude is likely developed through persuasion, especially from the parents.

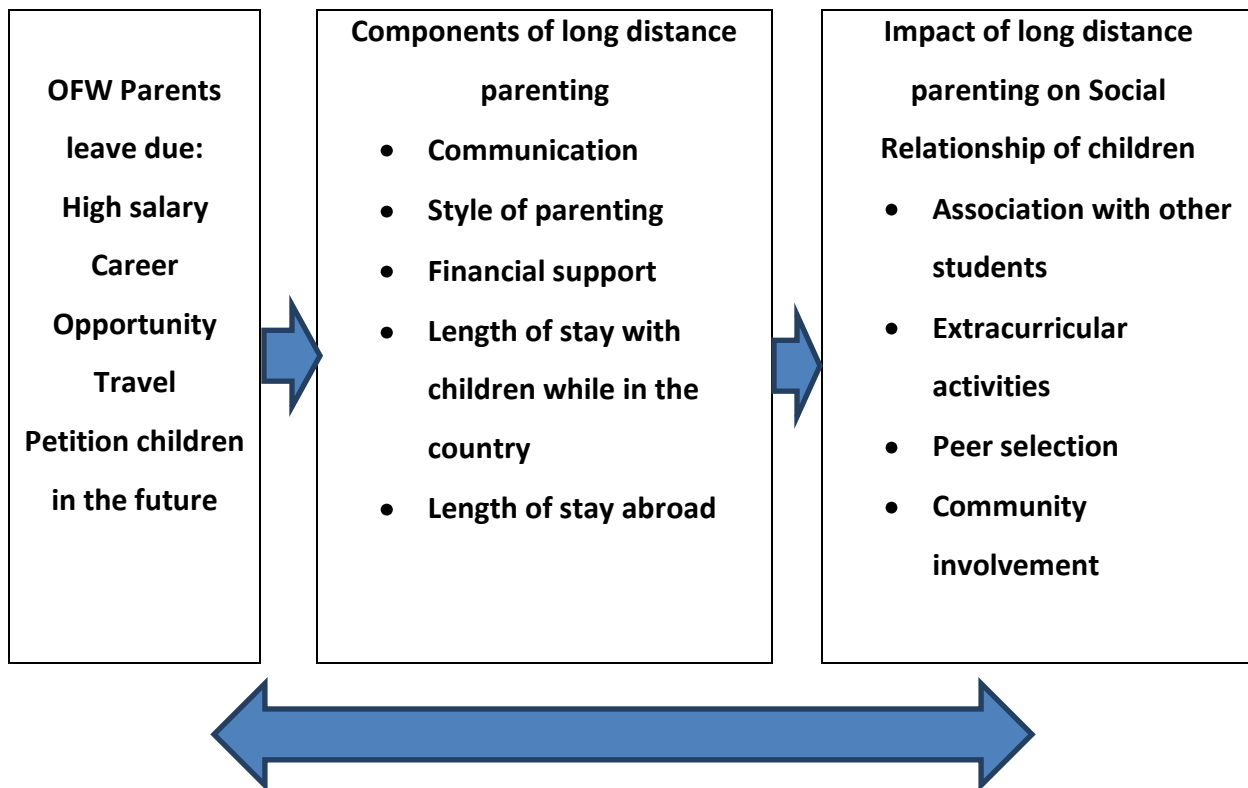


Fig. 1 Conceptual Framework

Figure 1 shows the OFWs as being away with their children, with their parental functions continuously done by them while being away and as components of long distance parenting among parents working abroad, would greatly have an impact on the social relationship of their children, and the effects of which that must be known to the concerned OFWs for more effective parenting towards producing individuals with good social relationship, the distance from their parents would greatly affect the childrens association with other students, their extra curricular activities, even their peer selection and the community involvement; the arrow below shows that continuous checking of theses impact would lead to good involvement in the society they live.

Statement of the Problem

This study aimed to analyze the concepts and realities on the long distance parenting and its impact to the sociability and social relationship of their children.

Specifically, the study sought to answer the following questions:

1. What are the demographic profiles of the respondents?
2. What are the reasons of the parents, leaving their family?
 - a. High salary
 - b. Career
 - c. Opportunity
 - d. Travel Abroad
 - e. Petition us
3. What is the style of parenting used by the OCW parents beyond their separation from their children specially in terms of enforcing rules?
 - a. Authoritative parenting style
 - b. Authoritarian parenting style
 - c. Permissive parenting style
 - d. Uninvolved parenting style
4. How do parents strengthen and continuously perform their responsibilities in terms of

- a. Communication
 - b. Financial support
 - c. Quality time with family during the rest and recreation while in the country
 - d. Length of stay abroad
5. How do students perceive on the quality of their social relationship? In terms of:
- a. Association with students
 - b. Extracurricular activities
 - c. Parent's approval on peer selections
 - d. Community involvement
6. How significant is the relationship between the components of long distance parenting and the social relationship of students?

Identify the measures and enhance school based activities that will develop students' social relationship?

Hypotheses

The null hypothesis states that there is no significant relationship between the components of long distance parenting and the social relationship of students;

The alternative hypotheses state that there is a significant relationship on the components of long distance parenting and the social relationship of students.

If the computed value of r (pearson R) is greater than the critical value, accept the alternative hypotheses.

If the computed value of r is less than the critical value accept the null hypotheses reject the alternative.

Significance of the Study

Globalization is transforming the shape of the family (Glick- Schiller, 1993). Migration engenders changes in a family. This is particularly so in the Philippines where a great number of fathers and mothers emigrate to sustain their families economically. About 19% of the Filipino people feel hopeless about the national situation and the work abroad, according to the Pulse Asia Survey.

The Philippines is an intensely migrant society with a million people leaving the country each year and over ten per cent of the population working abroad. Crucially, a large number of immigrants are female who often have children left behind. The relationships within such transnational families depend on the long

distance communication, which for Filipinos (as many others in developing countries), is becoming increasingly reliant with the usage of technologies.

In a narrative hermeneutical adventure on Seafarers and their Complex relationship with their families, by Chris Viljoen, Julian C Muller (2012), stated that the understanding that was developed found that the career choice of seafarers creates problems in their relationship with their family because they become in a sense strangers and outsiders to their loved ones, alarmed by the growing negative public sentiment towards life in the Philippines, even the church had its moves by appealing to the Filipinos not to leave the country for their families' sake.

Increasing numbers of OCWs alarmed several sectors of the society especially the religious sector. Indeed, overseas migration, especially the feminization that has characterized it in recent years has taken its toll not only the lives of migrant workers but also on the families left behind. It is in this context that the results of the study would help the following:

The School

The data that will be generated from this study may be considered by the director, dean, and head of each department to take into consideration the situation and standing of OCWs children on their respective classes. These will provide chances or tendencies for the interventions by them to help those students without parental involvement in school. Given the fact that the institution is a fishing ground for future OFWs. A decline parental influence usually begins when a child enters school. And as a child continues to grow, school

will always be a second permanent secondary socialization as it provides far more instruction in the complexities of life than parents can.

The Students

The findings of this study will hopefully inspire, awaken and motivate students to realize more the value of family and the parenting accorded to each child for their social relationship, value more their parents in providing them with the best education, as the studies of the other researchers, continued to enhance the value of every family.

The Parents

This study will provide important data to parents to reflect upon the effect of migration on the social relationship of their children, be more sensual and effective individuals by enlightening them through seminars and symposiums and regular counselling, to be conducted by the institution coordinated to the local communities.

For the Community

The findings of this study may help people to influence others to have a more positive outlook in life; make every child of OCWs feel the love of their parents not by just providing them materially but giving them care despite of being away and to make OCWs children feel compassionate love, concern and be able to establish good relationship to other children more so to their whole community, publications of this study and be open for more other researcher's ideas will make this beneficial, so it will be read and be a guide.

Scope and Limitations of the Study

The participants of the study were the senior students enrolled in Social Sciences subject at Philippine Merchant Marine School-Las Pinas (PMMS), San Antonio, Talon, Las Pinas City, during first Semester school year 2012-2013, whose parents are far from them. Most of their parents are Overseas Filipino Workers (OFWs) and thus long distance parenting prevails.

Philippine Merchant Marine School (PMMS Las Pinas) is a tertiary educational institution that provides quality education and academic excellence in training future marine officers and other personnel in the domestic and international shipping industry. It offers the following courses: Bachelor of Science in Marine Transportation (BSMT), Bachelor of Science in Marine Engineering (BSMarE), Bachelor of Science in Customs Administration, Bachelor of Science in Hotel and Restaurant Management, One-Year Courses in Seafarers' Rating Course (SRC) with Specialization in Stewardship and Catering, Deck Rating and Engine Rating are also included in the circular offering of said school. Under the present administration of Juan Nolasco, III, PMMS Las Pinas has thoroughly defined its objectives and focused its visions to become a dynamic center of excellence for maritime related educational programs to develop globally competitive and dedicated manpower resources for uplifting the economic and moral standards of society.

With its commitment to produce globally competitive graduates, PMMS Las Piña was awarded ISO 9001 certificate March 5, 1999, the first maritime school in the Philippines to become ISO- Certified by Det Norske Veritas (DNV). Likewise,

conforming to the Quality Management System Standards, PMMS Las Piñas was awarded the ISO 9001:2000 certification on March 6, 2002, for the provision of Maritime education or the National and International Shipping Industry. This certification has brought a lot of changes in this learning institution. Instructors are equipped with Instructor's Guide (I.G.) grading system is uniform, submitted and reported through E-files and templates, and all examinations are departmentalized though instructors have their own way of motivating the class, choosing textbooks, and added references. There are about 4433 enrollees this semester, 2012-2013, coming from different cities and provinces of Luzon, Visayas and Mindanao (Registrar's Office, PMMS-Las Piñas). Most of them are from low-income families and public high schools. The students who come from private schools are still a minority. Both the past learners are found in the same class. Students are bilingual most of them have difficulties in the use of the English language. Their age bracket ranges from 16-25.

The study aimed to determine the impact of long distance parenting on the social relationship of students, who are currently enrolled. This involved 64 students who were children of OCWs and enrolled in Social Sciences subjects.

Definition of Terms

The following terms were defined conceptually and operationally to provide clear understanding of the study:

Migration. This refers to directed, regular or systematic movement of group of objects, organism or people (<http://en.wikipedia.org/>). In this study it refers to certain seasons where in people leave one country to work abroad for a period of time. **Migration.** This has been the movement of the respondents' parents in leaving the country to find sources for the benefit of the family.

OFW/OCW. These are the parents of the respondents who are working abroad either of sea base or land base, worked overseas in order to sustain the needs of the family.

Overseas Contract Worker (OFW /OCW). This refers to a person who is engaged in a country where he or she is not legal resident (Rep. Act No. 842). This refers to a Filipino working outside the country.

Parenting Style. This refers to the hierarchy established within the family. This also refers to the way they perform their responsibilities and how they discipline their children.

Social relationship.This refers to the individual's interaction with people and seeks their approval on attentions as indicated in the Gordon Personal Profile. **Social relationship.**This refers to the the ways and means how the respondents interact in school, church and their community.Refers to the individuals interaction with people and seeks their app[roval on attentions as indicated in the Gordon Personal Profile.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a discussion of the related literature and studies that helped the researcher shape her study.

On Long Distance Parenting

As stated in Migration and Filipino Children Left-Behind:

A Literature Review by Melanie M . Reyes, of WAGI (Miriam College- Women and Gender Institute) an article for UNICEF **“People have been on the move since human life began. Migration is neither a new phenomenon, a failure of development, nor a substitute for development...**

individuals move as part of their effort to improve their lives and the lives of their families, to learn new skills, to gain new experiences, to find a job or to flee insecurity, disaster or famine. Migration is an economic, social and political process that affects those who move, those who stay behind, and the places where they go.” And with the advent of globalization, labor migration has become a worldwide phenomenon. People are crossing borders to search for better job opportunities and to provide a better future for their families. Along this development is the plight of more children being left behind by either one or both parents, leaving them to the care of extended family members or friends.

In Asia, the Philippines is the major supplier of labor migrants to over 100 countries and the leading female migrant sending countries along with Indonesia. More than 8 million (10%) out of the 85 million Filipinos were working or living

abroad. While over 72% of total migrants from Philippines were women workers. Many of these women work as domestic helpers, nurses, caregivers, and entertainers. With this huge number of Filipino migrants (and still more) living in the country temporarily (or permanently), a more pressing concern is with regards to children left behind. Though there is no systematic data on the number of children left behind, it is estimated to be 9 million or 27% of the total youth. The impact of migration varies - ranging from economic benefits not only for the family but the country in general through its remittances to the security and well being of the family of migrants. But a major concern here is the social costs of migration specifically to the children left behind.

Many young adults who have migrated mothers felt neglected or abandoned. They do not see their fathers as performing the 'caring' work in the family, rather they pass over the caring responsibilities to other women in the family, more often to the eldest daughter. This immense responsibility in turn affects their performance in school. (Parrenas: 2005). As noted in another study, when mother migrates, the father does not automatically assume the roles previously undertaken by women, hence, it becomes a burden to the girls in the family who assume the roles of the mother migrants. (Asis: 2006).

Parent involvement has been shown to be an important variable that positively influences children's development; in school and in community, and in socialization. More and more schools are observing the importance and are encouraging families to become more involved. Due to this recent trend, it has become essential to understand what is meant by parent involvement and which ways it has an influence on children's education and total development as stated in the study of Asher (2006) and as he noted from Ehrensaft et al. (2003).

A comprehensive view of involvement is presented by Epstein's Model (1997). This presented how children learn and grow through three overlapping spheres of influence: family, school, and community. These three spheres must form partnerships to best meet the needs of the child. Epstein defined six types of involvement based on the relationships between the family, school, and community: PARENTING (skills), communicating, volunteering, learning at home, and decision making, and collaborating with the community.

It is a parent's responsibility to take care of their children it is hard for a student to have no one to guide them especially in their studies, because as a student you will need someone to teach you and it is best to learn from your parents (w.w.w.oppapers.com).

