

Quality of Life Among Overseas Filipino Workers (OFW) Dependent Students, University of Bohol

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ABSTRACT

The quality of life is a general sense of how the respondents perceive or assess their sense of well-being. This particular study aims to look into how the OFW student-dependents assess their quality of life as reflected in their behavior or level of functioning across four domains—personal, psychosocial, cognitive, and spiritual. The study made use of descriptive- purposive survey method with the use of a self-constructed questionnaire on the assessment of the quality of life, and documentary analysis of the existing records as to the academic performance of OFW dependent students of the University of Bohol. In the analysis and interpretation of data, frequencies, percentages, weighted mean, Pearson Product Moment and Chi-Square were used. Results showed the largest percentage of the respondents had academic performance ratings equivalent to Very Good. The overall composite mean on the personal, psychosocial and cognitive areas was 3.23, which inferred that the condition is visible but not so obvious to the respondents, and they did not strongly feel their impact in their lives. Results showed further that there is no significant degree of correlation between academic performance and the quality of life of OFW dependents. Furthermore, weekly allowances have no significant impact on respondents' academic performance.

KEYWORDS

Social Science, quality of life, weighted mean, Pearson Product Moment Correlation, Tagbilaran City, Bohol

INTRODUCTION

“Quality of life” is a well-documented subject as evidenced by numerous studies in various disciplines—education, health, business, economics, politics, sociology, psychology, among others. Interest in “the nature of quality of life is as old as human thinking itself” (Nordenfelt, 1993). The treatise of ancient philosophers contained discussions of what ought to be done to have a meaningful existence. For example, Aristotle (384–322 BC) taught that the end of every activity is happiness. In his famous *Nicomachean Ethics*, he stated: “Every human action aims at some good, and the good which is chosen for its sake rather than as means to an end is the highest good” (GradeSaver, 2014). He further explains that the “highest good is happiness, which means living well.” (GradeSaver, 2014). According to *Stanford Encyclopedia of Philosophy*, St. Thomas Aquinas (1225–1274) defined the good as that what is sought as fulfilling of the seeker. The first practical judgment as the good should be pursued, and for evil to be avoided (*Stanford Encyclopedia of Philosophy*, 1999). Contrary to the claim of Carr et al., (1996) that the concept “quality of life” was originally used in the post-war period, Smith (2000) found evidence that the terms quality and life were used in 1889 by James Seth in his article *The Evolution of Morality* said that the quality of life must be given the high regard that constitute the moral end, not on the mere quantity.

What does quality education mean and how can it be measured? According to the World Bank Group (2013) the quality of education is defined by its contribution to cognitive skills, behavioral traits, attitudes and values development. Those are adjudged necessary for good citizenship and effective life in the community. The second question “Can academic quality be measured?” is answered by Clarke (2002) who propose that educational quality can be quantified in terms of student achievements, faculty accomplishment, and institutional academic resources (Clarke, 2002). This paper focuses on student results in terms of academic performance.

The emphasis on academic achievement is premised on its perceived impact on the economic, behavioral, and psychosocial life of an individual. In a highly competitive labor market, academic success can mean better employment opportunities, higher and stable income, and less dependence on social assistance. Adolescent students who are academically successful have a higher level of self-esteem, lower depression, and anxiety level, more socially inclined and lesser tendency to abuse alcohol and drugs (Regier, 2011).

The above discussion underscores the need to identify and understand those factors that enhance student academic performance. While empirical studies have consistently defined quality of life as a dynamic force that influences academic performance of college students in different settings and from different family backgrounds, research on the subjective quality of life of OFW dependent college students and its association with academic performance is very limited. This study attempts to fill this gap.

As used in the present study, “quality of life” refers to general sense of well-being; subjective quality of life refers to how the respondents perceive or assess their sense of well-being as reflected in their behavior or level of functioning across four domains—Personal, Psychosocial, Cognitive, and Spiritual.

The findings of this study provide information on the association of subjective quality of life of OFW dependent students and academic performance that will assist in making informed decisions about strategies to improve educational quality and enhance academic performance.

