

Parental Relationships of Overseas Filipino Parents and Their Parental Bonding

Gilbert John V. Montajes

<https://orcid.org/0000-0002-8094-6132> | gjmontajes15@gmail.com

Instructor, Madridejos Community College, Bunakan, Madridejos, Cebu

Abstract

The OFW's population in the country is increasing which it implicates also the rapid number of Filipino parents to leave their children and family behind due to economic reasons. This study gives a picture on the relationship gap exist among children of OFWs. Various researches and studies were conducted among the overseas Filipino worker's children, however, it pinpoints only to a specific area of concern. This study explores on knowing what are the factors that affects the parental relationship between the overseas parents and their children among 20 adolescents who were grade 11 student of X – University. The results of the interviews enables the researchers to formulate four themes: 1) parental connectedness, 2) materialism, 3) gratitude, and parental rearing which was considered as factors that affects the relationship between the OFW parents and their child. The finding of the study enables the researcher to create an enhancement program for the OFW's children.

Keywords: overseas Filipino worker, parental relationship, adolescence, parental connectedness, materialism, gratitude, parental rearing

Introduction

Parenting was considered to be fulfilling to individuals who wished to be a parent. With this longing, parents made it sure to give the best they could in raising their kids well where they learned to look beyond them and their needs. Mikko Myrskylä, of the Max Planck Institute for Demographic Research in Germany said, "Children may be a long term investment in happiness." This meant that every parent had their own methods of building attachment and socialization to their children which was important for the child's development. Nowadays, it was already common for some of the children in the Philippines to be separated from their parents, for the reason that one or may be both parents could be working overseas to support the family and left their children behind with a non-parental caregiver or to a guardian. The estimated number made by the Philippine government were over 2.2 million Filipino working overseas (Philippine Statistics Authority, 2017). Of which estimated that around 10% of Filipino

children had at least one parent who was an overseas Filipino worker (Bryant, 2005) (as cited by Bernardo, Tan-Mansikhani, & Dagazano, 2008).

Most OFWs would leave their homes and worked abroad without coming home for years or even longer in trying to look for a greener pasture unknowingly jeopardizing the relationship they had with their children. Parallel to this, a study conducted among temporary migrant parents found out that the positive outcomes from parents' migration for work were exceeded by the negative outcomes (Lu, 2014). This idea had been supported by Melgar & Borromeo (2002); they pointed out that some children left by the migrant parents experienced difficulties, such as adjusting to the absence of a love one. The impact in the family left behind by these OFW parents varied depending on whether the father or the mother was working overseas. Generally, Parreñas (2006) pointed out that many young adults who had overseas mothers felt neglected or abandoned. They did not saw their fathers performed the 'caring' worked in the family; rather they passed over the caring responsibilities to other women in the family, more often to the eldest daughter. A similar study revealed that, mother migrated, the father would not assume directly the role that was undertaken by women, and hence, it became a burden to the girls in the family who assumed the roles of the migrant mother's (Asis, 2000). With the literatures pointed above, one thing to remember that both paternal and maternal monitoring will definitely affect the child's upbringing.

In the midst of a cultural shift among Filipinos embracing Western practices, particularly the trend of young teenagers opting to live separately from their parents, it is crucial to recognize that these adolescents are still undergoing a developmental stage. Numerous studies emphasize the pivotal role of parental involvement in shaping the parent-child relationship and overall parenting dynamics. Research consistently demonstrates that a lack of parental involvement can have detrimental effects on the child's well-being as they progress into adulthood (De gracia, et al., 2023).

Malbas, et al. (2023) emphasize the significance of a parent's ability to respond to a child's needs, leading to the development of competent, sociable, and adaptable adults. Conversely, a failure to establish a meaningful bond with children may contribute to a higher likelihood of antisocial behaviors, depression, anxiety, and reduced self-confidence. The implications of parental involvement go beyond the immediate impact and shape the trajectory of a child's future.

The challenges faced by children in accepting non-traditional family setups, especially when parents work abroad, are both emotional and physical. Over time, however, there is a discernible shift in their understanding of the reasons behind their parents' decisions to work overseas. As they mature, these children learn to navigate the responsibilities of managing their households and family lives independently (Kilag, et al., 2023). This underscores the resilience and adaptability of individuals in transnational families, highlighting the transformative potential of understanding and coping with unique family dynamics. In light of these findings, it becomes imperative to address the evolving cultural landscape and its impact on familial relationships, ensuring that supportive structures are in place to foster positive developmental outcomes for the next generation (Kilag, et al., 2023).