Developmental psychologists have long been interested on how parents impact child development. However, finding actual cause-and-effect links between specific actions of parents and later behavior of children is very difficult. Challenges were stated by Hanmer (2006). Parental strategies, warmth and nurturance, communication styles, and expectations of maturity and control are dimensions of parenting, and she even suggested that the majority of parents display one of three different parenting styles. Further research also suggested the addition of a fourth parenting style (Macoby& Martin, 1983), such as the authoritarian style of parenting. In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children (Brooks –Gunn, (1991) stated that these parents are obedience-

and-status-oriented, and expect their orders to be obeyed without explanation. In authoritative parenting style, they establish rules that their children are expected to follow but much more democratic, they are more nurturing rather than punishing, they monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive, disciplinary methods are supportive rather than punitive, they want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative. Permissive parenting is sometimes referred as indulgent parents: have very few demands; they rarely discipline their children because they have relatively low expectations of maturity and self-control; they are more responsive than they are demanding; non-traditional, lenient, permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than a parent, and lastly, the uninvolved parenting style, characterized by few demands, low responsiveness, and little communication. Parents are detached from their children's life, while they fulfill their children's needs.

Furthermore, Lamb (2002) reported an initial study on Impact of these parenting style that are as follows: authoritarian parenting style generally lead to children who are obedient and proficient, but they are ranked lower in happiness, social competence and self-esteem. Authoritative parenting style tends to result in children who are happy, capable and successful, as stressed more by Macoby (1992). Permissive parenting style often results in children who rank low in happiness and self-regulation; their children are more likely to experience problems with authority and tend to perform poorly in school. Uninvolved

parenting style ranks lowest of all domains. These children tend to lack self-control, have low self esteem and are less competent than their peers.

As stated in the research of Ibe (2009), now-a-days a lot of students live without parents due to certain reasons and in some research it is said that this truly affects the child not only psychologically but also socially and academically.

A study by the De La Salle University(2008),showed there are a number of students with absentee parents (single parent or both absent), not only present inside the campus or vicinity of the university; but also exist in other school, places, and other countries or even the whole world. In the world today people cannot avoid this situation, maybe because of other circumstances. Some reasons why this happen is due to financial problems like parents need to go abroad or leave to look for money to enable to support their family, an example are the Overseas Filipino Workers (OFW). Another example is separation(Divorce or Annulment) of parents which sometimes results to single-parenting one more examples is the death of a loved one.

As cited in the thesis of Magahis (2010), entitled “Migration of Students’ Parents: Impact on their Academic Performances,” as she quoted the study of Alvin Ang of the University of Sto. Tomas, entitled “Determining the Social Costs of Overseas Filipino Workers’ Remittance: A Check through Filipino Indicators,” showed that international migration positively affects the education indicators such as dropouts, school participation and cohort survival.

There has been much research on the crisis of single parent home discussion that American families suffer because one or both parents are frequently absent and distantly parenting (Lamb, 2002) as cited in Feist and Feist).

The primary reason why families suffer is because when fathers are absent and their absences have an impact on the critical stage of development of their children; to their daughters as well as their mothers, too. Obviously they provided half the genetic material for personality development. The same too may be applied to a Southeast Asian country like Philippines, whom people represented by the numbers 8.6 million to 11 million or about 11 percent of the population are outside the country; typically heading and leaving the country and specifically their family for work (en.wikipedia.org/wiki/overseas_Filipino).

The increasing demand for overseas contract workers is now really giving much the nation its greatest social and economic tendencies to make families involved, be separated to one another, therefore giving instances of long distance parenting an opportunity to be the basis of guiding the children with such condition and be phenomenal or become an accepted norm or situation (Abiera, 2006). More overstressed by Ibe, (2009), many of these labor force are really attracted of so many opportunities to work abroad, leave their children, in order to catch up with the demands and needs for their skills by the other countries rather than in their own region or place. Many of these labor migrants, both men and women have left their children behind with extended family members or friends in the same countries on their quests to improve livelihood circumstances for themselves and their families through migration. Child rearing is left behind on the extended families or relatives as foster parent or guardians.

Battistela and Conaco, (1998), reported that both have similar findings relating to children with migrant workers. Those with absent mothers have a tendency to lag behind than children of the other groups. Thus a migration of mothers presents a situation where although migrant mothers remit money to invest in their children's education, their children do not perform well during their absence (cited, Magahis, 2010).

Although in the study of Asis (2000) did not find any empirical evidence to prove that children of migrant workers are more likely to engage in juvenile delinquency than children of non- migrant.

The agreement to the Attachment Theory of John Bowlby (1980), which is to understand the assumption that separation of a parent to a child makes a wholly complicated scenario when it come to child's growth. The parents must create a secure base for the child and to establish a person that the parents are accessible and dependable for the child to have a secured ego and confidence (en.wikipedia.org/attachment_parenting).

In the United States today, one-fifth of the nation's children are growing up in immigrant homes. In the process of parents working through migration, families undergo profound transformations that are often complicated by extended periods of separation, (Orozco,C;Todorova,I.and Louie,J.,2002)

However, Filipinos that have been barely touched by western psychology, and some facts may not be applicable to them, or some other effects are still hidden and waiting to be discovered.

On the values that parents/guardians ascribe to money and adult attention, inputs vary according to the conditions facing the households. Families with OFW parents ascribe higher value to money, while a family with no OFW parent ascribes higher value to adult attention inputs. With respect to families with OFW parent/guardians value money and adult attention inputs differently from their children (Edillon, R.,2008)

In a similar and linear study done by E. Castro, J.del Rosario, A. Gonzales, J. Jimenez, and K. Kyu of De La Salle University, Dasmariñas, entitled “ Effects of the Absentee and Distance Parenting to the Development of College Students,” (2011), focused in unearthing the underlying facts and effects of long distance parenting during the critical stage of the child up to his/her college years, on the personality and associations of college students; how do they bear the social costs of being left behind, ethical dilemma, separation anxiety and stunted.

Children with long distant parent, parent as fathers or mothers being absent and working for a living abroad are reported to be the most vulnerable and problematic children (Arendell, 1993;Garry, 1997; Parker, 1991; Wark, 2000). They often have problems in school and at home (Balcon, 1998; Fagan 1999); due to behavioral and educational problems (Bryant, 1997). The number of families with absent parent or both has increased significantly (from 0.57 million in 1971 to 1.6 million families in 1996, (Brown et al, 2001). Over 2/8 million children in the United States live in lone parent families, where the families with the long distance parenting as absentee parent make up about 92 percent (Brown et al, 2001).

Furthermore, in the Philippines, the Commission on Population (2007) once reported that there were reported cases of broken families due to separation: because of their jobs, resulting therefore to the neglect of duties as parents, children will result to juvenile and unsuccessful endeavors because of long period of separation from their parents (cited, Magahis, 2010).

Furthermore, in the book of Michael Passer, *Psychology the Science of Mind and Behavior*, 5th ed., stated that separation and long distance parenting creates a stressful life transition for parents and their children. Decades ago, there was a little scientific information on children of parents working away from the family or separated parents with their children; but research now provides us with better understanding of how these major transition affect children. With this knowledge, even local governments on more than 35 American states require soon-too- leave parents to take classes on helping cope the separation. Many children, as reported, that separation is one of the most parental separations and one of the most painful experiences of their lives. In the short term, they may experience anxiety, fear, anger confusion, depression and behavior problems at school.

In the long term, children of parents working abroad or distant from their family, remain of greater risk for various difficulties, including academic problems, troubled relationships with family members and peers, lower self esteem, and depression.(Dawson- Mc Clure et al, 2004; Kushner, 2009).

On Social Relationship of Maritime Students

One of the theories on social relationship is the Social Interaction theory which studies the ways that people engage with one another. Scholars from many disciplines, including anthropology, sociology, psychology and linguistics are interested in social interaction and patterns that can be found in such interactions. Observed patterns help social scientists develop theories to describe and predict human behavior. This is the theory of mass communication that suggests that informal social relationships, particularly with significant others, have an important effect on an individual's response to the mass media.

In the Social Development Theory the major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals."

Psychoanalytic theorists Melanie Klein (1882-1960), John Bowlby (1907-1990) and Mary Ainsworth (1913-1999), theorized the Object-Relations theory which is stemmed out with the Attachment Theory that is the dynamics of long term relationship between humans. The most important tenet is that an infant needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally (en.wikipedia.com/attachment_theory).

Now, the primary caregiver herein is the mother, as the Filipino families are mostly patriarchal. It is the mothers that are left at home to care for the ones young and help them mold their own personality and socialization. The absence of parents critical development stage of youth maybe distressing, based on the research conducted by Castro, et al (2011).

On the other hand, the article of Rhachel Parreñas, (2005), addressed how political, economic conditions and gender shape the dynamics of transnational communication in families when the mother is away.

According to Jones, L. and Siewart P.'s as cited, in the research publication, Filipino American Women, work in family: an examination of factors affecting high labor force participation, Filipino American women have the highest level of participation in the labor force of any female group including Caucasian women: 68% compared to the national rate of 49% for all women. Considering this fact published by the Hawaiian Government, the researches could safely say that the children left behind due to overseas work are deprived of the precious maternal care. As such, absence of the Good Breast (coined by Melanie Klein) can distort the establishing or well established foundation of child's social relationship and personality. Patriarchal care, being lost with the absence of the mother takes toll on the child's personality that would affect his or her social relationship even when he is at college. One or both parents' venture for a job overseas lives quite big impression on the side of the children (Scalbrini Migration Center, 2003).

Children left behind are more prone to psychological and emotional stress, feelings of abandonment, and low self esteem, all of which may ultimately cause to the child's development and patterns of socialization (De La Garza R., 2010).

On the other hand, in the book of Phares, V. 1992, American psychologist cited a news work, *The Relative Lack of Attention to the Role of Fathers in Child Adolescent Psycho Pathology*, (656-664) aimed to prove validity of the assumption that the children with distant father are exposed to a range of negative factors influencing their psychological, psychosocial and ethical development due to previous deviances and pathological aberrations in aspects of child's image of the "self" as personality as well as the assumption that the attitudes of such children to their parents is different if compared to children brought up in the families where two parents are present, or no long distance parenting taking place.

Furthermore, stressed by Lansky, M. (1992), *The Analytic Press*, stated that all aspects of child growth and development from the child's birth until the time child reaches maturity (adolescence), child development includes intellectual skills, sociological and psychological aspects of child's growth as well as the complex interaction between stage-by-stage development and the process of socialization in general.

In today's world, research has shown that positive and social relationships are important contributors to life satisfaction (Diener, et al, 2006, Holler and Hadler, 2006). Social relationship also helps insulate individuals from stressors of

lives. One recent study showed that simply holding the hand of another person during a stressful event can lower psychological arousal (Coan et al, 2006).

In the study of Craig Hill, (2001) cited from the book of Passer stated that we affiliate for four basic psychological reasons: to obtain positive stimulation; to receive emotional support to gain attention and to permit social comparison.

The researcher also will note the similarity of her studies on the study of Abiera (2006), stated that sociability and emotional stability and family relationship among selected maritime students with paternal presence has a high scores, while with the parental absence has a low score.

Furthermore, in several studies have shown that specific language impairment is not just a disorder in childhood; rather it is a long-term developmental disorder persisting into adolescent and adulthood (Candelaria A.C. 1999).

Synthesis

With all the mentioned and cited related literature, the researcher gained insights on the impact of distance parenting on the social relationship of students as parents, both father and mother, help in the development of college students by means of attachment through the formative years. As distant parents go home within a period of time, they are able to contribute on the rearing of their children although not monetary or other material replacement compensates their college children's needs. The college student still sees the parent/s overseas as figures of authority, no matter how remote their parents are. This study will also help them in the future upbringing of their children although they are also prone to follow

their parent's practice of long distance parenting. Negative self esteem has been associated with numerous negative consequences, such as increased risk of experiencing bullying (Egan and Perry, 1998) and feelings of loneliness and anxiety in adolescence. Some recent studies shall have sustained the researcher's quest for the relationship between parenting style and child social responsibility, and how parenting style and the long distance would affect their community, peer selection and social relationship.

The researcher guided by the studies and emphasis cited therefore aimed to answer the questions on the reality of the impact of the long distance parenting on the social relationship of the children, if the absence and in as much as the distance of their parents would have an impact on their sociability as well as the their selection of their peers, their extra curricular and their community involvement.

The unending cycle from the parents of the respondents, as they were left behind by their parents in order to work abroad respondents will also be doing the same thing as they will be the next generations of OFWs, therefore their tendencies of leaving their own family in the future will also be happening.

Different on the study of Abiera (2006), the sociability and other related activities of the respondent would have not been affected of the absence of the parents and therefore long distance parenting had no effect on the social relationship of child would like to be emphasized in this study.

Why is Interaction with other children important?

Children also learn many of their social skills by interacting with siblings and peers.

What conclusions may be drawn on parent-child relationship?

- 1) Competent and self-reliant children are produced by parents who are
 - a) Fairly firm and consistent in their expectations of how their children should behave.
 - b) Warm and affectionate to their children and who respect their children's opinion
- 2) Parents who are more concerned of the needs of their children than of their own, produce offspring who become secure and confident in their approach to new situations or other people.
- 3) Children are apt to identify with parents and adults who are warm and nurturant and viewed as similar to them in some way. This is explained in the process known as identification.

How does a warm and nurturant home influence social and personality development?

Studies have shown that early social attachments form the basis for close interpersonal relations in adulthood. Poor mothering, repeated separations of parents from child, marriage break-ups, limited interactions with other children may disrupt normal development, COLE (2008). Kathy Malabanan – Siytanco (2008) a Filipino parent, has this to say about her two children Brian, three and

Steven, one year old on mothering. (Weekend Magazine . October 12, 1980. Manila) stated that “these days, I’m busy with my store while my husband is working abroad as a seaman. But as much possible, I try to take our children with me so that they will see what am I working on, and understand why. This early, my husband and I try to make our children feel responsible already.

Children of distant parents had the tendency to display attachment, which is natural tendency to seek closeness to particular people make infants feel more secure. This is also observed among the young of other species to show attachment to their mother’s chest. Example: Infant monkeys cling to their mother’s chest, puppies try to reach the warm belly of their mother, ducklings and chicks follow their mother about. Attachment is an unlearned response to the mother. Among infants the failure to form an attachment to one or a few primary caretaker in the early years has been related to an inability to develop close personal relationships in later life.