In addition, the researcher is in his thirteenth (13th) years of teaching Social Science subjects at the University of Bohol where he observed various factors of college students’ failures and successes that influence their commitment and persistence in studying. In addition, the researcher is also a product of OFW’s investment in education.

Maslow’s need theory. Abraham Maslow 1943 is famous for his hierarchy of needs that is portrayed as an inverted pyramid. It is evident that his theory of happiness is based on the concept of human needs. Maslow proposed that there be five sets of needs—physiological, safety, social, esteem and self-actualization. At the bottom of the hierarchy are the four most basic needs: 1) physiological needs such as food and water, clothes and sleep, 2) safety needs or the need for peace of mind such as a safe home or environment, and 3) social needs—the need to belong or the need for love. Moving up the pyramid we find esteem needs, i.e., the need to be respected. At the very top of the pyramid is the self-actualization need. These needs motivate the individual to act in order to have the satisfaction,

but the pyramid suggests that satisfaction is done in a step by step basis. The individual must satisfy needs at the lowest level before satisfying the other needs.

The integrative quality of life theory (IQOL). Ventegodt et al. (2003) equate a high-quality life with a good life that is viewed from a subject to an objective standpoint. In between other theories are integrated, thus the name integrative quality of life theory. The quality of life is placed on a spectrum with the subjective and objective aspects occupying the two ends and the existential aspect in the middle. The subjective aspect is measured according to how one feels or perceives, whether he/she is content and satisfied. The existential aspect reaches a deeper level. This existential aspect is comparable to Maslow's actualization need. At this level, we admit that as human beings we are not only a bundle of physiological needs, but that by the very nature of our being, we are also spiritual and religious beings. The third aspect – the objective aspect – refers to the quality of as perceived by the outside world.

Interactionist theory. This theory was proposed by Tinto (2006) to explain that lack of satisfactory interactions in college is one reason for leaving college. The conceptualization of his theory is based on the assumptions that upon entering college, students already possess a variety of individual attributes, pre-college educational experiences, and family background. In college, the students interact academically and socially. Lack of integration may result in student departure.

The term 'quality of life' became popular in the 1930s but was predominantly used in economic and health conditions. The quality of life was also used to describe the effect of material wealth on people's lives. As interest in the quality of life grew, researchers explored the impact of political activities on the quality of life. It was argued that participation could also be viewed to contain an intrinsic value for the quality of life. Indeed, the capacity to do something through political action—for oneself or others—is one of the elementary freedoms that people have reason to value (Scott and Silman, 1996).

Interest in the quality of life has grown internationally. In the 1990s, research centers were created to study the quality of life of different populations. For example, Denmark opened a research center in 1994 to study the lives of Danish people. The Ministry of Health of Canada funded a national survey to study the quality of lives of their citizens. The United Kingdom formed the Economic and Social Research Council (ESRC) to examine the quality of life of older people. The commitment of World Bank and the World Health Organizations of the United Nations to enhancing the quality of life in various developing countries, as well as in areas torn apart by wars is always stressed (Smith, 2000).

Issues on the quality of life have challenged the academe since the quality of life affect student performance. These challenges are even greater and more urgent for the Philippine educational system given its unique historical background. Decades of colonization shapes the evolution of the ailing Philippine educational system. Education was used as a colonial tool. During the Spanish period, instruction was religious-oriented yet for the elite only. Education was inadequate, controlled and suppressed (Department of Education, Republic of the Philippines). It was not until the Educational Decree of 1863 that church control weakened. Although teaching was secularized, and free public schools were opened during the American regime, the educational system was patterned after American public schools that promote their values, practices, and ideals. Education was still a way of continuing power (Philippines from 1900–1915). During the Japanese period, love of work and dignity of labor were emphasized. Today, the Philippine educational system is described as an ailing system—6% drop in functional literacy, low educational outcome compared to the rest of East Asia and that only 14% of those enrolled in college will eventually graduate (Adriano, 2008). The newly implemented K + 12 program manifests national leaders' response to the challenges of education.