Furthermore, the study served as basis for the OFW parents' to examine the relationship they established with their children hence modified their current parental characteristics and behaviors. The result and findings of the study would be the foundation that anchored in creating the enhancement program for the children of the OFW parents.

Theoretical Background:

Among the many different relationships formed over the course of the life span, the relationship between parent and child was among the most important (Steinberg, 2001). This endeavor of wanting to know and learn the dynamics that existed between the parent and child had devoted number of researches on trying to understand how a child developed overtime. Research found out that a loving, responsive, and helpful parent who was always available for their child served the function of binding the child to them and contributed to the reciprocal dynamics of that binding (Bolwby, 1988). However, research showed also that lack of parental bonding greatly affected the relationship between parent and child relationship. Thus, this research was anchored on the following theories of John Bowlby and Mary Ainsworth's Attachment Theory, Albert Bandura's Social Learning Theory and Diana Baumrind's prototypal description of parenting style.

One theory suggested that Parent-child relationship was deemed to be crucial in order to establish a better relationship between both parties. Sears (1951) described parent-child relationship as the socialization between the parent and child. In addition, Maccoby (1992) further illustrated socialization as a mutual, reciprocal, relationship-based enterprise between the parent and the child. With this, this study was supported by the different theories on intimate relationships. The attachment theory coined John Bowlby which Mary Ainsworth developed the individual differences in attachment. Attachment defined as a deep enduring emotional bond that connected one person to another across time and space (Ainsworth, 1973; Bolwby, 1969).

There were four types of attachment relationship which included: (1) secure attachment was when caregivers responded appropriately, promptly, and consistently to the needs of children; (2) avoidant attachment denoted little or no response to the distress child. It discouraged crying and encouraged independence; (3) resistance was inconsistent between appropriate and neglectful response; and, (4) disorganized referred to frightened behavior, intrusiveness, withdrawal, negativity, role confusion, affective communication errors, and maltreatment (Ainsworth, 1972; 1982)

Attachment theory emphasized on the attachment relationship form between parent and child which it referred to the familial bond form through the connection of the parent and the child (Bell & Ainsworth, 1972; Bowlby, 1969). According to Bowlby (1958), he proposed that attachment could be understood within an evolutionary context in which caregiver provided safety and security for the infant. This statement had been illustrated on the experimental works of Lorenz (1935) on imprinting and Harlow's (1958) study on attachment in rhesus monkey. Both experiments suggested that attachment was innate and programmed genetically (McLeod, 2018). This attachment figure was their primary caregiver or parent. Moreover, as the child underwent the stages of development, internal attachment models had been created. Karney & Bradbury (2010) suggested that the way people develop this system was dependent on their perception of their attachment figure. When they felt secured that the attachment figure was

present and responsive, people's attachment behavior system relaxed. When they wondered whether the attachment figure was present and responsive, people's attachment behavior system became activated. They became upset and strive to restored closeness to their attachment figure. Significantly it was pointed out by Bowlby that the quality of attachment between the child and caregiver had a critical effect on development and had been linked to various aspects of positive functioning (Bowlby, 2008).

Another theory that anchored the study was the social learning theory of Bandura (1977) which posited that people learned through observing others' behavior, attitudes, and outcomes of those behaviors (David, 2015). "Most human behavior was learned observationally through modeling: from observing others, one formed an idea of how new behaviors were performed, and on later occasions this coded information served as a guide for action" Bandura (1977). With this notion, partners (parent-child) affected each other through the behavior they exchanged. Each time parent-child engaged in positive behaviors, they learned they could trust each other and viewed the relationship positively. Each time partners engaged in negative behaviors, they questioned whether they could trust each other, and began to view their relationship negatively.

