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INTRODUCTION

While overseas employment of parents frequently brings tangible economic benefits to left-behind children and other family members, many other consequences of parental absence are less positive. Several studies have found that children who remain in the Philippines while parents work abroad experience psychological and emotional stress (Parrenas, 2005; Arellano-Carandang et al, 2007; Asis, 2006; Anonuevo and Anonuevo, 2002; ECMI-CBCP/AOS-Manila, SMC and OWWA, 2004)). And evidence concerning the effects of parental migration on children's academic performance is mixed (Arguillas and Williams, 2010).

We contribute to this debate by analyzing educational and emotional outcomes of children in different family structural arrangements that have developed specifically because of overseas migration of one or both parents. We pay particular attention to the ways in which outcomes may vary according to the gender of the child.

METHODS

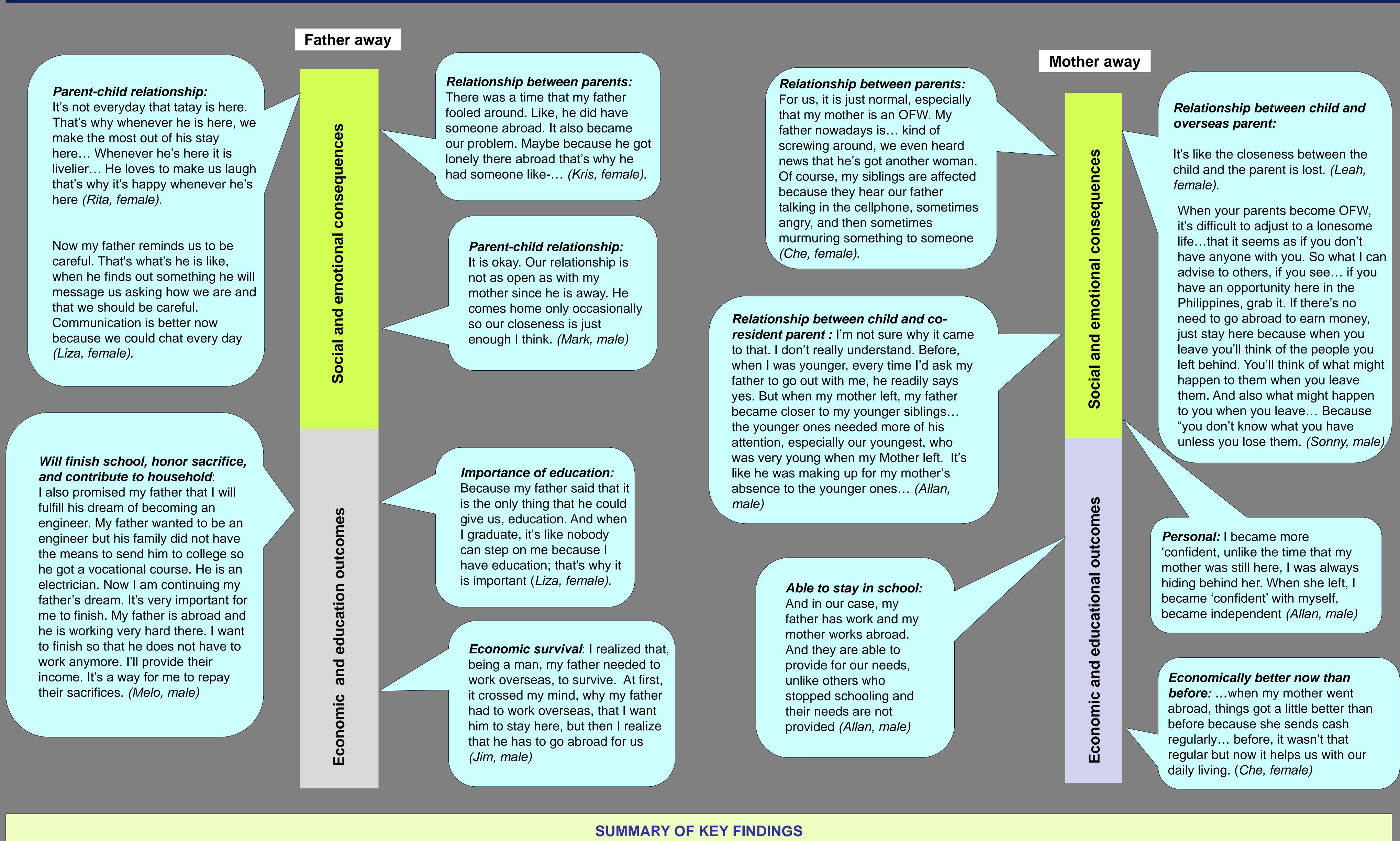
We collected data in two waves of in-depth interviews. In the first wave (2008-2009), we interviewed 40 high-school aged children to compare the experiences of those from households in which one or both parents were overseas with households that had remained intact in the Philippines (10 interviews each for children in mother-absent, father-absent, both-absent, and both together households). The second wave of data was collected in 2013, and captured 7 children with the mother away, 7 with father overseas, one participant with both parents overseas, and 5 children with neither parent abroad. We compare the narratives recorded in the two sets of interviews.

LIMITATIONS

We had hoped to re-interview all 40 children during the second round of interviews. Despite extensive efforts to locate all respondents, however, only 20 have been reinterviewed to date. Those lost to follow-up have either changed residence within the Philippines or have joined their parents abroad. Two children were not available for interview despite repeated call backs. Those interviewed are from a large urban area and we do not claim that this small sample is a representative one.

The Consequences of Overseas Employment of Parents on the Education and Well-being of Filipino Children

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Parents often tell their children that education is their only legacy. Most endeavor to send their children to school, and to an increasing number of parents working overseas, ensuring that their child is educated is one strategy for intergenerational mobility. Almost all children of overseas Filipino workers (OFWs) who were interviewed in round II remain in school, generally perform well in their studies, and are highly motivated to obtain a college education. Most report wanting to repay their parents, who have sacrificed and endured many years of separation. Dreby and Stutz (2011) argue that the sacrifice of overseas parents motivate "compensatory achievement" among left-behind children and the narratives of the children in our study are consistent with that argument. In addition, the children of non-migrant parents in our study appear similarly driven. Most children we interviewed see a college degree as a ticket to a better life (at home or abroad) and for children of OFWs, it may pave the way for family reunification.

Many children report experiencing emotional hardships when their parents work overseas for a prolonged period of time. Some fail to develop strong emotional bonds with their parents (fathers, in particular), especially when those parents leave before their children are born, or when they are still toddlers. Not surprisingly, tensions in parents' relationships are not uncommon, especially in cases involving infidelity. Overall, however, children report adjusting well to their parents' absence and demonstrate considerable resilience.