Whether increasing the number of schooling years will solve an ailing educational system remains a debatable issue. Nonetheless these reforms underscore the importance of education and reaffirm the words of Malcolm Gillis, President of Rice University: “Today, more than ever before in human history, the wealth – or poverty – of nations depends on the quality of higher education” (quoted in Ewen, 2011).

The impact of remittances from overseas workers has been a subject of debate. Researchers such as Bevacqua (2008) and Tabuga (2008) concluded that remittances are spent on conspicuous consumption, thus do not contribute to the development. Ang et al. (2009) described remittances as “‘an illness’ that weakens the economy”. Yet a number of studies (Kifle, 2007 in Eritrea; Ang et al., 2006; Tabuga, 2007; Yang, 2003 in the Philippines) support the hypothesis that remittances have positive effects on development through investments in education. Some of the studies cited by Mara et al. (2012) in their review Analysis of literature on the effects of remittances on schooling and health of family members left behind, it was found that there was a reduction in school dropout in El Salvador.

Misra et al. (2000) explored stress that is a barrier to satisfaction. Rautopuro and Vaisanen (2001) grouped students into traditional (young) and non-

traditional (mature) students. The traditional students are fresh high school graduates who experience stress as a result of transitioning from adolescence to adulthood, separation from families and high-school friends, adjusting themselves to social and academic university environment. The non-traditional students were 23 to 25 years old at the time of enrollment, possibly married, have children and working have their set of problems. The study revealed that although non-traditional students had greater difficulty integrating into student life and other campus activities than traditional students, they are more committed to their goals. Females were also found to be differences found that females were more external, more anxious and had higher achievement orientations than men.

Misra et al. (2000) reported that freshmen and sophomore students react to stress more strongly than juniors and seniors. They attributed the freshmen and sophomore reactions “to slightly higher anxiety, lower time management behaviors, and leisure activities among them.” In addition, unlike the juniors and seniors, freshmen and sophomores have not yet formed adequate social support networks and have not yet learned the the coping tendencies among juniors and seniors to deal with college stress.

A survey of former students from the BC College and Institute Student Outcomes Survey (2003) revealed that students who have higher satisfaction levels “tended to have higher grades and were more likely to have completed their program than those students who were less satisfied.” In Taiwan, Chen, et al., (2007) evaluated student satisfaction in terms of student loyalty defined as the willingness to sell the school where they are enrolled. They found that students who were satisfied with their school experience were more willing to convince other students to enroll in their school. In a climate of growing competition, educational institutions are challenged to find ways to enhance student retention. Foubert et al. (1998) found “both student satisfaction and persistence to graduation are more strongly influenced by characteristics of the institution than by students’ precollege characteristics.”

Lee et al. (1997) also cited that students who are taking a course of their preference are more likely to be satisfied with their university experience. However, they found no relationship between satisfaction and school. Kuh (2003) corroborates this observation stating “where the student’s study is not as important as what they do during their student time.”

Foubert et al (1998) stressed that both the physical environment (e.g. architectural design, space, amenities, location, light, noise, temperature and air quality, density number of people per room etc) and social environment

(interaction with other residents) of on-campus residence, dormitories or boarding houses influence satisfaction. They also reported that on-campus students reported overall satisfaction with social life and interactions with other students and faculty compared with commuter students. These social relationships were found to influence student persistence.

Another quality of life domain that exerts a powerful influence on students' decision to complete their degrees is the support they received from families, friends, peers, classmates, and teachers. "The strongest active force mentioned by adult students was the support of people, particularly their families, friends, teacher, and fellow students (Comings et al. 2000). For these reasons, King (2005) suggested that colleges and universities should enhance student-faculty interaction outside the classroom, use of student support services, and participation in campus activities, clubs, and organizations. Wayt (2012) found that students who persist in college tend to have positive relational influences and have college experiences and interactions with both their social and academic relational groups both off and on campus.