Lastly, the parenting styles by Baumrind (1966) suggested three models of parental control namely permissive, authoritarian, and authoritative. She accounted that, a permissive parenting style was one that was non-punitive, acceptant, and affirmative manner toward the child's impulses, desires, and actions. The parent openly made consult about policy decisions and gave explanations for family rules. Parents made few household demands for household responsibility and orderly behavior. The authoritarian parent attempted to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. Obedience was seen as a virtue and favors punitive and forceful measures. In contrast, the authoritative parent attempted to direct the child's activities in a rational, issue-oriented manner. Verbal and give and take were encouraged, shared with the child reasoning when beyond parent policy, and asked child's objection when they refused to conform. Autonomous self-will and disciplined conformity were valued by the authoritative parent. Along with this authoritative parent exerted firm control at points of parent-child divergence, but did not withheld the child with restrictions. Parent enforced her own perspective as an adult, but recognized the child's individual interests and special ways. Lastly, the authoritative parent affirmed the child's present qualities, but also sets standards for future conduct. The three different parenting styles could be a contributing factor to consider which largely affected in the parent-child relationship in many ways.

In conclusion, individual achievements and failings reflected on the family as a whole and could bring about familial pride or shame; children's behavior, whether good or ill, reflected on their parents (Chao & Tseng 2002, Guthrie & Jacobs 1996).

Methodology

Research Design

The researcher utilized quantitative method substantiated with interview that described the lived experience of the grade 11 senior high school students with their OFW parents. This was utilized to explore the different factors that affected the parental relationship between the child and their

overseas parents. Aside from utilizing the Parental Bonding Instrument (PBI) and researcher's made survey questions, this study was involved also in the use of both structured and unstructured interviews.

Research Participants

The researcher gathered 57 grade 11 senior high school students from X – University as research participants. Purposive sampling was used in the selection of the research participants. Only 20 grade 11 senior high school students qualified for the interview. Research participants were randomly chosen and were selected based on the following characteristics: his or her parents must be working as an OFW for not less than five (5) years or above (e.g. sea based or land based). The study did not particularly limit to certain number of years their parents working overseas, thus, the research participants of this study were variations of different number of years their parents had worked as an Overseas Filipino Worker. The 20 grade 11 students from X – University were selected for the reason that the researcher would like to get a picture on the kind of relationship they had with their overseas parents and to know their well-being in general.

Research Procedure

The research was conducted with the approval and supervision of the research instructor and the program coordinator of the psychology department of X – University.

The researcher obtained the approval from the principal of Senior High School Department in conducting the study among selected students. Furthermore, the researcher secured an informed consent which contained the title of the study, nature, purpose, duration, procedure, confidentiality, and the willingness of the participants to be part of the research study. The respondents were assured of confidentiality and anonymity. No names and contact numbers would be printed.

The researcher conducted purposive sampling among Grade 11 Senior High School students to quantify prospective research participants; a survey was given with the Parental Bonding Instrument (PBI) attached. And after the selection of qualified participants, an interview was conducted to gather other pertinent data. All interview conducted were taped-recorded with permission from the respondents. Respondents received debriefing verbally after each interview.

Through coded methodology which involved in searched and identified concepts and findings relations on the responses of the respondents, the researcher was able to identify other salient factors present among children of OFW parents. The linked of responses enabled the researcher to come up with codes for significant themes, and areas of difficulty

Research Instruments

The researcher used the following instruments as means in gathering pertinent data for the research study namely: preliminary survey sheet (see Appendix A), Parental Bonding Instrument (PBI) (see Appendix B), and researcher made interview guide questions (see Appendix D). The use of preliminary survey sheet sorted out prospective participants for the said research. The researcher utilized the Parental Bonding Instrument (PBI). The PBI retrospectively measured participants' perception of their relationship with their parents before the age of 16 years, and could be administered retrospectively at any age after the age 16. The Parental Bonding

Instrument was a 25 item instrument designed to measure parent-child bonds from the perspective of the child which was used as qualifier given to the research participants.

It had two subscales, twelve of the items on the PBI (1, 2,4-6,11,12,14,16-18,24) were identified as care items (e.g., affection, emotional, warmth, empathy, and closeness versus emotional coldness, indifference, and neglect) and another 13 items (3,7-9,10,13,15,19-23,25) were identified as overprotection (e.g., intrusion, control, prevention of independence versus independency and autonomy). The PBI assessed self-perceived relationship separately for mother and father, through two dimensions of parenting: care and overprotection. The care dimension measured positive parenting, included were parental warmth and affection. The control dimension measures negative parenting, including parental control and constraint. In addition to generated care and protection scores for each scale, parents could be effectively “assigned” to one of four parental bonding quadrants: affectionate constraint, affectionless control, optimal parenting, and neglectful parenting.