In the Philippines, a lot of young parents are now working outside home if not outside the country. The reason is basically economics, living standards are getting higher and parents have to earn more to make both ends meet. Others have some sort of business or career. Thus the need for “yayas” has grown through the years because they have become a necessity. Tendency of the child to identify themselves to their yayas and become less attached to the oftentimes absent or distant mother. As they look up to the yaya instead.

Cole (1997), stated that social relationship development is the two-sided process which children become integrated into their community while

differentiating themselves as distinct individuals. One side of social relationship development is socialization, the process by which children acquire the standards values, and knowledge of their society, involvement in every society's activity or development.

The other side of social development is the process by which children come to have distinctive role and consistent ways of feeling and behaving in a wide variety of situations.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents a description of the research design, the population of the study, the data gathering procedures and statistical treatment of data.

The Research Design

The researcher used the descriptive method in pursuing this study, as Sevilla (1998), stated that this method is used for the investigation, to gather information about the present existing condition. Likewise, cited from the work of Magahis quoting Calderon (1993), as he defined it as a method concerned with conditions of relationship that exists; practices that prevail; beliefs; processes that are going on; effects that are being felt; or trends that are developing. Furthermore, the descriptive model will be used because it is more expansive and encompassing than any other methods of investigation to describe the situation as it exists at the time of the study and to explore the cause of a particular phenomenon.

The descriptive design was utilized with the use of questionnaire as data gathering tool with the intention that this study will focus on the impact of long distance parenting of overseas contract workers, working land based or sea based on the social relationship of their children.

The researcher also used the statistical treatment Pearson Product Moment Coefficient of Correlation, to determine the relationship between the components of long distance parenting: communication; style of parenting;

financial support; length of stay with the children while in the country; and length of stay abroad, with the social relationship of children: association with other students; extracurricular activities; peer selection; and the community involvement.

Population of the Study

The respondents on this study were the students who are children of overseas contract worker, were presently enrolled in Philippine Merchant Marine School-Las Piñas City. The respondents were described using certain variables as age, sex, size of the family, their organization or affiliation (school based or community based), child's custodian and custodian's occupation.

Purposive sampling design will be used by the researcher, since this is the most appropriate because of the nature of the study, the scope, coverage, contents, objectives and purpose.

Data Gathering Procedure

The following stages/steps in preparation were:

A letter of request to conduct a study in the school was addressed to the higher authorities, are given by the researcher.

The researcher conducted a survey to determine among senior students enrolled in her Social Science class as to who are among them are the children of overseas contract workers.

Designed a questionnaire and validated it initially by giving it to the one group or section that will be a part of the respondents; finally distribute them after initial validation.

Interviews to the respondents were conducted by the researcher, with a structured guide, for uniformity and spontaneity, preferably written in both English and Filipino for easier understanding and communication with the subjects.

Sent a letter of requests to the respondents to answer the questionnaire honestly and objectively.

Distributed data gathering instruments to the respondents; supervise the respondents in answering the questionnaires.

Followed-up and collected the data gathering instruments.

Collated the data gathering instruments.

Data gathered were tabulated for analysis and interpretation.

Finalized by:

- a. Creating tables or figures such as graphical presentation
- b. Analysis and interpretation of data
- c. Writing of the final draft. It will be submitted to the adviser. Comments, suggestions and corrections will be highly appreciated, so revisions and improvements shall be done accordingly.

Statistical Treatment

The data were gathered, compiled, collated and will be summarized.

The following were utilized in the treatment of the data:

1. **Percentage.** It is the rate or proportion of each hundred. It is computed by dividing the frequency with the sample. It is used to determine which items in the group were favored.

The formula for percentage is as follows:

$$\text{Percentage (\%)} = f/n \times 100$$

Where:

f- frequency

n- sample

2. **Weighted Mean.** Weighted mean is the sum of the sample of measurements divided by the total number of samples. It is a center of gravity of the distribution scores. This is used to determine the mean of every independent and independent variables in the study.

$$WM = \frac{\sum fx}{N}$$

Where :

WM = weighted mean

Σ = summation

f = frequency

x = weighted mean

n = sample

3. **Ranking Method.** The formula used to identify the position of an individual or a group in a series of ranks.

$$R = \frac{R_1 + R_2}{n}$$

Where :

R = rank

n = number of rank with the same frequency

R1 = rank of one variables as arrange in chronological order

R2 = rank of the other variable

This is used to reinforce the percentage and to show the proportional importance of an item considered.

4. **Pearson-r.** This is used to determine the significant relationship between the independent variables and the dependent variables.

Where:

n = total number of respondents

x = independent variables

y = dependent variables

- 5. Standard deviation.** This is utilized to determine the variations in the responses of the respondents.

$$SD = \frac{\sum(x - \bar{x})^2}{n - 1}$$

Description of Data Gathering Instrument

For the purpose of data gathering, the researcher designed an instrument or questionnaire. The respondents were asked to answer the questionnaire objectively and fairly as possible.

The data gathering instrument was composed of 5 sections:

On the first section, respondents filled in the information requested for by writing their responses on the blanks provided for demographic profile such as gender, age, course, religion, and year level.

On the second section, respondent encircled the number that corresponded to their perception on agreement regarding their parent's reason

for leaving the country, such as high salary, career and opportunity, using the Likert Scale.

5 strongly agree

4 Agree

3 Uncertain

2 Disagree

1 Strongly disagree

On the third section, the respondents encircled the number that corresponded to their perception regarding parenting style of their parents such as authoritarian, authoritative, permissive, and uninvolved, using the Likert Scale,

5 Strongly Agree

4 Agree

3 Uncertain

2 Disagree

1 Strongly disagree

On the fourth section, the respondents encircled the number that corresponded to their perception on the performance of their parents to perform their responsibilities in terms of communication, financial support, length of stay with the children, and length of stay abroad, using the Likert Scale

5 Outstanding/Always

4 Very Good/Frequently

3 Good/Sometimes

2 Fair/ Rarely

1 Poor/Never

On the 5th section, the respondents encircled the number that corresponded to their perception on the level of frequency of their relationship in

- a. Association with other students
- b. Extracurricular activities
- c. Peer selection
- d. Community involvement, using the Likert Scale,

5 Always

4 Frequently

3 Sometimes

2 Rarely

1 Never

From section 2 to 4 the variables were considered independent variables that might affect the social relationship of activities of respondents cited in Section 5.

Chapter IV

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

This chapter presents the analysis and interpretation of data of the study. The data are also presented in tables with corresponding discussions in line with the objectives stipulated in Chapter 1.

1. Profile of the Respondents

1.1 Age

Table 1 in page 42 shows the distribution of the respondents according to age. Seventeen years of age out of 64 respondents is composed of 6.25%, while those that are 18 years of age comprised 29.69% of the respondents. Twenty-two out of the 64 respondents comprised 34.38% of the population, 1.0 aged 20 comprised 15.63% and 5 students aged 21 are 7.81% of the population. 4.69% of the respondents are 22 years old, while 1.56% is 23 years old. Majority of the students are aged 17 to 19 years old. The mean of the respondents' age is 19.09 years old, with a standard deviation of 1.30.

This is a period in their life when they are already in their active adolescents' senses, both physically and mentally. During this period, adolescents yearn to participate socially, and explore to the outmost (Tiu, 2012; Fontalnilla, 2008). Hence, they will closely represent the views of the target population.

Table 1**Frequency and distribution of the Profile of Respondents according to Age**

Age	S2 F	S3 F	S4 F	TOTAL L F	%
17	2	2	0	4	6.25
18	4	14	1	19	29.69
19	1	18	3	22	34.38
20	0	5	5	10	15.63
21	0	4	1	5	7.81
22	0	3	0	3	4.69
23	0	1	0	1	1.56
			TOTAL	64	100%
mean				19.09	
SD				1.30	

1.2 Course

Table 2 shows the distribution of the respondents according to course. The researcher conducted the study in a maritime institution. The respondents are enrolled in the different courses being offered by the institution. According to the article of Evita I. Jimenez (2011) the Philippines is the major provider of seafarers worldwide (increasingly with higher educational profiles). One out of five aboard ships is a Filipino recorded number of seafarers (POEA,2010).

Bachelor of Science in Marine Transportation (BSMT) students comprised 73.44% of the respondents', while 4.69% are Bachelor of Science in Marine Engineering (BSME) students. Both Bachelor of Science in Customs Administration (BSCA) and Bachelor of Science in Hotel & Restaurant Management (BSHRM) consisted 10.94% of the respondents. BSMT students formed majority of the sample of the study, as it is the flagship course offered in PMMS. Educational infrastructure of about 90 maritime schools which graduate some 40,000 seafarers per year Licensed crewing agencies: 421 (UNCTAD, 2010).

Table 2.
Frequency and Percentage Distribution of the Profile
of Respondents According to Course

Course	S2 F	S3 F	S4 F	TOTAL F	%
BSMT	0	45	2	47	73.44
BSMARE	2	1	0	3	4.69
BSCA	5	1	1	7	10.94
BSHRM	0	0	7	7	10.94
			TOTAL	64	100%

1.3 Frequency and percentage of sex of the respondents

Table 3 in page 45 profiles the respondents according to sex 85.94% are males while females consist of 14.06% of the population. This shows that PMMS as a maritime school has predominantly male students.

Since maritime courses by nature is a male dominated career, fathers who are working also as a seafarer or in the vessel assigned in any task onboard, will always have the tendency to encourage or even influence their children especially their sons to take the same course like them or have the same path they had, or even continue their profession by their children.

Take the statement of Daryll Monterde, BS Marine Engineering student he said when asked if why did he take up the course, “ *Ito ang pinakuha niya (papa)sa akin kasi madali daw maka-angat, para sa amin,*” he even acknowledged much of his father’s effort when it comes to providing their family, because of the salary he was able to give them their needs.

Another student, John Lezzar Naz, is an exceptional. It was his mother who asked him to take up the maritime course and follow his step-father’s path, though not working in the vessel and worked on a land base job, still her mother wanted him to have the same as his step-dad he uttered” kasi malaki daw kita dito.”

In the statement of another respondent, Gonzales, Jeorge said “ lalaki daw ako so dapat sumunod ako sa yapak ni papa, kaya itong course na to kinuha ko.”

Table 3.Sex

Frequency and percentage of gender of the respondents

Gender	S2 F	S3 F	S4 F	TOTAL L F	%
Male	3	45	7	55	85.94
Female	4	31	4	9	14.06
			TOTAL	64	100%

1.4 – Who among the Parents (family member) work abroad

Table 4 in page 46 shows the distribution as to who among the parents of the respondents are working abroad. The data show that majority of the respondents have fathers working abroad which comprised 7.81%, 46.88%, 6.25% from S2, S3 & S4. Mothers working abroad comprised 3.12% for S2, 21.88% for S3 and 7.81% for S4. None of the respondents from S2 have both parents working abroad, while 4.69% and 1.56% for S3 and S4, respectively, do. Collectively, fathers comprised of 60.94% of the respondents' parents who are working abroad, while 32.81% are mothers, and 6.25% of the respondents have both parents working overseas. This shows that fathers have the bulk of responsibility to provide for their families by working abroad. Cited in several studies that there is a great and more significant correlations between mothers styles and support with their child's outcomes than with the father's styles and presence or support physically, suggesting that fathers may not be factor as heavily in the students'

lives as mothers, these findings are consistent with previous research exploring the effects of parent gender on involvement in children's lives (Hawkins Amato, and King, 2006; Finley, Mira, & Schwartz, 2008).

Ryan Galicia, BS Marine Transportation student, his father worked abroad for 19 years, said, *"kalbo na nga si tatay, halos wala ngipin, pero nag-aabroad pa rin siya, dapat sa bahay na lang nga siya, señorito na lang siya dip o ba?"* Ryan even confessed that though his sexual preference had made him confronted by his father, still he insisted to take up this course, because this will lead him to the chances of working abroad, he used to be enrolled in the medical school, but because of financial constraints he shifted to maritime course.

Table 4
Profile of Respondents According to who among
the parents is working abroad

	S2		S3		S4		TOTAL	
Parent	F	%	F	%	F	%	F	%
Father	5	7.81	30	46.88	4	6.25	39	60.94
Mother	2	3.12	14	21.88	5	7.81	21	32.81
Both	0	0	3	4.69	1	1.56	4	6.25
					TOTAL		64	100%

2. Reasons of Parents for Leaving the Country

Table 5 presents the respondents on the reasons of their parents leaving the country and work abroad. In the verbal interpretation seen in the table the respondents, represented by senior 2, 3 and 4 all agreed that High salary, the career development; as well as the opportunity to work abroad are common reasons why their parents left the country and worked abroad as OFWs. Traveling neither the option of petitioning the whole family after a certain period of time will not be a reason for leaving the family and worked in other country.

Table 5 in page 49 presents the respondents' level of agreement on the reasons parents leave the country and work abroad. The means for high salary are 3.71, 4.38 and 3.89 for S2, S3 and S4 respectively. The standard deviation for S2 is 0.49; S3 is 0.74 and 1.29 for S4. The Career as a parent's reason had a mean of 3.43 and standard deviation of 1.561 for S2, 3.74 with standard deviation of 1.01 for S3, a mean of 2.67 with standard deviation of 1.20 for S4. Students' agreement on opportunity as their parents' reason resulted to a mean of 3.71 and SD of 1.38 for S2, 4.26 and SD of 1.01 for S3, a mean of 3.89 and SD of 0.94 for S4. Overall students agree with these three reasons (high salary, career and opportunity), as their parents' reason for leaving the country.

In Asia, the Philippines is the major supplier of Labor migrants to over 100 countries, more than 8 million (10 %) out of the 85 million Filipinos were working or living abroad,(Stock Estimate of Overseas Filipinos (2005), Commission on Filipinos Overseas, Republic of the Philippines; HUGO, Graeme, " Migration in the

Asia-Pacific Region”, (2005), Global Commission on International Migration, <http://www.gcim.org/mm/File/Regional%20Study202.pdf>.

Students disagreed with travel as their parents’ reason with an overall mean of 2.27 and standard deviation of 1.19. The respondents are uncertain on future petition as their parents’ reason, with an overall mean of 2.59 and standard deviation of 1.32.