Campos (2002) reports Quality of life differences between first-year undergraduate financial aid and non-financial aid recipients. Thesis, Blacksburg, Virginia where she compared the quality of life of students who received financial aid and those who do not. The quality of life is measured in terms of the following domains: material possessions, housing, use of time, and support mechanisms. Her findings revealed significant differences except for the housing domain. Main results of her study revealed that a) financial aid, regardless of the type—scholarships or loans—influence enrollment decisions b) finances indirectly affect academic and social integration and the decision to complete college. C) Tuition costs negatively associated with persistence.

This study aims to assess the quality of life and academic performance of the OFW dependent College students of the University of Bohol as the basis for proposing an intervention program.

Specifically, it seeks to answer the following questions:

1. What is the personal profile of the respondents in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 course taken
 - 1.4 year level
 - 1.5 academic performance

2. What is the quality of life of the OFW dependents in the context of:
 - 2.1 Personal
 - 2.2 Psychosocial
 - 2.3 Cognitive
 - 2.4 Spiritual
3. Is there a significant degree of correlation between academic performance and quality of life of OFW dependents?
4. Is there a significant degree of relationship between the respondents academic performance and a weekly allowance?
5. What intervention program could be proposed on the basis of the findings?

RESEARCH METHODOLOGY

The study made use of the descriptive purposive survey method with the use of a self-constructed questionnaire and documentary analysis of the existing records as to the academic performance of OFW dependent students of the University of Bohol.

The researcher developed a self-constructed questionnaire that delved on: Part I, the personal profile of respondents in terms of age, sex, course enrolled and year level, and Part II- the Quality of Life of OFW dependents as to: Personal, Psychosocial, Cognitive, and Spiritual. Such questionnaire was checked by the researchers' adviser for corrections and improvement before it was pre-tested to some OFW dependents who were outside the target population. This was done to check the validity of the items in the questionnaire.

To answer the questions on the quality of life of OFW respondents they were made to specify their responses, and these responses were given weight equivalents for statistical purposes, to wit;

Quality of Life of OFW Dependents			
Symbol	Description	Meaning	Equivalent
A	Always	The condition is very visible and is strongly felt by the respondents	4
O	Often	The condition is visible but not so obvious, and the respondents do not so strongly feel its impact	3
S	Sometimes	The condition are observed, but the respondents barely feel the impact	2
N	Not at All	No condition is observed nor felt at all	1

It was pretested to some OFW dependents who were outside the target population. This was done to check the validity of the items in the questionnaire. The corrected questionnaires were then reproduced for the distribution.

As to the conduct of the study, students were chosen according to the following criteria: a) must be supported by an OFW Parent; and b) must be enrolled at the University of Bohol at the time of the study. Since the study shall make a comparison of satisfaction levels of third to fifth-year college students and targeted sampling was used.

As to the academic performance of the OFW dependent students, a letter of request was then made, addressed to the university registrar for their academic ratings.

The retrieved questionnaires and academic performance were then tallied collated for statistical treatment.

In the analysis and interpretation of data, frequencies, percentages, weighted mean, Pearson Product Moment Correlation and Chi-Square were used.

RESULTS AND DISCUSSION

High academic achievement is a strong predictor that a student persists through college, most likely succeeds in his/her career choice, critically analyzes problems and creates innovative solutions and becomes a productive citizen. Thus, motivating students to achieve academic excellence has always been a challenge to educators.

Information on academic performance was based on the grade point average (GPA) of each student provided by the Office of Registrar. Data on demographic, socio-demographic profile and subjective quality of life were collected through a survey questionnaire answered by the respondents.