The PBI had well to excellent internal consistency, with split half reliability coefficient of .88 for care and .74 for overprotection, as well as good stability, with 3-week test-retest correlations of .76 for care and .63 for overprotection. In addition, the PBI had a good concurrent validity, correlating significantly with independent rated judgments of parental caring and overprotection. It was scored on a likert-type scale ranged from 1 (very unlike) to 4 (very like). Items 2-4, 7, 14-16, 18, 21-25 were reversed-scored. The 12 items of the care subscale allowed a maximum score of 48 and the 13 items of the overprotection subscale allowed a maximum score of 52 Furthermore, an interview was conducted which focused on the child demographic information, their family dynamics, and the parental relationship the child had towards his/her overseas parent (Parker et al., 1979) (as cited by Tam & Yeoh, 2008).

Treatment of the Data

The following treatments were utilized in order to attain the desired qualitative results of the study. Thematic analysis of the data with the application of coding was used to further enhance the understanding of the possible various responses of the research participants. Since thematic analysis was centered on themes, subthemes, and patterns which were generated from the responses of the respondents. The mentioned process in gathering the data were used as basis in making an enhancement program.

Findings and Discussion

Theme 1: Parental Connectedness

Connectedness was described as a sense of being a part of something larger than oneself. It was a sense of belonging, or a sense of accompaniment. In relation to the responses of the respondents their description to parental connectedness was the vice versa of relationship they established with their OFW parent. So, when talked about parental-child connectedness or parental connectedness, this meant that children had a sense that their parents were always there, no matter what (TLT Group; Hopkins, 2010). It was found out from the respondents the variations of connectedness they established with their OFW parents and vice versa. The respondents made mentioned of how dynamic the relationship they received from their overseas parent. With this, six sub-themes were discovered which related to the theme that was conceptualized.

1a. usual interaction

Two of the respondents perceived their parental connectedness with their OFW parents as a usual interaction. In particular, Res. 1 said, *“Okay ra pod close rami, if mo uli siya unya if naay time mag spend together mi”*. Res. 7 mentioned also, *“Okay raman, mag-istorya mi usahay after nila mag istorya ni mama.”* Base on the response experienced by the respondents, usual interaction then would be the habitual way in respect to how they interacted and formed relational bonds whenever their OFW parents was at home. In a comprehensive review of parenting in Asia, the authors ascribed to Filipino culture the largely collectivist and interdependent values that had also been identified in Chinese and Japanese societies. Like their Asian neighbors, Filipinos strongly valued, prioritized, and intentionally cultivated strong relational bonds, especially within the family. (Chao & Tseng, 2002) (as cited by Alampay, 2013).

1b. awkward interaction

Respondents felt as they described this interaction as something inconvenient and uneasy feeling they felt in terms of how they related towards their OFW parents. Res. 10 mentioned that, *“Okay ra, pero awkward lang kay dili man kayo mi close since sauna.”* and Res. 17 added, *“Awkward, kay usahay ra mo uli and kung mo uli busy pud ko sa school.”* Lebrun (2018) pointed out that one of the reasons why children felt uncomfortable around their parents was because they saw their parents as less nurturer, and more as guardians and keepers. A group of researcher mentioned in their study that feelings of guilt and lack of time to spend with family were the paramount concerns and sources of stress of working mothers (Ortega & Hechanova, 2010; De la Cruz, 1986). It could be delineated the fact that parental absence did not affect the child only; it also brought negative impact among overseas working parents.

1c. selective interaction

One of the respondents felt the necessity to form strong bond of relationship towards the present parent. Res. 18 linked to this idea as mentioned, *“Okay ra tabi-tabi rami, but not as in close gyud kaayo like sa akong mama”*. In general, the statement mentioned by the respondent simply pointed out that the child would go naturally to the caregiver who was around where security and safety would be felt. This suggestion had been illustrated on the experimental works of Lorenz (1935) on imprinting and Harlow’s (1958) study on attachment in rhesus monkey. Both experiments suggested that attachment was innate and programmed genetically (McLeod, 2018).