One respondent, Celestino Panesa, 19 years old, a BSMT student, said” *nangibang bansa ang aking ama sa kadahilanang gusto niya kaming bigyan ng magandang kinabukasan, para daw sa ikaluluwag ng aming buhay, maliit pa ako nang magsimula siyang sumakay sa barko, at pinagpapatuloy pa rin niya ang pagbabarko dahil gusto niyang makaipon upang madagdagan pa po ang pundar nila ni mama”*

Another respondent, Gaspi Francisco, 19 years old, also a BSMT student senior three, shared that “ *kailangang mag-abroad ni daddy kasi Marino siya e, malaki ang demand sa global market ngayon ng mga katulad niya ang profession o career, kaya nga heto ako at ito rin napili kong kurso.”*

Contrary to what Jamaica shared, 19 years old, a senior three student: “ *Sabi po ni mama, kaya daw sia nag-abroad noong una e dahil wala siyang mapasukan dito bilang nurse, meron man ang liit liit ng sweldo, pero ngayon kapag tatanungin mo na si mama, isa na lang sinasabi niya kaya siya nag-abroad kasi gusto niya kaming ma-petition pag dating ng panahon, nasa Canada siya ngayon, pero galling siya sa Saudi.”*

In an article written by Melanie M. Reyes (Miriam College- Women and Gender Institute (WAGI) for the United Nations Children's Fund UNICEF),2005, entitled Migration and Filipino Children Left behind: A Literature Review, she wrote, people have been on the move since human life began, migration is neither a new phenomenon, a failure of development, nor a substitute for development, individuals move as part of their effort to improve their lives and the lives of their families to learn new skills to gain new experiences, to find a job or to flee insecurity, disaster to mamine.

From the lecture of Vivian Tornea of Overseas Welfare Workers Administration during Summer Institute on Migration, May,2008 it was stated that "Migration is an economic, social and political process that affects those who move, there who stay behind, and the placeswhere they go. People are crossing borders to search for better job, opportunities and to provide a better job opportunities and to provide a better future for their families. Along this development in the plight of more children being left behind by either one or both parents leaving them to the care of extended family members or friends.

On the other hand, "displacement, disruptions and changes in care giving arrangement." (Scalbrini, Hearts Apart, 2003).

Table 5

Frequency and percentage distribution for the Reasons of parents for leaving the country

Reasons of parents for leaving the country	Senior 2		Senior 3		Senior 4		Overall		Verbal Interpretation
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
High Salary	3.71	0.49	4.38	0.74	3.89	1.29	4.23	0.85	Agree
Career	3.43	1.51	3.74	1.01	2.67	1.20	3.58	1.12	Agree
Opportunity	3.71	1.38	4.26	1.01	3.89	0.94	4.16	1.04	Agree
Travel abroad	2.00	1.00	2.21	1.21	2.89	1.16	2.27	1.19	Disagree
Petition us later	2.57	0.79	2.49	1.40	3.11	1.20	2.59	1.32	Uncertain

3. Parenting Style

Parental influences and certain parenting style have been linked to autonomy development in children. Starr (2012) and even more emphasized in the work of Starr the same according to (Grolnick et al., as cited in Walker 2008,). The table 6 in page 52 shows the respondents parents in to the parenting style they are using and they are implementing while long distance parenting prevails. Authoritarian parenting style and the authoritative parenting style were agreed by the majority of the respondents that are commonly used by their parents even though they are away from them. Based on the study of Meghan Starr (2011), entitled, The Relationship between Parenting Styles, Learning Autonomy, And Scholastic Achievement in Undergraduate College Students, specifically children of authoritative parents have been found to have higher interest and confidence in academics as even mentioned in Starr's study he agreed on the work of Walker

(2008), and showed higher rates of persistence with regard to achievement than did those children of nonauthoritative parents.

Majority of the respondents agreed that the absence of their parents either of the mother or father, was never been a reason for them to be strict with the implementations of their discipline towards their children. The overall verbal interpretation shows that all the respondents agreed that their parents working abroad is either an authoritarian or authoritative, they all disagreed that their parents is neither permissive nor uninvolved.

The respondents agreed that their parents are authoritarian with a mean of 3.86 and SD of 0.90 for S@, mean of 3.57 and SD of 1.21 for S3, a mean of 3.00 and SD of 0.92 for S4, with an overall mean of 3.55 and SD of 1.14. Some of the respondents agreed they have authoritative parents, with S2 responses having a mean of 3.86 and SD of 0.69, S3 responses have a mean of 3.68 and SD of 0.91, and S4 responses resulted to a mean of 3.11 and SD of 0.57. Overall the authoritative parenting style was agreed on by the respondents, having the highest mean of 3.61 with an SD of 0.87.

Likewise, the respondents disagreed that their parents are permissive, with an overall mean of 2.31 and SD of 1.04. The same disagreement was expressed by respondents regarding their parents as uninvolved with their likes, based on the mean of 2.19 with standard deviation of 1.23.

Parents, either father or mother would always find ways to monitor their childrens' activities, in such a way that children will also be aware of their parents' way of disciplining them, a respondent Ryan Galicia Perez, 19 years old shared, “

naku mahigpit si daddy, pina-pa-xerox ko pa mga grades ko tapos papadala ko sa kanya, pero mas mahigpit siya kapag nandito siya sa Pilipinas!”he continued, lalo na nong malaman nia na bakla ako, sobrang galit niya sa akin, binugbog ako!”

On the other hand, one respondent Kerry Jay Kudera confessed, “*si mama ang nagbabantay ng mga activities naming habang si papa nasa barko, pero pag andito si papa, maski sa pag dulog naming sa mesa, sa mga klase ng pagkain naming, di nya kami binibili agad ng mga gusto naming lalo na daw kung di namn importante.”*

Table 6

Parenting Style

Parenting Style	Senior 2		Senior 3		Senior 4		Overall		Verbal Interpretation
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
Authoritarian	3.86	0.90	3.57	1.21	3.00	0.92	3.55	1.14	Agree
Authoritative	3.86	0.69	3.68	0.91	3.11	0.57	3.61	0.87	Agree
Permissive	1.86	0.69	2.34	1.09	2.33	0.97	2.31	1.04	Disagree
Uninvolved	1.57	0.79	2.13	1.19	3.00	1.45	2.19	1.23	Disagree

4. Performance of the Parents of their Responsibilities

Table 7,page 54, shows how the parents perform their responsibilities while away with the family and long distance parenting prevails. All of the 64 respondents in three levels have a high verbal interpretation in terms of communication. Using the mobile phone, with a mean o f 4. 29 and standard deviation of 0.95 in the senior two 4.13 of mean and 0.90 standard deviation in

the senior three, and in the senior four 4.11 mean and 1.03 standard deviation, overall mean of the respondents is 4.16 and .91 standard deviation. The overall mean on the aspect of financial support specifically in terms of giving financial support for tuition fee is 4.50 and a.85 standard deviation, all respondents strongly agreed about it. Regarding the Allowance, it is with .95 in standard deviation.

In the study of Meghan L. Starr, (2001), Bucknell University, entitled “The Relationship between parenting Styles, Learning Autonomy, and Scholastic Achievement in Undergraduate College students,”stated that parental influences and certain performances of their duties towards their children affect their children’s achievementand had been linked to autonomy development in children in his study, he stated that parenting style is a significant predictor of college student’ achievement.

Samulde, Senior Three, 19 years old, *shared “si daddy pag nandito siya sa Pilipinas, lagi kaming lumalabas, inaasikaso naman niya kami, kagaya ng pag papasok kami sa eskwela at di siya mag-rereport sa office, hinahatid niya kami sa school.”*

But on the other side, one respondent when asked about his relationship to his father, everytime he will be around here in the country, he said” *hindi ko naranasan na hinahatid, parang parehas lang ung wala siya dito o nandito siya, dati nga naalala ko pag dumadating siya di ko alam kung Masaya ba ako o malungkot,”*

Jonathan Cabiles , Third year, BSMT, his mother works in Hong Kong as domestic helper expressed during the interview ,” *ang guardian ko po ang tumitingin minomonitor niya ako sa aking guardian,” with regards to their finances he shared,” ang budget dumadating tuwing katapusan ng buwan, regular po yun.”*

Table 7

Performance of the Parents in doing their responsibilities

Performance of parents	Senior 2		Senior 3		Senior 4		Overall		Verbal Interpretation
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
Communication									
Mobile phone	4.29	0.95	4.13	0.90	4.11	1.03	4.16	0.91	Agree
Internet (skype)	3.57	1.27	2.85	1.52	2.89	1.73	2.97	1.52	Uncertain
<i>Sulat</i>	2.43	1.62	1.45	0.88	1.67	1.07	1.58	1.04	Disagree
e-mail	2.14	1.21	2.40	1.39	2.44	1.25	2.36	1.34	Disagree
Financial Support									
Tuition fee	4.57	0.79	4.60	0.77	3.89	1.15	4.50	0.85	Strongly Agree
Allowance	4.71	0.49	4.26	0.92	3.89	1.25	4.27	0.95	Agree
Household allowance	4.86	0.38	4.11	1.11	3.67	1.40	4.14	1.13	Agree
Emergency	4.43	1.51	3.79	1.21	3.67	0.95	3.84	1.21	Agree
Length of stay with the family while in the country									
<i>Kumakain sa labas</i>	4.29	0.76	4.13	1.10	3.44	1.35	4.06	1.11	Agree
<i>Lagi kaming namamasyal</i>	3.83	0.98	3.17	1.31	3.00	1.32	3.24	1.28	Uncertain
<i>Nag-aasikaso at hinahatid kami sa eskwela</i>	3.29	1.25	2.72	1.35	3.00	1.14	2.80	1.30	Uncertain
Length of stay abroad	4.14	0.69	3.32	1.37	3.00	0.74	3.38	1.25	Uncertain

5. Social Relationship of Students

In the study of Abiera,(2006), entitled The Sociability, Emotional stability and family relationship of Maritime Students with paternal presence and paternal absence, stated and revealed that paternal absence and paternal presence has to be considered as an important variable when exploring the development on social behavior and emotional well being of the adolescent. Apparently, that father's influence on character building begins before the child's adolescence.

Devorah Lirasan, BSMT student stated that *“okey lang sa akin wala mga kapatid ko basta nanay ko andito at nasa tabi ko, pero ngayon dahil wala siya, tapos mga kapatid ko malayo din, kasama ko palagi ay ang girlfriend ko,” when asked if there is any confrontation between her and her mother she said,” noong una naggalit siya, pero ngayon unti unti na nyang natatanggap”*

Opposite to the statement of Gaspi Francisco who said” *kaktakot talaga pag andito si papa ko, sobrang higit, minsan nga nakipag kwentuhan lang kuya ko, na- late siya sa pag-uwi, hayun sinapok siya, okey lang siyang mag-disiplina lumaki kami may repeto pero sobrang higit.”*

In page 56 Table 8 presents the level of agreement of the respondents regarding their social relationships with other students. Based on the data, the respondents are uncertain about their association with other students, with responses having an overall mean of 3.16 and SD of 1.06. Respondents disagreed with joining school organizations as a way of building social relationships with other students, with a mean of 7.29 and SD of 1.50 for S2, a mean of 2.15 and SD

of 1.18 for S3, a mean of 2.22 and SD of 1.29 for S4, and an overall mean of 2.16 and overall SD of 1.21.

The respondents were uncertain on participation on sports activities as a way of socialization, as reflected by the overall mean of 3.00 and Standard deviation of 1.28. On the other hand, respondents disagreed that participation in an academic organization is a way of forming social relationships with other students, with responses having an overall mean of 1.97 and SD of 1.11.

Regarding peer selection, respondents were uncertain about age, gender, same course taken, same province of origin, and being relatives as variables for their socialization with other students. It is noted that the respondents disagreed on religion as a variable for selecting their peers, with responses having an overall mean of 2.50 and standard deviation of 1.25.

Community involvement in the form of doing work for the development of the community had disagreed upon by the respondents, with the mean of their responses equal to 2.42 and SD of 1.11.

Moreover, the respondents were uncertain about offering themselves for the development of their communities, based on the overall mean of 2.83 and SD of 1.09. Volunteering during elections had disagreed upon by the respondents as a way of forming, social relationships with students, as shown by the overall mean of 1.88 and SD of 1.09 of the responses.

Table 8

Social Relationship of Students

Social Relationship of students	Senior 2		Senior 3		Senior 4		Overall		Verbal Interpretation
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
Association with other students	2.86	1.57	3.15	1.00	3.33	0.97	3.16	1.06	Uncertain
<i>Lumalahok sa school organization</i>	2.29	1.50	2.15	1.18	2.22	1.29	2.16	1.21	Disagree
<i>Lumalahok sa mga sports activities</i>	3.00	0.58	3.09	1.33	2.56	1.43	3.00	1.28	Uncertain
<i>Lumalahok sa academic organization</i>	1.86	1.21	2.02	1.13	1.89	1.03	1.97	1.11	Disagree
Peer selection									
<i>Ka-edad</i>	2.43	1.62	3.55	1.08	3.78	1.03	3.47	1.18	Uncertain
<i>Ka-gender</i>	3.43	1.27	3.30	1.32	3.89	1.26	3.36	1.29	Uncertain
<i>Ka-relihiyon</i>	2.14	1.35	2.57	1.23	2.56	1.35	2.50	1.25	Disagree
<i>Ka-kurso</i>	2.86	1.77	3.23	1.34	3.67	1.26	3.22	1.36	Uncertain
<i>Ka-probinsiya</i>	1.57	0.79	2.47	1.32	2.56	1.35	2.36	1.29	Uncertain
<i>Kamag-anak</i>	2.14	1.46	3.11	1.55	3.00	1.48	2.95	1.54	Uncertain
Community involvement									
<i>Gawain para sa pagpapaunlad ng komunidad</i>	3.29	1.11	2.32	1.04	2.44	1.25	2.42	1.11	Disagree
<i>Inilaan ko sa pagpapaunlad ng aking komunidad</i>	3.14	1.46	2.79	0.98	2.67	1.40	2.83	1.09	Uncertain
As election volunteer	1.71	0.95	1.94	1.17	1.78	0.82	1.88	1.09	Disagree

6. Significance of relationship between the components of long distance parenting and the social relationship of students

Age and its relation to social relationships of students were tabulated as correlations in Table 9 shown in page 58. It was found out that there is no significant relationship between age and students' socialization in terms of

association with students extracurricular activities, parents' approval on peer selection and community involvement, because the observed correlation coefficients are all below ± 0.218 . This means that students don't perceive age as a significant factor in building social relationships.