Table 1. Personal Profile of Respondents
n=30

Items	F	%	Rank
Age			
16–17 years old	1	3.33	4
18–19 years old	9	30.00	2
20–21 years old	12	40.00	1
22 years old and above	8	26.67	3

Sex			
Male	11	36.67	2
Female	19	63.33	1
Course			
Bachelor of Science in Business Administration	7	23.33	1.5
Bachelor of Arts	3	10.00	5
Bachelor in Elementary Education	4	13.33	4
BS Nursing	2	6.67	6.5
Hotel, Restaurant Management	7	23.33	1.5
BS Pharmacy	1	3.33	8
Architecture/Fine Arts	2	6.67	6.5
BSCrim	6	20.00	3
Year level			
Third year	11	36.67	2
Fourth-year	18	60.00	1
Fifth year	1	3.33	3
Academic Performance			
1–1.5 (Excellent)	3	10.00	3
1.51–2.0 (Very Good)	14	46.67	1
2.01–2.50 (Good)	13	43.33	2
2.51–3.0 (Fair)	0	0.00	4.5
Below 3.0 (Poor)	0	0.00	4.5

Profile of the Respondents. Table 1 depicts the personal profile of the respondents in terms of age, sex, year level, the course taken and academic performance.

Majority or twelve (40%) of the respondents were 20–21 years old followed by 18–19 years old (30%), and eight (26.7%) were 22 years old and above. Only 1 (3.33%) was at age range 16-17. The result is not surprising since the respondents were the third year to fifth-year students.

Most of the respondents (63.33%) were females. This finding is consistent with other studies. Holder (2009) found a switch in college enrollment from “predominantly male to predominantly female”. Francis (2014) attributed this shift to factors such as women becoming more career-oriented, postponing

marriage to a later age and labor laws against women discrimination.

Course Taken. Majority of the respondents were taking HRM and BSBA; six (23.33%) took BS Criminology; four (13.33%) enrolled BEED, three (10.00%) were taking Bachelor of Arts and in the following departments/courses (from rank 1): HRM, BSBA, BS Crim; equal number of two enrolled Nursing and Architecture and Fine Arts and only 1 took BS Pharmacy. The preference for Hotel and Restaurant Management (HRM) may be attributed to the growth of the tourism industry and the current demand for Filipino workers abroad in cruise ships and land-based hotels.

Year level. Eighteen out of thirty students were on their fourth-year level, eleven (36.67 %) were at the third-year level while only one was in the fifth year level. **Academic Performance.** Academic performance was used as a dependent variable of the present study. The university's highest rating scale for academic performance is 1–1.5 (Excellent) and the lowest is below 3 (Poor). As shown in Table 1, fourteen (46.67%) of the respondents had academic performance rating of 1.51–2.0 or Very Good. None of the respondents had a grade point average of 2.51–3.0 (Fair) and below 3 (Poor). From the data, we can infer that the respondents are highly committed to their studies.

The quality of Life of OFW Dependents. Items of this table are taken from Rosenberg 1965. The quality of life of the OFW dependents who are presently enrolled at the University of Bohol was categorized as to personal area as described in Table II-A.

Table II-A. Personal Category (Rosenberg, 1965)

Characteristics	Always		Often		Sometimes		Never		WM	DV	Rank
	f	WV	f	WV	f	WV	f	WV			
1. I feel that I'm a person of worth, at least on an equal plane with others.	9	36	12	36	9	18	-	-	3.00	O	8
2. I feel that I have a good number of qualities	7	28	15	45	8	16	-	-	2.97	O	9
3. All in all I am inclined to feel that I am capable to be successful	11	44	16	48	2	4	1	1	3.23	O	3

4. I am able to do things as well as most other people.	10	40	13	39	7	14	-	-	3.10	O	5
5. I feel I do have much to be proud of.	9	36	14	42	6	12	1	1	3.03	O	7
6. I take a positive attitude toward myself.	15	60	10	30	5	10	-	-	3.33	A	1
7. On the whole, I am satisfied with myself.	14	56	11	33	5	10	-	-	3.30	A	2
8. I wish I could have more respect for myself.	9	36	16	48	5	10	-	-	3.13	O	4
9. I certainly feel useless at times.	2	8	3	9	22	44	3	3	2.13	S	110
10. I feel good about myself.	8	32	16	48	6	12	-	-	3.07	O	6
Composite mean									3.03	O	