It was pointed out that, these children benefitted both material and economics from their migrant parents such as better education opportunities, access to leisure and recreation, and increase in material possessions (Aguilar, Peñalosa, Liwanag, Cruz & Mendez, 2009; ECMI/AOS, 2004; Yang, 2008) (as cited by Bernardo et al., 2018). This meant that, the way done by the OFW parents to compensate for their absence. However, this was not true among the responses learned from the respondents. This concern had been pointed out above; see Res. 10, 17, & 18. Melgar & Borromeo (2002) had pointed out that some children left by migrant parents experienced difficulties, such as adjusting to the absence of a loved one. Some of the respondents made an assertion that despite the absence of their parent (OFW) the absentee parent as per to the respondents’ term mentioned, *“naming kamot”* or strive. When queried further during the interview a similar response link to this as mentioned, *“Naning kamot man sad sila to do and*

give their best para maka catch-up namo". An existing study coincided to this, according to Parreñas (2001) that these OFW parents tried to do some "transnational parenting" while abroad, using various strategies and forms of communication technology to maintain emotional ties with their children. Other local studies significantly mentioned that, children's reactions to their parents' migration varied from acceptance to resentment (Reyes, 2008). Some perceived their parents' migration as a way of improving the family's economic condition (Valdez, 2011), and others saw it as a form of abandonment (Añonuevo & Sopeña, 2002; Battistella & Conaco, 1998; Carandang et al., 2007; Melgar and Borromeo, 2002). Feelings of loneliness and emptiness predominated when parents left to work overseas (Carandang et al., 2007; Melgar & Borromeo, 2002). Theory wise, it was pointed out by Bowlby (2008) that the quality of attachment between the child and caregiver had a critical effect on development and had been linked to various aspects of positive functioning. In the book *Intimate Relationships* by Karney & Bradbury (2010), the way people developed this system was dependent on their perception to their attachment figure. When they felt secure that the attachment figure was present and responsive, people's attachment behavior system relaxed. When they wondered whether the attachment figure was present and responsive, people's attachment behavior system became activated. They became upset and strove to restore closeness to their attachment figure. From a scientific standpoint, an understanding of parenting was crucial to the study of human development, given substantial research evidence that how parents raised their children was caused and correlated to various positive and negative outcomes, from school and work success to antisocial behavior and mental illness (Collins et al., 2000).

Parent's migration did not only bring forth positive outcomes nor did it condone the negative effects towards the child. Following subthemes in relation to the main theme (parental connectedness) were discovered which underscore that parent's temporary migration did bring a gap between the relationship of the child and their OFW parent.

1d. feeling of neglect

Feeling of being abandoned was prevalent among the respondents. Three of them shared their experiences, in particular, Res. 6 mentioned, "*Naa koy issues before like sa akong papa nga wala ko niya giila.*" Res. 19 mentioned also, "*Kada uli niya kay mag dala siya ug gift namo, mao ra.*" Moreover, Res. 18 mentioned the feeling of being alone, "*Weird kayu sahay rami mag-kita, he keeps saying that I should be a role model to my sisters, yet I have nobody in my family that I can lean when I have struggles.*" With respect to the description given by the respondents, they expected that their OFW parents would care, protect, and took responsibility for them. However, this was not the case experienced of the three respondents mentioned above. Ochoa & Torre (2016) pointed out that parenting in general was not a one-way street: parents and children interacted and related with each other in ways that changed throughout the course of their life. Parents and children engaged in play, talk about their day-to-day activities and concerns, and negotiated the shifting boundaries of autonomy, sometimes experiencing conflict in the process. Furthermore, a group of researcher examined how parental characteristic linked to identity process and mental health among Filipino adolescents and young adults. Pesigan and colleagues (2014) found out that parental support was significantly associated with adolescents' and young adults' psychological well-being and identity processes, including commitment-making, identification with commitment, and exploration in depth.

1e. accustomed to absence

In line with transnational families, children of these OFWs were accustomed to their absence. Recent estimate suggested that approximately nine million Filipino children grow up geographically separated from their father, mother or both with one or both parents being migrant workers. Several research studies had been conducted which looked primarily on the perspective of young adult children having an OFW parents (Parreñas, 2005a; Parreñas, 2005b; Taylor 2008). Two of the respondents related to this idea, in particular, Res 8 shared, “*Kanang dili kayo mi close sa akong papa kay dili ka ayo mi magkita, na anad rako.*” “*Di man kaayo mi close, mag katagad rami kung mo uli and kuyog manglaag, na anad rako kay dugay naman sad.*” (Res. 10). Based on the analysis of Taylor (2008) (as cited by Ochoa & Torre, 2016), adult children children’s perception of their experiences of parenting within Filipino Transnational families were somewhat more likely to perceive their relationship with their overseas parent as emotionally distant and to describe their relationship with their present parent as stronger. However, Taylor noted that, they also emphasized their recognition of the sacrifices made both by their overseas parent and their present parent and felt that they had developed a greater sense of autonomy and resilience due to their experience of growing up in a transnational family.