Table 9
Age and Social Relationship

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	-0.18	No Significance
b. Extracurricular Activity	0.05	No significance
c. Parent's Approval on Peer Selection	0.002	No Significance
d. Community Involvement	0.017	No Significance

The correlation coefficients for year level and social relationships of students are presented in Table 10 shown below. It reveals that year level has 0 significance as perceived by students, in building social relationships in terms association with students, extracurricular activity, parents approval on peer selection and community involvement because the correlation coefficients of these are below the critical value of ± 0.218 . This shows in table below.

Table 10
Year Level and Social Relationships

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.131	No significance
b. Extracurricular Activity	-0.1	No significance
c. Parent's Approval on Peer Selection	0.140	No significance
d. Community Involvement	-0.134	No significance

TABLE 11
Observed Coefficient of Correlation between Parents' High Salary
And Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	-0.0591	No Significance
b. Extracurricular Activity	-0.031	No Significance
c. Parent's Approval on Peer Selection	-0.096	No Significance
d. Community Involvement	0.001	No Significance

Table 11 above shows the coefficient of correlation between the students' level of agreement with their parents' high salary and their social relationship with students. It reveals that there is no significant relationship between parents high salary and students' relationship in terms of association with students; extracurricular activities; parents' approval on peer selection and community development because all values are below the critical value of ± 0.218 . It is noted however, that there is a negative correlation for the first three factors. This means that as students' agreement with their parents' high salary increases there is a decrease in their socialization, even if the values are not significant.

TABLE 12
Observed Coefficient of Correlation between Career of Parents
And Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	r	Interpretation
a. Association with Students	-0.211	Significance
b. Extracurricular Activity	0.094	No Significance
c. Parent's Approval on Peer Selection	-0.022	No Significance
d. Community Involvement	0.121	No Significance

Table 12 in the previous page shows the correlation between career of parents and the social relationship of students. It shows that the extracurricular activities of the students are not significantly related with the career of parents, with an observed correlation of 0.094, which is less than the critical value of ± 0.218 . This could also say with the parent's approval on peer selection and community involvement. The students' level of agreement on these factors in relation to their social relationships are not significant, both of these having coefficients lower than the critical value. The table also shows that the students' social relationships are negatively related to their parents' careers because the correlation coefficient is -0.211, which is close to the critical value. This means that as students' perception of their parent's careers increases in agreement, their association with other students decreases.

TABLE 13
Observed Coefficient of Correlation between
Opportunity and Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	r	Interpretation
a. Association with Students	0.023	No Significance
b. Extracurricular Activity	+0.118	No Significance
c. Parent's Approval on Peer Selection	0.371	Significance
d. Community Involvement	0.133	No Significance

Shown above is Table 13, provides an analysis of the correlation between opportunity to work abroad and the social relationships of students. The table reveals that there is a significant relation between parent's opportunity and parent's approval on peer selection. The level of agreement of the respondents gave a coefficient of 0.371, which is greater than the critical value of ± 0.218 . This means that as parents' opportunity to work abroad increases their approval on peer selection increases. Further examination of the table reveals that students' social relationships in terms of association with students, extracurricular activities and community involvement were not significantly related with parents opportunity to work abroad, since the observed critical values are all below 0.218.

TABLE 14
Observed Coefficient of Correlation between Travel
and Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.213	Significance
b. Extracurricular Activity	-0.064	No Significance
c. Parent's Approval on Peer Selection	0.007	No Significance
d. Community Involvement	-0.069	No Significance

The observed correlation between travel and social relationships of students were analyzed above in Table 14. It shows that there is a positive relation between student's relationships in terms of association with students and

parents' desire to travel abroad, because the observed coefficient is 0.213, close to the critical value of 0.218. This means that as students' level of agreement with their parents' reason to travel abroad decreases, there is an increase in students' association with other students. However, there is no significant relation with parents' reason to travel abroad and students' relationship in terms of extracurricular activities, parents' approval on peer selection and community involvement.

Rey Christian Gonzales, one of the respondents, shared during the interview and revealed that he only goes to church and attends mass during Christmas "Misa de Gallo." He even confessed that if ever given the chance to choose whether to work abroad or here in the country instead, he responded this way, "*gusto ko tatay ko ang maghanap ng trabaho para sa amin na pamilya niya.*"

TABLE 15
Observed Coefficient of Correlation between Petition
And Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.353	Significance
b. Extracurricular Activity	-0.100	No Significance
c. Parent's Approval on Peer Selection	0.129	No Significance
d. Community Involvement	-0.025	No Significance

Table 15 above shows the observed correlation between future petitions with the social relationships of students. It can be seen that as students' level of agreement with their parents' future plans to petition them increases, the

students' social relationships in terms of association with other students increases because of the observed correlation of 0.33, which is higher than the critical value of ± 0.218 . Moreover, the table reveals that there is no significant relationship between future petition and students' social relationships in terms of extracurricular activities, parents' approval on peer selection and community involvement. It is noted, however, of the negative relation of extracurricular activities and community involvement with the future petition for the respondents, with these variables having negative correlation coefficients lower than -0.218.

TABLE 16

Observed Coefficient of Correlation between Parent's Authoritarian Parenting Style and Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	-0.01	No Significance
b. Extracurricular Activity	0.199	No Significance
c. Parent's Approval on Peer Selection	0.158	No Significance
d. Community Involvement	-0.22	Significance

Table 16 shows that the relationship between parent's authoritarian parenting style and student's social relationship. It reveals that the students' social relationship in terms of community involvement is negatively related to parent's authoritarian parenting style because the coefficient of correlation is -

0.22 and it is greater than the critical value of ± 0.218 . This means that if the students perception on the level of agreement regarding parent's authoritarian parenting style increases, the students' community involvement decreases, however, student's social relationship in terms of association with students, extracurricular activities, parents' approval in peer selection have no significant relationship with parent's authoritarian parenting style since their coefficients of correlation are less than the critical value.

The finding of this study conforms to the finding of Abiera (2008) that parenting style significantly influences the students in community involvement.

TABLE 17
Observed Coefficient of Correlation between Authoritative Parenting Style
And Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.152	No Significance
b. Extracurricular Activity	0.185	No Significance
c. Parent's Approval on Peer Selection	-0.07	No Significance
d. Community Involvement	0.12	No Significance

An analysis on the correlation between authoritative parenting style and social relationships is presented in Table 17 shown above. The students' perception on the level of agreement regarding the authoritative style of parenting revealed no significance on their social relationships in terms of

association with students, extracurricular activities, parents' approval on peer selection and community involvement. The coefficients of these variables, all below the critical value of ± 0.218 , revealed no significant relationships.

TABLE 18
Observed Coefficient of Correlation between Permissive Style of Parenting
And Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.05	No Significance
b. Extracurricular Activity	0.229	Significance
c. Parent's Approval on Peer Selection	-0.19	No Significance
d. Community Involvement	0.516	Significance

The observed correlation coefficients between a permissive style of parenting and social relationships of students were tabulated in Table 18. It reveals that social relationships of students in terms of extracurricular activity and community involvement are positively related to students' agreement with their parents' permissive style of parenting, because of the observed correlation coefficients that there are above the critical value of 0.218 (0.229 for extracurricular activity and 0.516 for community involvement, respectively). This means that as students' agreement with permissive parenting style increases, their participation in extracurricular activities and community involvement also increases. Furthermore, there is no significant relationship between permissive

style of parenting and students' socialization in terms of association with students ($r=0.05$). It is noted that there is a negative correlation between parents' approval on peer selection and permissive style of parenting ($r=-0.19$).

TABLE 19
Observed Coefficient of Correlation between Uninvolved Style of Parenting
And Social Relationship of Students

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.282	Significance
b. Extracurricular Activity	-0.02	No Significance
c. Parent's Approval on Peer Selection	0.08	No Significance
d. Community Involvement	0.499	Significance

Table 19 shows the relationship between uninvolved style of parenting and social relationships of students. Based on the observed correlation values, there is a significant relation between uninvolved parenting style and students' social relationships in terms of association with students and community involvement. The observed values of these factors are higher than the critical value of ± 0.218 . ($r=0.282$, association of students, and $r=0.499$ for community involvement, respectively). This means that as students agree with their parents' uninvolved style of parenting, their association with other students and involvement in the community increase. However, there is no significant relationship between uninvolved style of parenting with students' socialization in terms of

extracurricular activities. And parents approval on peer selection, whose correlation values are both below the critical value.

Rey Christian Gonzales, a BSMaritime Engineering student, said in the interview that it is his mother who works abroad as a domestic helper, in Paris, France for eight years now, he revealed during the interview, *“broken family kami, kaya napilitan si mama na magtrabaho abroad.”*

TABLE 20
**Observed Coefficient of Correlation between the Performance
of Parents in terms of Communication and Social Relationship**

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.212	Significance
b. Extracurricular Activity	-0.04	No Significance
c. Parent's Approval on Peer Selection	0.004	No Significance
d. Community Involvement	-0.059	No Significance

Table 20 presents the students' agreement on the performance of parents in terms of communication. The data of correlation coefficients reveal that there is a significant relationship between communicating by mobile phone as a performance of parental duty, with a correlation value of 0.212, close to the critical value of ± 0.218 . Comparatively, there is no significance if parents

communicate through the Internet (Skype), letter, and E-mail due to lower –than– critical observed values. This means that students perceive the performance of their parents’ duties more through mobile phones.

TABLE 21
Observed Coefficient of Correlation between the Performance
of Parents in terms of Financial Support and Social Relationship

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.16	No Significance
b. Extracurricular Activity	+0.159	No Significance
c. Parent’s Approval on Peer Selection	+0.248	Significance
d. Community Involvement	-0.002	No Significance

The observed correlation between financial support and students’ perception of the performance of parents’ responsibilities is presented in Table 21. It reveals the positive relationship between students’ agreement with financial support in terms of household allowance as a performance of their parents’ responsibilities. The coefficient value of +0.248 shows the significance of household allowance as financial support from parents. It is noted also that there is no significant relationship between tuition fee, allowance, and emergency

money, as financial support from parents and the perception of students on these as parental duties.

With the condition and several ways of money remittances OFWs may now avail, the respondents that any of those telegraphic transfer, bank, through ATM, or simply *“pera padala.”*

TABLE 22
Observed Coefficient of Correlation between
the Performance of Parents in terms of Length of Stay
while in the Country and Social Relationship

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	-0.09	No Significance
b. Extracurricular Activity	0.27	Significance
c. Parent’s Approval on Peer Selection	-0.02	No Significance
d. Community Involvement	0.061	No Significance

Table 22 provides a tabulation of students’ level of agreement on the perceived performance of parents related to length of stay of parents while in the country. There is a significant relationship between quality time provided by the parents in terms of going out with the family, and the students’ agreement on their parents’ performance. The positive coefficient of $r=0.27$ means that students perceive going out with the family, with their parents, as quality time during the parents’ stay in the county.

TABLE 23
Observed Coefficient of Correlation between
the Performance of Parents in terms of Length of Stay
Abroad and Social Relationship

SOCIAL RELATIONSHIP (SR)	R	Interpretation
a. Association with Students	0.1	No Significance
b. Extracurricular Activity	0.261	Significance
c. Parent's Approval on Peer Selection	-0.15	No Significance
d. Community Involvement	0.26	Significance

Table 23 presents the students' level of agreement with the length of stay abroad of parents as a component of parental performance. It reveals that there is a positive correlation between the length of stay abroad and performance of parental duty, because the coefficient r is 0.261 which is greater than the critical value of ± 0.218 . This means that students perceive that the longer their parents stay abroad, the more their parents are performing their responsibilities in providing for the needs of the family.

Take the case of Oliveros. 19 years old who said, *"umalis lang ako tuwing weekends d ako masyado lumalabas, bakit? Wla lang, kasi mas gusto ko na nasa bahay lang,"*

On the other hand, Ryan 19 years old also, stated that, "*lumalabas ako sa gabi basta wag lang akong lalagpas ng mga ala-11 ng gabi, kundi lagot ako sa Nanay ko at pag tawag ng tatay ko at na-tyempuhan ako patay ako!*"

Summative Statement

The presence of parents during the formative and adolescence period of every individual had given an impact on the individual's development. Parenting and the style on the other hand would be an affective domain in child's progress, eventually will affect the child's perceptions in socializing and performing his/her duties.

In the study of Magahis,(2010) she stated that one of the factors affecting child's academic performance and socialization is the presence (physically) of the parents in the very sensitive years of development.

Affiliation of every individual to an organization, involvement to community can make an individual friendly, sociable, helpful, skillful in dealing with people, and open about their feelings. They make good companions because they are pleasant and agreeable. Others feel comfortable with them and like them, even stated in the study and developed questionnaires of Mehrabian, A. (1986).

The accessibility today of the respondents as well as their parents of the social network, use of internet, mobile phones and sending messages through texts and e-mails and other forms of technological or computer assisted communication enables them to chat with friends thousands of miles several time zones away. Low-cost Internet access has brought the Internet into many people's homes and made it a valuable medium for social discourse. For instance, communicating via the internet is as normal for today's teens chatting on the phone were for their parent's generation.

Parenting performance of the OFws therefore would have been easier if not much strengthened by the social networking; it's so happened that for the majority of the respondents had made the internet and mobile phones are really very significant.

Stressed from the Behavior and Information Technology Journal, (2006) the widespread use of the internet and mobile phones, makes the people interact, shared purposes and focus, contribute key components to good social relationship and sociability: purpose, people and policies. People specially that will be portraying different roles, such as leaders, protagonists, comedians and moderators of the society.

There have been consistent findings to suggest that parenting style is correlated to positive child outcomes, furthered negated and supported in this study as how the respondents answered the questionnaires, for there were parents who would be authoriatative but never been its being such significantly affected the social relationship of their children, the passive on the other hand may had affected, though expected the other way around.

The parental support, to be specific the physical presence as significantly responded by the students also may vary across racial lines, greater dependency on family and interaction will also have an effect to the social relationship of individual.

Emotional and behavioral outcomes indicates that parenting styles promote positive empathy development, which is linked to positive social behavior into adolsence and adulthood (Schaffer,Clark& Jeglic 2009).