Table II-A presents the personal aspects of the OFW dependent respondents. Ranked first is “*I take a positive attitude toward myself.*” Second in rank is “*On the whole, I am satisfied with myself*”. In addition, the third is “*All in all I am inclined to feel that I am capable of being successful.*” The bottom three were as follows: (from 10th-8th) “*I certainly feel useless at times.*”, “*I feel that I have a good number of qualities,*” and “*I feel that I am a person of worth, at least on an equal plane with others.*”

Table II-B. Psychosocial Area

Characteristics	Always		Often		Sometimes		Never		WM	DV	Rank
	f	WV	f	WV	f	WV	f	WM			
1. I sincerely interact with my peer group.	17	68	11	33	2	4	-	-	3.50	A	2
2. I feel at ease expressing my thoughts with my age group.	18	72	8	24	3	6	1	1	3.43	A	3.5
3. I feel I belong in my circle of friends.	16	64	9	27	5	10	-	-	3.37	A	6

4. I interact with male and female friends harmoniously.	16	64	11	33	3	6	-	-	3.43	A	3.5
5. I feel differences of views of different people.	17	68	12	36	1	2	-	-	3.53	A	1
6. I find it manageable to resolve differences among my family and friends.	13	52	10	30	7	14	-	-	3.20	O	7
7. I respect differences of culture and socio-economic status among youth.	17	68	9	27	3	6	1	1	3.40	A	5
8. I contribute to nurture personal and social groups in my circle of friends.	11	44	12	36	7	14	-	-	3.13	O	8
9. I engage in activities and programs (e.g. sports) in the community.	11	44	10	30	8	16	1	1	3.03	O	9.5
10. I interact with my teachers inside and outside the classroom.	11	44	10	30	8	16	1	1	3.03	O	9.5
Composite mean									3.31	A	

Table II-B gives a complete picture of the psychosocial component on the OFW dependent respondents. Top three answers that were given were the following: “*I respect differences of views of different people*,” “*I sincerely interact with my peer group*,” and a tie between “*I interact with male and female friends harmoniously* and *I feel at ease expressing my thoughts with my age group*.”

The bottom three were as follows: tie between these two items, “*I engage in activities and programs (e.g. sports) in the community*,” and “*I interact with my teachers inside and outside the classroom*.” Second from the bottom was “*I contribute to nurture personal and social groups in my circle of friends*.” Third from the bottom was “*I find it manageable to resolve differences among my family and friends*.”

Table II-C. Cognitive Area

Characteristics	Always		Often		Sometimes		Never		WM	DV	Rank
	f	WM	f	WM	f	WM	f	WM			
1. I look forward to attending my classes every day.	20	80	9	27	1	2	-	-	3.63	A	1
2. I have the interest to study my lessons every day.	9	36	17	51	4	8	-	-	3.17	O	4.5
3. I am eager to answer my daily assignments in all subjects.	10	40	17	51	3	6	-	-	3.23	O	3
4. I have the energy to undertake the challenge of difficult subjects.	14	56	13	39	3	6	-	-	3.37	A	2
5. I am persistently aspiring for high grades.	13	52	10	30	5	10	2	2	3.13	O	6
6. I engage in healthy debates on academic issues during class.	7	28	4	12	17	34	2	2	2.53	O	10
7. I engage in thought-provoking class interaction with my classmates.	6	24	12	36	9	18	3	3	2.70	O	9
8. I participate in group discussions during classes.	13	52	9	27	8	16	-	-	3.17	O	4.5
9. I engage in group study sessions.	7	28	11	33	10	20	2	2	2.77	O	8
10. I consider problems in science and mathematics subjects a challenge.	10	40	11	33	8	16	1	1	3.00	O	7
Composite mean									3.07	O	

Table II-C. Presents the cognitive aspects, “*I look forward to attending my classes every day.*” Ranked as number 1 provided by the respondents, followed by “*I have the energy to undertake the challenge of difficult subjects,*” and the third is “*I am eager to answer my daily assignments in all subjects.*”. The bottom three are the following, (1) “*I engage in healthy debates on academic issues during class.*” (2) “*I engage in thought-provoking class interaction with my classmates*” (3) “*I engage in group study sessions.*”