Theme 2: Materialism

Another emerging theme surfaced on the process of coding which was seen to be an important factor that linked the possibility that some children of OFWs viewed relationship with their OFW parent primarily in financial and material terms (Añonuevo & Sopeña, 2002; Reyes, 2008). Respectively, three respondents narrated their experienced how they were benefited by their migrant parents. Res. 7, in particular, said that, “*Feel nako swerte kayo ko sa akong pamilya, kay gi padako gyud ko ug tarong, gihatag akong gusto, gipa eskwela ko ug private.*” In addition, Res. 12 mentioned, “*Kada uli niya mohatag siya ug gift namo.*” Furthermore, the finding above was an evident manifestation among the respondents’ appreciation both to material and non-material things (e.g. care, protection, and good rearing). According to Añonuevo (2002) the strength of family relationship particularly the children’s closeness to their parents, was reflected in the children’s choice of their parents as role models, however, we cannot deny the fact that values were twisted by some of the OFW’s children towards materialistic goals. Moreover, this tendency might lead to a materialistic orientation where the children were satisfied as long as the money from overseas parents came regularly (Reyes, 2008; Scalabrini Migration Center, 2004). And material benefits might have some negative consequences as some studies asserted that children of OFWs tend to view the “money equivalent”. Another study supported this idea which pointed out that the youth who lived in areas of economic deprivation tended to have a score particularly high on materialism and because materialism caused the denigration of relationships partly by fostering the view that people were objects, things to be used for one’s benefit (Kasser, 2002).

Theme 3: Gratitude

The mentioned responses garnered from the respondent’s leads the formulation of another significant theme which was gratitude. Gratitude was defined as the “recognition and acknowledgement and appreciation of an altruistic act” (Emmons, 2004) (as cited by Bernardo et al., 2008). In line with this, Res. 5 answered, “*Grateful, parents nimo kay sigi gihapon pangumusta.*” Along with this, three of the respondents mentioned that they were “swerte” or lucky which was an affirmation of their being grateful, answered that was given by Res. 7, Res.

10, and Res. 12. The response given by the respondents was a clear evidence and realization that happiness could not be contained on materialistic happenings in one's life, but rather from being embedded in caring networks of giving and receiving (Kasser, 2002). An estimate of 8 million Filipinos was reported to work and reside in more than 100 countries around the globe (Philippine Overseas Employment Agency, 2009). The main cause for this abrupt number of Filipinos to work abroad was due to economic reasons. A study mentioned that, these material benefits had some negative consequences as some studies asserted that children of OFWs tend to view the "money equivalent" of labor migration and associated their parents with monetary benefits to compensate for their absence (Melgar & Borromeo, 2002). On the contrary, it was found out during the interview when asked of in terms of their relationship primarily on the financial aspect; Res. 7 & 12 simply mentioned that they were lucky and grateful for all the things done by their overseas parents. The early responses of the respondents Res. 7 & 8 did not pinpoint to a treat which may lead to a materialistic orientation where the children were satisfied as long as the money from overseas parents came regularly as described in the study of (Reyes, 2008; Scalabrini Migration Center, 2004).

Theme 4: Parental rearing

A unique emerging factor discovered by the researcher during the interview which led to the formulation of another important theme which was the parental rearing. In one of the earliest detailed studies on Filipino childrearing, it was documented that children were believed to come into the world without sense. As such few demands were made on the infant and young child, and indulgence, constant attention, and protection from harm were the dominant features of childrearing (Nydegger & Nydegger, 1996) (as cited by Alampay, 2013). Pointed below were characteristics pertained to the caring and the attention the child received from their OFW parent. Through retrospection and keen observation, the child was able to assess the kind of parental rearing they had been receiving from their overseas parents. It was interesting to know the variations of the kind of rearing the respondent had been receiving from their OFW parents. A notable response from a respondent to consider how the upbringing brought by the OFW parent significantly affected them either positively or negatively.