Though there were studies suggesting that authoritarian parenting style has been associated with antisocial and externalization in adolescences, Asher (2006). Nonetheless respondents in this study negated the mentioned statement.

Thus, the acceptance of the research hypothesis which states “ *The study tends to answer the null hypothesis that there is no significant relationship between the components of long distance parenting and social relationship of students*” is partly sustained.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study.

SUMMARY

This study aimed to analyze the concepts and realities on the long distance parenting and its impact to the social relationship of their children. In order to understand deeply the crucial situation of every family of OFWs in terms of the way how they continue practicing their responsibilities despite their physical absence with the family; due to their distance with their children, therefore long distance parenting would have an impact on the social relationship of their growing children. How are the components of long distance parenting such as the reasons of the parents for leaving the country, the style of parenting used by the OFWs beyond their separation, how are the responsibilities of the parents are continuously practicing while abroad may affect the social relationship of their children. It is quite obvious that since the research locale is a fishing ground for skilled individuals that will supply to the global demands of graduates or trained and career professionals, it will be a great help as the researcher would like to develop a school to -home to- community based activities in order to answer to the problems every family is facing due to long distance parenting. Furthermore, the results of this study will be forwarded to the OFW parents as this will be immediately stressed during the orientation every school semester starts.

FINDINGS

Based on the analysis and interpretations of data, the following findings were revealed:

A. On the Respondents' Demographic Profile

The distribution of the respondents according to age seventeen years of age out of 64 respondents was composed of 6.25%, while those that are 18 years of age comprised 29.69% of the respondents. Twenty-two out of the 64 respondents comprised 34.38% of the population, 1.0 aged 20 comprised 15.63% and 5 student aged 21 are 7.81% of the populations. 4.69% of the respondents are 22 years old, while 1.56% is 23 years old. Majority of the students were aged 17 to 19 years old.

1. The distribution of the respondents according to course, Bachelor of Science in Marine Transportation (BSMT) students comprised 73.44% of the respondents', while 4.69% are Bachelor of Science Marine Engineering (BSME) students. Both Bachelor of Science in Customs Administration (BSCA) and Bachelor of Science in Hotel & Restaurant Management (BSHRM) consisted 10.94% of the respondents. BSMT students formed majority of the sample of the study, as it is the flagship course offered in PMMS.
2. The respondents according to gender, 85.94% were males while females consisted of 14.06% of the population. This shows that PMMS as a maritime school has predominantly male students.
3. The distribution as to who among the parents of the respondents are working abroad, majority of the respondents had fathers working

abroad which comprised 7.81%, 46.88%, 6.25% from S2, S3 & S4 respectively. Mothers working abroad comprised 3.12% for S2, 21.88% for S3 and 7.81% for S4. None of the respondents from S2 have both parents working abroad, while 4.69% and 1.56% for S3 and S4, respectively, do. Collectively, fathers comprised 60.94% of the respondents' parents who are working abroad, while 32.81% were mothers, and 6.25% of the respondents have both parents working overseas. This shows that fathers have the bulk of responsibility to provide for their families by working abroad.

B. Reasons of Parents for Leaving the Country

1. Senior two respondents rated the high salary as reason for their parents leaving the country with a mean of 3.71 and standard deviation of 0.49. This means that the respondents agreed that high salary is the main reason of their parent for working abroad. While Senior Three (S3) and Senior Four (S4) rated the high salary with a mean of 4.38 and 3.89 with the SD 0.74 and 1.29 respectively. This means that S3 and S4 also agreed that high salary is the main reason of the parents to leave the country.
2. Senior Three respondents rated Career as their parent's reason for leaving the country with a mean of 3.74 with standard deviation of 1.01. This means that S3 believed that their parents worked abroad because of their career; however S2 and S4 rated the career with a mean of 3.43 and 2.67 with SD of 1.51 and 1.2 respectively. This means

that they are uncertain that their parents worked abroad because of career.

3. Students' agreement on opportunity as their parents' reason resulted to a mean of 3.71 and SD of 1.38 for S2, 4.26 and SD of 1.01 for S3, a mean of 3.89 and SD of 0.94 for S4, overall students agree with these three reasons (high salary, career and opportunity), as their parents' reason for leaving the country.

C. Parenting Style

1. The respondents agreed that their parents are authoritarian with a mean of 3.86 and SD of 0.90 for S@, mean of 3.57 and SD of 1.21 for S3, a mean of 3.00 and SD of 0.92 for S4, with an overall mean of 3.55 and SD of 1.14.
2. Some of the respondents agreed they have authoritative parents, with S2 responses having a mean of 3.86 and SD of 0.69, S3 responses have a mean of 3.68 and SD of 0.91, and S4 responses resulted to a mean of 3.11 and SD of 0.57. Overall the authoritative parenting style was agreed on by the respondents, having the highest mean of 3.61 with an SD of 0.87.
3. Likewise, the respondents disagreed that their parents are permissive, with an overall mean of 2.31 and SD of 1.04.

4. The same disagreement was expressed by respondents regarding their parents as uninvolved with their likes, based on the mean of 2.19 with standard deviation of 1.23.

D. Performance of the Parents regarding their Responsibilities

1. For communication, using the mobile phone, with a mean of 4.29 and standard deviation of 0.95 in the senior two 4.13 of mean and 0.90 standard deviation in the senior three, and in the senior four 4.11 mean and 1.03 standard deviation, overall mean of the respondents is 4.16 and .91 standard deviation.
2. The overall mean on the aspect of financial support specifically in terms of giving financial support for tuition fee is 4.50 and .85 standard deviation, all respondents strongly agree about it. Allowance with .95 in standard deviation.
3. For the length of stay of the parents giving quality time with the family while in the country, respondents agreed that *kumakain sa labas* with an average of 4.06 with standard deviation of 1.11 is more frequently happening while they are uncertain that *lagi kaming namamasyal* and *nag-aasikaso at hinahatid kami sa eskwela* happens with the mean of 3.24 and 2.8 respectively.
4. For the length of stay abroad, respondents are also uncertain with a mean of 3.38 at standard deviation of 1.25.

E. For Social Relationships with Other Students.

1. The respondents are uncertain about their association with other students, with responses having an overall mean of 3.16 and SD of 1.06.
2. For Extra Curricular Activities, Respondents
 - a. Respondents disagreed with joining school organizations as a way of building social relationships with other students, with a mean of 7.29 and SD of 1.50 for S2, a mean of 2.15 and SD of 1.18 for S3, a mean of 2.22 and SD of 1.29 for S4, and an overall mean of 2.16 and overall SD of 1.21.
 - b. Respondents are uncertain on participation on sports activities as a way of socialization, as reflected by the overall mean of 3.00 and Standard deviation of 1.28.
 - c. Respondents disagreed that participation in an academic organization is a way of forming social relationships with other students, with responses having an overall mean of 1.97 and SD of 1.11.
3. For Peer Selection
 - a. Respondents were uncertain about age, gender, same course taken, same province of origin, and being relatives as variables for their socialization with other students.

- b. It is noted that the respondents disagreed on religion as a variable for selecting their peers, with responses having an overall mean of 2.50 and standard deviation of 1.25.

4. Community involvement

- a. In the form of doing work for the development of the community, it is disagreed upon by the respondents, with the mean of their responses equal to 2.42 and SD of 1.11.
- b. For offering themselves for the development of their communities, the respondents are uncertain based on the overall mean of 2.83 and SD of 1.09.
- c. For Volunteering during elections, respondents disagreed as a way of forming social relationships with students, as shown by the overall mean of 1.88 and SD of 1.09 of the responses.

F. On Correlates of their Social Relationship

The following factors (IV) that are significantly related to the social relationship (DV) of students are:

1. The reasons for parents leaving the country are significantly related to the social relationship of students.
2. Career has a negative relationship to association with other students ($r = -0.22$). This means that as the respondents recognize their parent's

career as reason for leaving the country, the lesser they associate with other students.

3. On the other hand, travel and petition are positively related to students association with other students (travel $r=0.213$; petition $r=0.353$). this means that students socialize more if their parents reasons for going abroad are travel and possibility of petitioning them in the future. Also, opportunity has a positive relationship on parent's approval on peer selection ($r=0.371$). This meant that as more job opportunities become the reason for parents to work abroad it increases their say on who should be their children's peers.

4. Parenting Styles differ in how they affect students'socialization. Permissive and uninvolved parenting increases the respondents' community involvement as shown in their r - value of 0. 516 and 0. 499 respectively. Moreover. Permissive parents also positively relates to the students' involvement in extra curricular activities ($r= 0.229$). Authoritarian Parenting Style has a negative relationship with the respondent's involvement decreases as parents become authoritarian.

5. In terms of the performance of parental duties, all components have positive relationship with students' socialization. Good communication with parents increases students' association with other students ($r=0.212$). Stable financial support from OFW parents increases their agreement or approval on peer selection

of their children ($r=0.24$). Both the length of stay in the country and abroad make the respondents' more involved in extra curricular activities (length of stay in the country, $r= 0.27$ and length of stay abroad $r= 0.261$). Also students become more involved in their communities even if their parents have long stays overseas ($r=0.26$).

CONCLUSION

Based on findings, the following conclusions were drawn.

The components of long distance parenting are significantly related to social relationship of students since findings revealed that if:

As the reasons for parents leaving the country involved opportunities, travel and petition tendencies increase the respondents' association with other student's increases, while career upgrading of parents causes the students socialization to decrease.

Permissive and uninvolved parenting styles increase the respondents' community involvement and association with other students, while authoritative parenting decreases community involvement.

In the performance of parent's duties, better communication with parents increases the respondents' association with other students, and better financial support likewise increases the parents' approval on their children's peer selection. Both the increase in the length of stay in the country and in the length of stay abroad increases students' involvement in extracurricular activities.

Community involvement also increases as parents length of stay abroad increases.

Thus, the acceptance of the research hypothesis which states “ *The study tends to answer the null hypothesis that there is no significant relationship between the components of long distance parenting and social relationship of students* ” is partly sustained.

- a. Career upgrading of parents increases, respondents’ association with students decreases,
- b. Opportunity of parents to work abroad increases, parent’s approval on respondents’ peer selection also increases.
- c. Parents’ travel opportunity increases, respondents’ association with students also increases.
- d. Petition tendencies increases, respondents’ association with Students also increases.
- e. Parent’s Authoritarian Parenting Style practice increases, respondents’ Community Involvement decreases.
- f. Permissive style of parenting practice increases, extracurricular activity and community involvement of students also increases.
- g. Uninvolved style of parenting practice increases, respondents’ association with students and community involvement increases.
- h. Frequency of parents’ communication increases, respondents’ association with students also increases.

- i. Parents' Financial support increases, parent's approval on respondents' peer selection also increases.
- j. Parents' length of stay while in the country increases, respondents' extracurricular activity also increases.
- k. Parents' length of stay abroad increases, respondents' extracurricular activity and community involvement increases too.

RECOMMENDATIONS

Based on the aforementioned findings and conclusions the researcher presents the following recommendations:

From the aforementioned findings and conclusions, the following are recommended:

A survey of students' demographic profile upon enrolment from the admission office is recommended for students whose parents are OFW. Also, a club a support group to promote composure among students with OFW parents would help them cope during their parents' absence at home.

Parenting styles affect students' involvement in their communities. It is recommended that a carefully designed community project including parents, students and faculty be made to encourage involvement. At school, counseling and open discussion in the classroom are recommended to cover the benefits of extracurricular activities and community involvement.

Formation of a club or cultural group for Marinos, symposium or seminars on long distance parenting awareness, and entrepreneurship activities sponsored by the OFW parents are suggested to create camaraderie with the community and school, and maintain community involvement of the students coordinated by the school.

The following are highly recommended for implementation of suggested actions out from the conducted study outfrom the given statement of the problem:

- a. Since career upgrading of parents increases, respondents' association with students' decreases, survey of students' demographic profile upon enrollment from the admission's office for monitoring is recommended.
- b. Since opportunity of parents to work abroad increases, parent's approval on respondents' peer selection also increases, organizing Club to promote composure among students with OFW parents is recommended.
- c. As the parents' travel opportunity increases, respondents' association with students also increases, survey of students' demographic profile upon enrollment from the admission's office for monitoring is also recommended.
- d. Petition tendencies increase, respondents' association with Students also increases, a monthly counseling is greatly recommended.

- e. As parent's authoritarian parenting style practice increases, respondents' Community Involvement decreases, Counselling is recommended, and an open recommendation from the guidance counseling office will be highly accepted, as well as integration of Long distance Parenting or Migration in the class discussion.
- f. Permissive style of parenting practice increases, extracurricular activity and community involvement of students also increases; an open discussion that shall be included in the instructional guide, in a form of classroom discussion shall be injected.
- g. Uninvolved style of parenting practice increases, respondents' association with students and community involvement increases, carefully designed program for the parents-students-faculty, sponsoring a community project for any chosen community. Involvement in the community service to be spearheaded by the students with OFW or migrant parents.
- h. Frequency of parents' communication increases, respondents' association with students also increases a provision for semestral/annual school cultural program, by the alumni and parents are encouraged.
- i. Parents' Financial support increases, parent's approval on respondents' peer selection also increases, entrepreneurship activity sponsored by the OFW parents and their respective children, that promotes camaraderies among students, alumni and the institution towards the community.

- j. Parents' length of stay while in the country increases, respondents' extracurricular activity also increases, designing or organizing a Club or cultural group for "Marinos" is recommended for regular meetings of the members.
- k. Since parents' length of stay abroad increases, respondents' extracurricular activity and community involvement increases too, a development of more related issues in the humanities subjects' discussions about the impact long distance parenting awarenesss through symposiums and seminars where both OFW parents and their children will be involved and key speakers on these gatherings will be from the OFW communities too.
- l. More studies of this are highly encouraged. Since human capital has an increasingly central role in the economic success of nations and individuals, thus opening more links to social capital configurations consistent with socially desirable outcomes for the greater glory of the individuals and socities throughout the world.

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Appendix A

Sample letter to the Respondents

October 1, 2012

Dear Students of Philippine Merchant Marine School-Las Piñas,

Greetings!

The undersigned is presently undertaking a research study entitled: **The Impact of Long Distance Parenting on the Social Relationship of Maritime Students.**

In relation with this, I am asking favor from you to please answer the attached questionnaire that will be used for analyzing datas and facts about my study. Rest assured that all your answers and personal informations shall be treated with confidentiality. All findings and analyses from this study shall serve for the development of school-community and academic programs for the benefits of the students and their families as well.