Table II-D. Spiritual Area

Descriptions	Always		Often		Sometimes		Never		WM	DV	Rank
	f	WM	f	WM	f	WM	f	WM			
1. I have strong faith in God.	24	96	6	18	0	0	-	-	3.80	A	1
2. I uphold the sacredness of life.	24	96	5	15	1	2	-	-	3.77	A	2
3. I respect individuals because they are reflections of God.	23	92	6	18	1	2	-	-	3.73	A	3.5
4. I find happiness in sharing my faith with my peer group.	15	60	12	36	3	6	-	-	3.40	A	7
5. I join religious organizations that nurture my relations with God.	8	32	12	36	8	16	2	2	2.87	O	10
6. My faith strengthens my sense of purpose.	22	88	6	18	2	4	-	-	3.67	A	5
7. I have strong spiritual support from my family members.	17	68	6	18	6	12	1	1	3.30	A	8
8. I welcome opportunities to lead others to God.	12	48	14	42	4	8	-	-	3.27	A	9
9. I see God's presence in life circumstances.	23	92	6	18	1	2	-	-	3.73	A	3.5
10. I find time to reflect on what God wants to happen in my life.	20	80	7	21	3	6	-	-	3.57	A	6
Composite mean								3.51		A	
Overall composite mean								3.23		O	

Table II-D depicts the spiritual component on the OFW dependent respondents. Ranked first, *"I have strong faith in God."* Second, *"I uphold the sacredness of life."* In addition, third, a tie between *"I respect individuals because they are reflections of God."* In addition, "I see God's presence in life circumstances."

The data are reflected in Table II. The following composite means were derived: Personal = 3.03, Psychosocial = 3.31, Cognitive = 3.07 and Spiritual = 3.51. The overall composite was 3.23.

Correlation between Academic Performance and Quality of Life of OFW Dependents. Based on the analysis of respondents' responses to quality of life statements in Table III, and the information on their grade point averages, correlation between quality of life and academic performance was determined using the Pearson Product Moment Correlation Test. The result suggests that there is no significant degree of correlation between academic performance and the quality of life of OFW dependents, supporting the null hypothesis. The Very Good rating on the academic performance of the OFW dependents was not due to their *subjective* quality of life.

Relationship Between Academic Performance and Weekly Allowance. The effect of financial conditions on academic performance has been explored by several studies but with conflicting results. The result showed that there is no significant degree of relationship between the academic performance and the weekly allowance. This finding contradicts the common notion that financial status adversely affects academic performance (Farooq et al., 2011). This difference in result may be explained by differences in the socio-economic status of respondents. Farooq et al.'s study included respondents from lower, middle and upper classes. In this study, however, the respondents were all dependent on their parent/s who are working overseas. This means respondents did not have to worry about their tuition fees and other school expenses.

CONCLUSIONS

Based on the findings of the study, the researcher formulates the following conclusions:

1. The largest percentage of the respondents had academic performance ratings equivalent to Very Good. The overall composite mean on the personal, psychosocial and cognitive areas was 3.23 which inferred that the despite the absence of their parents, they were able to handle the demands

- of rigorous requirements of the academic life.
2. OFW dependent students' quality of life under personal domain is manifested through positive attitude, their satisfaction and their determination to succeed. Although, a very few decried that the absence of their parent/s affected their sense of personal worth.
 3. On the cognitive area, they look forward to attending their daily classes, facing challenges even on difficult subjects, and meeting the daily assignments. However, the least engaged academic activities are an engagement to healthy academic debates, thought provoking interaction with classmates and group study sessions.
 4. Pertaining to spiritual aspect, they manifested strong faith in God, they upheld the sacredness of life and, they respected individuals because they were reflections of God; but not interested to join religious organizations that provided opportunities to lead others to God. Furthermore, they lamented the lack of strong spiritual support from family members.
 5. There is no significant degree of correlation between academic performance and the quality of life of OFW dependents.
 6. There is no significant degree of relationship between weekly allowances and respondents' academic performance.

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