4a. learning regulation

In turn, Res. 1 shared, *"Yes, maka learn gyud mi. Every time ila mi istoryahan naa gyuy learning."* In the light of authoritative parenting style Baumrind (1996), mentioned that authoritative parent attempted to direct the child's activities in a rational, issue-oriented manner. Verbal and give and take was encouraged, shared with the child reasoning when beyond parent policy, and asked child's objection when refused to conform. It could be, therefore, delineated the idea that authoritative parents were characterized by strong emotional support, high expectations, and granted appropriate level of authority (Ochoa & Torre, 2016).

4b. biased treatment

In contrast to learning regulation where authoritative way of parental rearing exceeded between the child and their OFW parent, biased might happen also inside the family circle where authoritarian parents way of parenting emphasized unquestioning obedience while remaining aloof and detached. Res. 19 acclaimed to this, to be specific it was mentioned, *"Dili okay, unfair man sila usahay, mo reklamo sila nga sayop ko [respondent] pero sila pud naay bati nga gibuhay."* It would be right to underscore that parenting was not a one-way process, it involved

then the parents and children interacted, related, and agreed to each other. A guiding principle to anchor on was the theory of Bandura (1977) posited that, “Most human behavior was learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action”.

4c. fair trade

Another sub-theme emerged on the process of coding was the fair-trade practice which many of the family members had observed towards the practice of rearing with their children. In turn, the permissive parenting style by Baumrind (1989, 1991) fits this kind of parental rearing. According to this framework, permissive parents placed few demands or limits on their children (Ochoa & Torre, 2016). In particular Res. 14 succumbs statement as mentioned, *“Ang naka nindot kay kung naa koy pangayoun ilang tumanon, pero naa sad silay pangayuon like grado, fair trade ra.”*

4d. gradual maturity

Two of the respondents coincided here they mentioned that they experienced gradual maturity in terms of the rearing style their OFW parents showed. Res. 7 pointed out that, *“Strikto sila pero naka sabot rako kadugayan, usahay mo sukol ko kay wala baya siya sa akong side, pero naka sabot rako kadugayan.”* Res. 10 commented, *“Overprotective sila nako kay I am the youngest, and ma suya ko sa akong kuya kay sugtan sila mo lag nya ako dili. Naka sabot raman ko, kay aside sa youngest, babaye sad.”* It would be fitting to underscore why daughters in a family were protected by all means by the parents. According to Tan et al. (2001) and Liwag et al. (1998) that young woman’s behavior, demeanor, and overall appearance must be modest. On the hand, these restrictions were motivated by parents’ protectiveness over their daughter’s wellbeing; on the other hand, they reflected the double standard that family honor rest on daughters’ moral and tenure behaviors. These differing gender standards were generally the norm, whether in rural or urban settings, upper or lowering socioeconomic levels, or Muslim or Christian subcultures (Liwag et al., 1998). Sticking to the responses of the respondents, gradual maturity in the perspective of the respondents was seen as the realization that they needed to widen their perspective that protection and discipline imposed to them was for their welfare and common good. The following authors placed emphasis on why discipline was part of the package when they spoke of parental rearing. Ramiro and others (2005) pointed out that discipline was a means to teach, if not a sign of parent’s love of their children. If a child grew up to be good, then it was primarily attributed to proper discipline, monitoring, and the teaching of values, according to Filipino mothers, apart from inherent competencies in the child (Dela Cruz et al., 2001; Durbrow et al., 2001). Filipino parents tend to see themselves as responsible for failures in parent-child interactions (Alampay & Jocson, 2001).

A group of researcher conducted a study on the experiences among children of the OFW parents significantly mentioned that, it was emotionally and physically challenging for the children to accept that their family set-up was not the same with other families. But as the child matured, he began to understand the rationale why the parent had to work abroad and was able to get back on track and take on the responsibility of managing their household and family life on their own. It would be fitting to point out one of the characteristics of Filipino children as being grateful towards their parents translated in helping their parents and meeting their expectations as return

for all the good things once done to them. Garo-Santiago et al. (2009) mentioned that Filipino children likewise strive to meet familial obligations and expectations, whether in the form of instrumental support, such as conducting house hold chores or helping parents financially in their old age, or in the form of education and educational achievements. Furthermore, OFW children attempted to make up for their migrant parents' hardships by maintaining close bonds across great distances, even though most of them felt that such bonds could never possibly draw their distant parent close enough. But their efforts were frequently sustained by the belief that such emotional sacrifices were not without meaning and they were ultimately for the greater good of their families and their future (Pessar & Mahler, 2003; Leavitt & Glick, 2004; Parreñas, 2002) (as cited by Atienza et al., 2012).