Thank you very much.

Sincerely yours,

Victoria Forteza-Ramirez

(Faculty PPMS/Researcher)

(Signed)

Noted by:

Flordeliz Abiera

Head, Humanities Department

(Signed)

Appendix B

Sample letter to the Dean Studies of the Philippine Merchant Marine School-Las Piñas

September 20, 2012

Magdalena T. Corre

Dean of Studies

PMMS- Las Piñas

Dear Madam,

Greetings!

I would like to ask permission to please allow me distribute questionnaires regarding the study I am presently undertaking entitled:

The Impact of Long Distance Parenting on the Social Relationship of Maritime Students

In this connection, I am asking for your approval to have my questionnaires be distributed to the respondents.

Thank you very much.

Respectfully yours,

Victoria F. Ramirez

Faculty/Researcher

(Signed)

Appendix C

Data Gathering Instrument

Please fill in the following information:

Age _____ Course _____ Gender _____ Year Level _____

Check the line: With OFW Father__ Mother__ / Land Base ____ Sea Base ____

Part I. Reasons Of Your Parents To Work Abroad.

The following statements are designed to find out your perception on the level of agreement regarding the reasons of your parents to work abroad. You will notice that there is no factual answer; instead they seek out your personal attitude. Your answers are not graded as on a regular type of test. Please answer objectively and honestly. Check your position on the following statement as it impresses you. Use the following ratings from Likert Scale:

5 – Strongly Agree

4—Agree

3 – Uncertain

2 – Disagree

1 – Strongly Disagree

	Reasons of Parents for leaving the country	5	4	3	2	1
1	High salary <i>Nag-abroad ba ang magulang ko (ama/ina) dahil sa mataas na sahod.</i> (My Parents went abroad due to good pay)					
2	Career <i>Nais ipagpatuloy ng aking magulang ang kanyang propesyon sa ibang bansa.</i> (Continue his/her profession abroad)					
3	Opportunity <i>Nagkaroon ng pagkakataon o oportunidad na makapag-trabaho abroad.</i> (My parents were given opportunity to work abroad)					
4	Other reasons <i>a. Nais lamang ng magulang ko (ama/ina) na mag-abroad makapagbiyahe</i> (my parent 'father/mother' wanted to go abroad and travel)					
	<i>b. Nag abroad dahil gusto kaming ipetisyon pagdating ng panahon</i> (Work abroad to petition us later)					

Part 2 Parenting Style

The following statements below can be answered using the five (5) rating scale. To answer, check the number in the blank space provided. This corresponds to your perception on the level of agreement regarding parenting style of your parents.

Use the following ratings from Likert Scale:

5 – Strongly Agree

4—Agree

3 – Uncertain

2 – Disagree

1 – Strongly Disagree

	Parenting Style	5	4	3	2	1
1	Authoritarian <i>Mahigpit at mariing nagpapatupad pa rin ng kanyang (ama/ina) palakad kahit nasa ibang bansa (Military ruleship)</i>					
2	Authoritative <i>May pamamaraang diplomasya, mahigpit at may regulasyon na dapat sundin,ngunit nagbibigay ng reward sa bawat pagsunod sa mga regulasyon (Assertive but not punitive)</i>					
3	Permissive <i>Walang masyadong demands ang magulang ko sa akin,bihira akong disiplinahin (Parents rarely discipline children; lenient)</i>					
4	Uninvolved <i>Hindi nakikialam ang aking amao ina sa aking mga gawain, sapat nang nagawa niya ang mga gawain niya para sa amin (Parents detached from their children’s life while they fulfill their children’s needs; low communication)</i>					

Part 3. Performance of Parents

Statements below can be answered by using the five (5) rating scale. They correspond to your perception of the performance of your parent's responsibilities while working abroad. To answer, check the number in the blank /space provided. Using the Likert Scale:

5 Outstanding/ Always

4 Very Good/Frequently

3 Good/Sometimes

2 Fair/Rarely

1 Poor/Never

	Performance of Parents	5	4	3	2	1
1	Communication <i>Madalas nakikipag-usap sa akin ang aking (ama/ina) na nagtatrabaho abroad sa pamamagitan ng (Parents communicates through) :</i>					
	a. Mobile phone					
	b. Internet (skype)					
	c. Sulat					
	d. E-mail					
2	Financial Support <i>Regular na nagpapdala ang aking (ama/ina) ng mga pinansiyal na pangangailangan ko dito sa bansa sa takdang petsa para sa (parents send financial support regularly for) :</i>					
	a. Tuition fee					
	b. Allowance					
	c. Household allowance					
	d. Emergency					
3	Length of stay with the family while in the country <i>Quality of time with the family while in the country Nagbibigay ng oras sa pamilya namin kapag nandiirto sa bansa ang aking ama/ina.</i>					
	a. Kumakain kami sa labas					
	b. Lagi kaming namamasyal					
	c. Nag-aasikaso at hinahatid kami sa eskwela					
4	Length of stay abroad <i>Mas nagging malapit kami sa isa't isa makahit siya (ama/ina) ay nagtatrabaho sa ibang bansa.</i>					

Part 4. Social Relationship

Please encircle the number that corresponds to your perception on the level of frequency of your social relationship with the given situations. Using the Likert Scale,

5 Always

4 Frequently

3 Sometimes

2 Rarely

1 Never

	Social Relationship of Students	5	4	3	2	1
1	Association with other students <i>Madalas kong kasama ang aking mga kamag-aral dahil wala naman akong nakakausap pag uwi sa bahay.</i> (Stay more with schoolmates/classmates for there will be nobody to talk to at home)					
2	Extracurricular activities <i>a. Lumalahok ako sa mga school organizations (e.g. school council,theater guild,school choir)</i>					
	<i>b. Lumalahok ako sa mg sports activities</i>					
	<i>c. Lumalahok ako sa academic organizations (Eureka, Clubs)</i>					
3	Peer selection <i>Ang mga kaibigan ko ay madalas na pinipili ko dahil sila ay aking:</i> <i>a. Ka-edad (we are of same age)</i>					
	<i>b. Ka-gender (we are of same gender)</i>					
	<i>c. Ka-relihiyon(we are of the same religion)</i>					
	<i>d. Ka-kurso (we are of the same course)</i>					
	<i>e. ka-probinsiya (we come from the same province)</i>					
	<i>f. kamag-anak (pinsan) (we are relative)</i>					
4	Community Involvement <i>Ang sobra kong oras ay inilalaan ko sa:</i> <i>a. gawain para sa pagpapaunlad ng aking komunidad (baranggay,subdivision, street)</i>					
	<i>b. Inilalaan ko sa gawaing pang relihiyon (catechism, evangelization,prayer meeting, bible study)</i>					
	<i>c. As election volunteer</i>					

APPENDIX D

CERTIFICATION OF EDITING

PHILIPPINE NORMAL UNIVERSITY
Taft Ave, Manila

CERTIFICATION

March 9, 2013

This research report, a Special Project of Victoria F. Ramirez, entitled The Impact of Long Distance Parenting on the Social Relationship of Maritime Students, has been read and edited for coherence, organization and correct language structure.

This Special Project report is in partial fulfillment of the requirements for the degree of Master of Arts in Socia Science Teaching.

This certification is issued for quality education purposes.

Prof. Edilberta C. Bala
Critic-Reader-Editor
(Signed)

APPENDIX E

TRANSCRIPTIONS

VFR Ano Ang iyong pangalan?
Stud 1 Ryan Galicia Perez po.
VFR Ano ang iyong kurso?
Perez BSMT
VFR Anong Year level mo?
Perez N - S3A5
VFR Sino sa mga magulang mo ang nagtatrabaho sa aboard?
Perez Tatay
VFR Ano ang tawag mo sa kanya?
Perez Daddy
VFR Ilan taon na siya nagtatrabaho sa abroad?
Perez 19 years
VFR Ano ang kanyang trabaho sa abroad?
Perez Payload Operator
VFR Saan siya nagtatrabaho sa abroad? Landbase ba? O sea base (sa barko)?
Perez Saudi
VFR Ilan taon ka noong magsimula siyang nagtrabaho sa abroad bilang OFW?
Perez Nasa tiyan pa po ako ng Nanay ko
VFR Masaya ka ba na malayo siya?
Perez Hindi, malungkot ako lalo na pag may okasyon.
 2 pasko ko palang siyang nakakasama sa buong buhay ko.
 Magkasunod pa kami ng birthday. Pero pag andito nman siya sobrang higpit talaga!
 Kaya siguro di kami masyado magkasundo lalong-lalo na sa nagging sexual preference ko (bading ako)
VFR Ano sa palagay mo ang malaking dahilan bakit sia nag-abroad?
Perez Para magkaroon kami ng magandang kinabukasan.
VFR Ilan taon na ang father/mother mo?
Perez 60 na po siya sa January 61 na siya
VFR Paano ang monitoring niya sayo? Disiplina ba? Mahigpit ba siya maski nasa abroad na?

Perez

- Call, internet, skype facebook
- At sinasabi niya na pagbutihan ko ang pag-aaral ko dahil kaya nga daw siya bumalik ulit ng abroad, para makatapos ako
- Naaawa nga ako sa kanya dahil dapat sana nagpapahinga na lang siya ngayon, señorito na lang sa bahay
- Wala na nga po siyang ngipin, kalba na
- Gusto ko nga po pag-graduate ko ako na ang magtatrabaho para sa pamilya, at ako naman susuporta na sa kanila

VFR Paano siya pag nandito? Mas mahigpit? Inaasikaso ka niya?

Perez Hatid sundero ako sa school, hanggangang noong high school

VFR Lumalabas ba kayo?

Perez Bonding kami, sasabihin niya tara anak Jollibee tayo

VFR Paano ang kanyang mga pamamaraan bilang ama? Lalong lalo na habang wala siya dito?

Perez

- Authoritative siya. Pinapa-xerox ko po ang grades ko pinafax o pinapadala kop o sa kanya ang copy
- Noong nagkaroon nga ako ng bagsak dapat pahihintuin na niya ako
- “Pa – easy-easy ka e di ko naman pinupulot ang pera sa abroad
- Maski si nanay sinasabihan niya na huwag gastos ng gastos

Perez Ok lang po na wala ng ibang kapatid ko basta kasama ko sila ng nanay ko

VFR Paano niya kayo pinadalhan ng budget?

Perez Through western union, monthly

VFR Regular ba kayong pinadalhan?

Perez Opo, minsan po delay

VFR Bakit?

Perez

- Kasi po minsan kasama siya ng amo niya di niya napapadala agad
- Ngayon nga po may SOLAS ako pero di pa ako nakasama kasi di pa ako makabayad dahil di siya makapagpadala dahil kakabayad ko lng sa tuition medyo, gipit pa, e, di niya gagalawin agad time deposit niya. Kaya dir in nga po ako nagtuloy-tuloy sa PT course dahil siya ay nagpahinto sa akin, dahil sa tuition.

VFR Lahat ba ng pangangailangan mo o ng buong pamilya nyo binibigay niya?

Perez Opo

VFR Bakit maritime/related course and kinuha mo? Gusto ba niya?

Perez Hindi po ako ang namili, kasi ang sabi niya kung saan ako Masaya

VFR Paano ka nag-papaalam sa kanya kapag may lakad ka?

Perez Kay nanay po

VFR Pagkatapos ng klase mo, ano ang mga ginagawa mo?

Perez Papayag siya pero wag na wag ka iinom.... At pasalubungan mo ako ha... (ha, ha)

VFR After class ano ang activities mo?

Perez Kain-tulog, linis ng bahay

VFR Dahil ito ba ang utos ng parents mo?

Perez Hindi po

VFR Kung papipiliin ka ba, gusto mo nasa abroad siya? Kung oo, bakit? Kung hindi, bakit pa rin?

Perez Hindi po, kasi po may epekto sa disiplina. Mas nasasagot ko si nanay. Nagpapabili ako sa Nanay ko kahit di niya kaya. Dahil parang iniisip kop o na dahil wala siya palitan niya dapat ng material yung absence niya. Di ko iniisip minsan na hindi porket nasa abroad e mabibili namin.

VFR May organization ka ba? Bakit?

Perez Wala po, mas tumutulong ako sa bahay. Maglaba etc.

VFR Baka yon ang imposed sayo ng Tatay mo?

Perez Hindi po, choice ko po

VFR Lahat ban g activities mo, school works or even gimmicks dapat nalalaman niya?

Perez Opo

VFR Paano ka nagpapa-alam sa kanya?

Perez Pag tumawag siya sinasabi kop o ahead of time ang schedule

VFR Gaano siya kadalas tumatawag sa inyo? May regular schedule bas a skype o phone?

Perez Madalas po, minsan kahit hindi naka-schedule tatawag na lang siya bigla parang nagche-check

VFR Nagco-community work ka ba?

Perez Hindi po

VFR May consultation ba na nagaganap regarding sa mga friends mo, ng parents mo na nasa abroad?

Perez Meron po, yon po ang bilin ng Tatay ko

VFR So, kelan ka lang lumalabas?

Perez Sa gabi mga isang oras lang po, pinakalate nap o ang 11 pm. Dapat mga ganong oras nasa bahay na ako

VFR So, masasabi mo ba na idirectly na may kinalaman yung pagkakalayo niyo ng tatay mo sa paraan mo nang pakikipag-kaibigan?

Perez Meron, po, kasi yun po ang sabi ng Tatay ko. Minomonitor niya ako sa cellphone bilaan tumatawag siya, chi-ne-check at binibilin niya sakina si Nanay (dahil may sakit siya).

VFR Eh, sa mga Gawain mong sosyal (community work)?

Perez Wala po

VFR Eh, sa mga gawaing pang-relihiyon (church work)?

Perez Simba

VFR Papaano kapag ikaw na may pamilya in the future, iiwan mo rin sila dahil ang kurso o propesyon mo ay may kinalaman sa pagtatrabaho sa labas ng bansa?

Perez Opo, etong natapos kong kurso, eh.

VFR Gagawin mo rin ba o magiging pattern mo rin ang ginawa sa iyong pamamalakad ng magulang mo habang nag-aabroad siya?