Overall essence

Overall, for the respondents, the temporary migration of their OFW parents had affected them both positive and negative. Based on their responses they perceived their experiences in three different perspectives; (1) themselves, (2) towards their OFW parent, and (3) their family left behind the country. They believed that these three experiences they had between themselves, towards their OFW parent, and their family left in the country had a positive outcome. However, the fact that their parent's migration for work abroad was an experienced with conflict both internally and externally. The researcher learned from the respondents when they expressed that they were being cared and valued in spite the distant of relationship they had with their OFW parent. On the other hand, it was conveyed and the researcher learned from the respondents that the migration of their OFW parents caused them loneliness, to others they felt neglected, and while others were accustomed already to the absence of their OFW parents. Despite the barriers that caused ripples in their relationship experienced between the OFW parents the researcher learned a positive response from the respondents where they mentioned that their OFW parents had been tried their best despite the absence to exercise "transnational parenting".

VI. Salient Findings of the Study

Table 4 demonstrated the findings of the study based on the results of the thematic analysis gathered from the different responses. The Factors that affected parental relationship between the OFWs and their children in the perception of the respondents was discovered due to various reasons. During the interview, they found out that parents (OFW) of these respondents had done their part in trying to give transnational parenting despite their absence. However, there were threats to this situation by the respondents. Another, though parents had good intention of providing material needs for the betterment of the lives of their children and family members, a danger may arise if not taken into action when the child saw or viewed the relationship with their OFW parent primarily in financial and material aspect or associated their parents as "money equivalent" to compensate for their parents' migration (Añonuevo & Sopena 2002; Reyes, 2008). Moreover, the research participants received different rearing styles from their OFW parent. Thus, the areas highlighted below were the basis for the development of the enhancement program.

Conclusion

The findings of this research shed light on the complex dynamics of parental relationships between Overseas Filipino Worker (OFW) parents and their children. The overarching theme of

"Parental Connectedness" revealed the various nuances in the relationships, encompassing sub-themes such as usual interaction, awkward interaction, selective interaction, feeling of neglect, and being accustomed to absence. The respondents articulated a spectrum of experiences, ranging from a habitual closeness during usual interactions to feelings of awkwardness and neglect during the absence of their OFW parents.

The impact of parental migration on the children was multifaceted. While some respondents expressed gratitude and a sense of being fortunate for the material and economic benefits provided by their OFW parents, others highlighted the challenges, such as feelings of neglect and abandonment. The study uncovered a dissonance between the perceived compensatory efforts of OFW parents and the varied emotional responses of their children. Contrary to the assumption that material benefits would mitigate the negative effects of parental absence, some respondents felt a sense of loneliness and a void in their lives.

The emergence of the theme "Materialism" underscored the importance of financial and material contributions made by OFW parents, which were, in turn, viewed differently by their children. While some appreciated these contributions as a stroke of luck and felt grateful, others exhibited a potentially detrimental materialistic orientation. The study suggested that the manner in which children perceived the relationship with their OFW parent was crucial in determining the overall impact of parental migration.

"Gratitude" emerged as another significant theme, highlighting the appreciation expressed by the respondents for the ongoing efforts of their OFW parents to maintain communication and connection. Despite the challenges, the respondents recognized and acknowledged the sacrifices made by their parents.

The theme of "Parental Rearing" delved into the parenting styles employed by OFW parents, revealing diverse approaches. Learning regulation, biased treatment, fair trade practices, and the gradual maturity of the children were identified as sub-themes. The study recognized the influence of parental rearing on the development of the respondents, with authoritative, authoritarian, permissive, and evolving parenting styles contributing to distinct experiences.

The research findings indicate that the impact of parental migration extends beyond the economic realm and is deeply intertwined with emotional, relational, and developmental aspects. The study underscores the need for a nuanced understanding of the varied responses of children to the absence of their OFW parents. Additionally, the findings emphasize the importance of considering not only the material contributions but also the emotional and psychological well-being of the children in addressing the challenges posed by parental migration. The implications of this research extend to the development of programs and interventions that take into account the multifaceted nature of the parent-child relationship in the context of migration.

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