Perez Hindi ko sila hihigpitan

VFR Alin ang gagayahin mo sa mga paraan niya ng pagpapalaki o pagiging magulang ang i-a-adopt mo sa magiging pamilya mo?

Perez Maayos na disiplina

VFR Maraming salamat ha. Malaki ang maitutulong ng mga ibinahagi mo sa akin sa pag-aaral na ginagawa ko; may relasyon ba ang long distance parenting sa social relationship ng isang kabataan?

October 1, 2012

Dear Students of Philippine Merchant Marine School-Las Piñas,

Greetings!

The undersigned is presently undertaking a research study entitled:

The Impact of Long Distance Parenting on the Social Relationship of Maritime Students.

In relation with this, I am asking favor from you to please answer the attached questionnaire that will be used for analyzing datas and facts about my study. Rest assured that all your answers and personal informations shall be treated with confidentiality. All findings and analyses from this study shall serve for the development of school-community and academic programs for the benefits of the students and their families as well.

Thank you very much.

Sincerely yours,

Victoria Forteza-Ramirez

(Faculty MMS/Researcher)

(Signed)

Noted by:

Flordeliz Abiera

Head, Humanities Department

(Signed)

September 20, 2012

Magdalena T. Corre

Dean of Studies

PMMS- Las Piñas

Dear Madam,

Greetings!

I would like to ask permission to please allow me distribute questionnaires regarding the study I am presently undertaking entitled:

The Impact of Long Distance Parenting on the Social Relationship of Maritime Students

In this connection, I am asking for your approval to have my questionnaires be distributed to the respondents.

Thank you very much.

Respectfully yours,

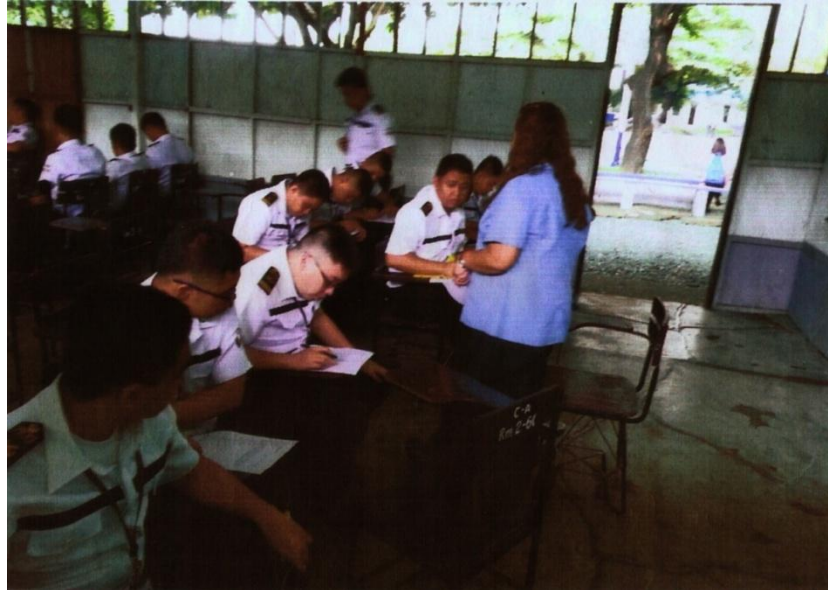
Victoria F. Ramirez

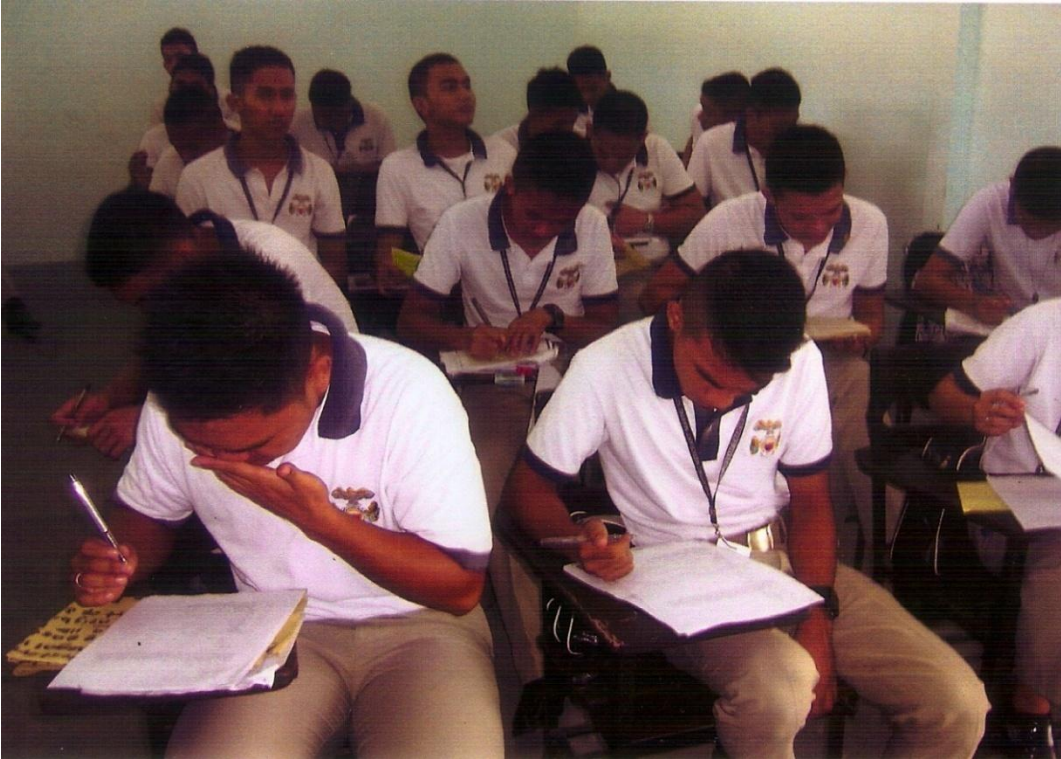
Faculty/Researcher

(Signed)

Appendix F

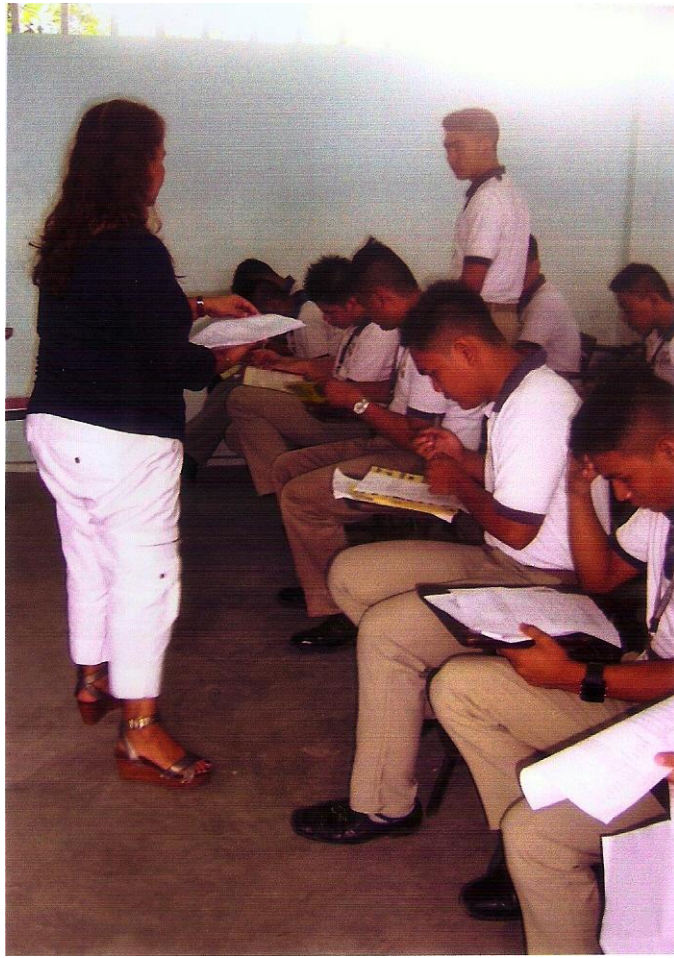
Sample of Pictures









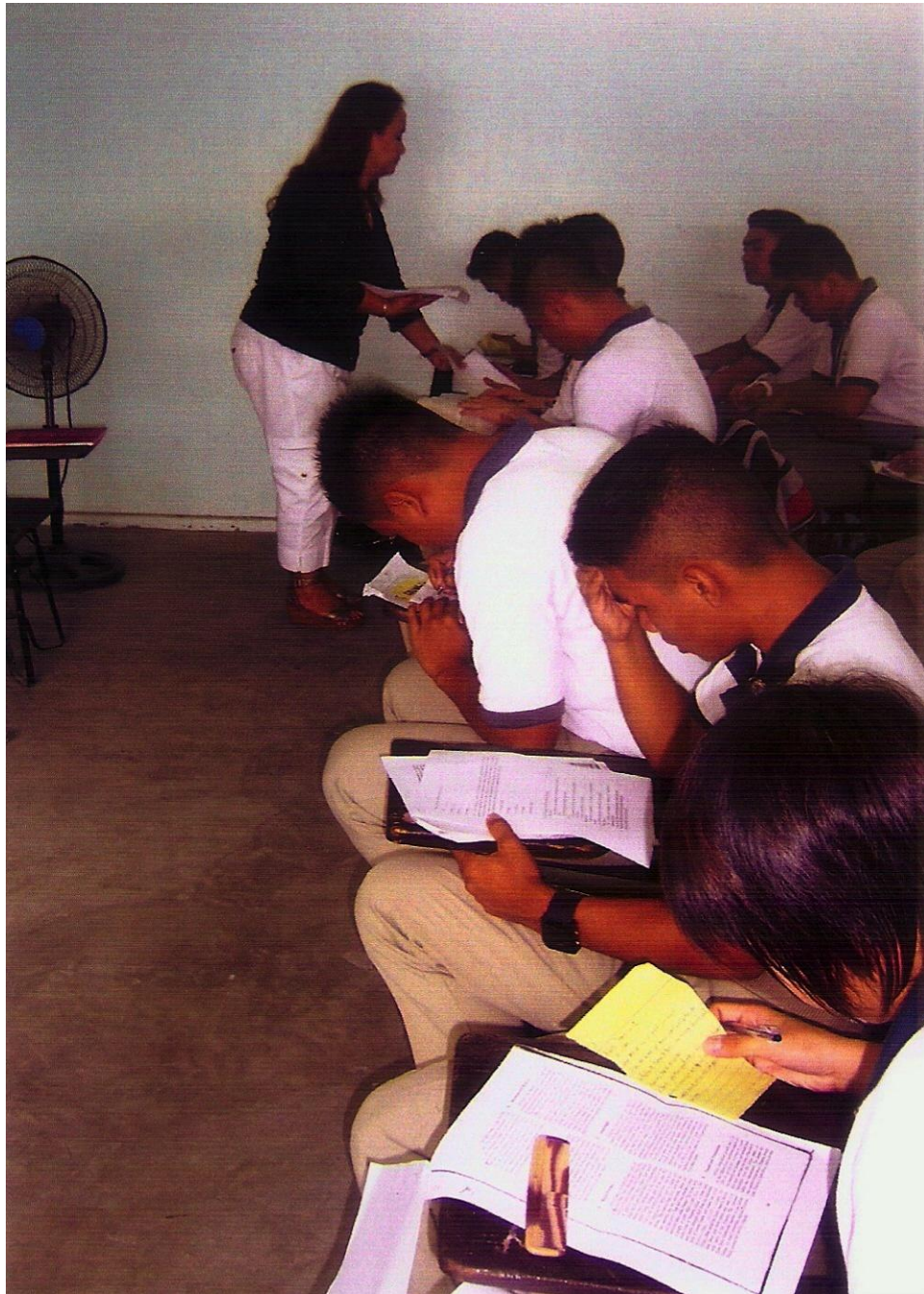














CURRICULUM VITAE

I. PERSONAL DATA

Name : VICTORIA FORTEZA RAMIREZ

Address : B3 Unit 1 Suzette Nicolas St., BF Resort Village,
Las Piñas City

Date of Birth : February 24, 1971

Place of Birth : Cabanatuan City

Marital Status : Married

Name of Spouse : Ismael A. Ramirez Jr.

Name of Child : Anjelo Lenin F. Ramirez

Religion : Roman Catholic

Citizenship : Filipino

Weight : 175 lbs.

Height : 5'2

II. EDUCATIONAL BACKGROUND

Graduate Studies : Master of Arts in Social Science Teaching
Philippine Normal University, Taft Avenue,
Manila
March 2013

Tertiary : Bachelor of Arts Major in Political Science
Education Units
Manuel L. Quezon University
Hidalgo St., Quiapo, Manila
March 1991

Secondary : San Miguel High School
San Miguel, Bulacan
April 1987

Elementary : San Miguel Elementary School
San Miguel, Bulacan
April 1983

III. WORK EXPERIENCE

Associate Professor
Philippine Merchant Marine School – Las Piñas
San Antonio, Talon, Las Piñas City
November 1992 – Present

IV. SEMINARS/TRAININGS ATTENDED

Special Training : IMO TRAINING COURSE FOR INSTRUCTORS
(IMO Model Course 6.09, 2nd Edition 1995) conducted
by the National Maritime Polytechnic School (NMP)
PMMS – Las Piñas
Talon, Las Piñas City
October 18-29, 1999

Training Trainors on Continuous Improvement
PMMS – Las Piñas
Talon, Las Piñas City
June 2010

A Re-assessment of Teachers' Multi-Faceted Roles

PMMS – Las Piñas

Talon, Las Piñas City

June 2007

Faculty Orientation. “Mentors’ Excellence through Continuous Training and Self-Directed Commitment”

PMMS – Las Piñas

Talon, Las Piñas City

June 2006

Enhancing Professional Ethics for PMMS Teaching Personnel

PMMS – Las Piñas

Talon, Las Piñas City

June 2005

Enhancing Faculty Awareness, Competence and Dedication

PMMS – Las Piñas

Talon, Las Piñas City

November 6-7, 2005

“Upgrading Standards to promote Quality and Excellence for Continuing Global Competitiveness”

PMMS – Las Piñas

Talon, Las Piñas City

June 10-11, 2004

Affiliate Member

Geografika

PNU – Manila

1995 – Present

Couples for Christ

Music Ministry

1992 - Present