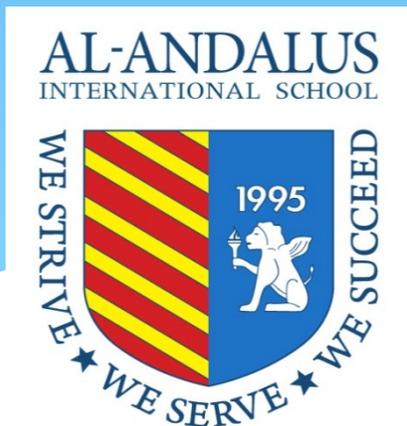


Reintegration of PSO Graduates in the Mainstream Philippine Education



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I. Research Title

Reintegration of Philippine School Overseas (PSO) Graduates in the Mainstream Philippine Education





II. Statement of the Research Work

1. The reintegration of the Philippine School Overseas graduates is the responsibility of the parents in order to give them the opportunity to enhance their academic skills and talents when joining with the other students in the Philippines to take a particular professional degree. The Philippine Government's Reintegration Program for the Overseas Filipino Workers is being used as a model in enhancing the system since it has been implemented for the last three decades.



II. Statement of the Research Work

2. Its main purpose is to provide the OFW school children the opportunity to exercise their talents and skills when they will return to their homeland in attaining their vision and mission in life, which is their future good life. It will give the OFW students the chance to apply what they have accumulated from their overseas experiences and translated them to something that can help them in sustaining the rigors of life outside their family comfort zone as well as adjusting and making good in the situation that they will integrate for their own sake and help the country's economic needs as well as psychological and social concerns.



III. Objectives of the Study

- 1. To find out how realistic are the parents' reintegration program towards their children when they will return to their homeland for good in the areas of education in terms of economic and psycho-social concerns.**
- 2. To find also how the students can do something in the application of the reintegration program for their own benefits in particular and to the country's psycho-social and economic enhancement in general.**



IV. Statement of the Problem

- 1. To what extent is the students perception in terms of psycho-social and economic elements and their applications with their reintegration in their college program in the Philippines?**
- 2. To what extent are the parents expectation in terms of psycho-social and economic elements and their application with the integration of their children's reintegration in their college program in the Philippines is very important and interpreted as strength?**
- 3. Is there any significant difference in the parents expectation against the students perception in the application of psycho-social and economic elements with their integration in their college program in the Philippines?**

V. Significance of the Study

This study is significant to the following players and participants:

1. To the Philippine government agencies
 - DFA
 - CFO
 - DOLE
 - OWWA
 - POEA
2. To the OFW Parents and Students
3. To the Philippine Recruitment Agencies
4. To other researchers

VI. Theoretical/Conceptual Framework of the Study

- 1. Fred David from his Strategic Management textbook (2010) that will discuss on the formulation of the strategies in terms of vision, mission, objectives, goals and strategies as well as the feedback; and the use of SWOT analysis in the application of the reintegration program.**
- 2. Reinventing Your Business Model authored by Mark W. Johnson, Clayton M. Christensen, and Henning Kagermann (2008).**
- 3. The researcher then prepared his own research paradigm based on the given parameters by the Department of Labor and Employment's Overseas Welfare and Workers Administration's economic and psycho-social concerns.**

VI. Theoretical/Conceptual Framework of the Study:

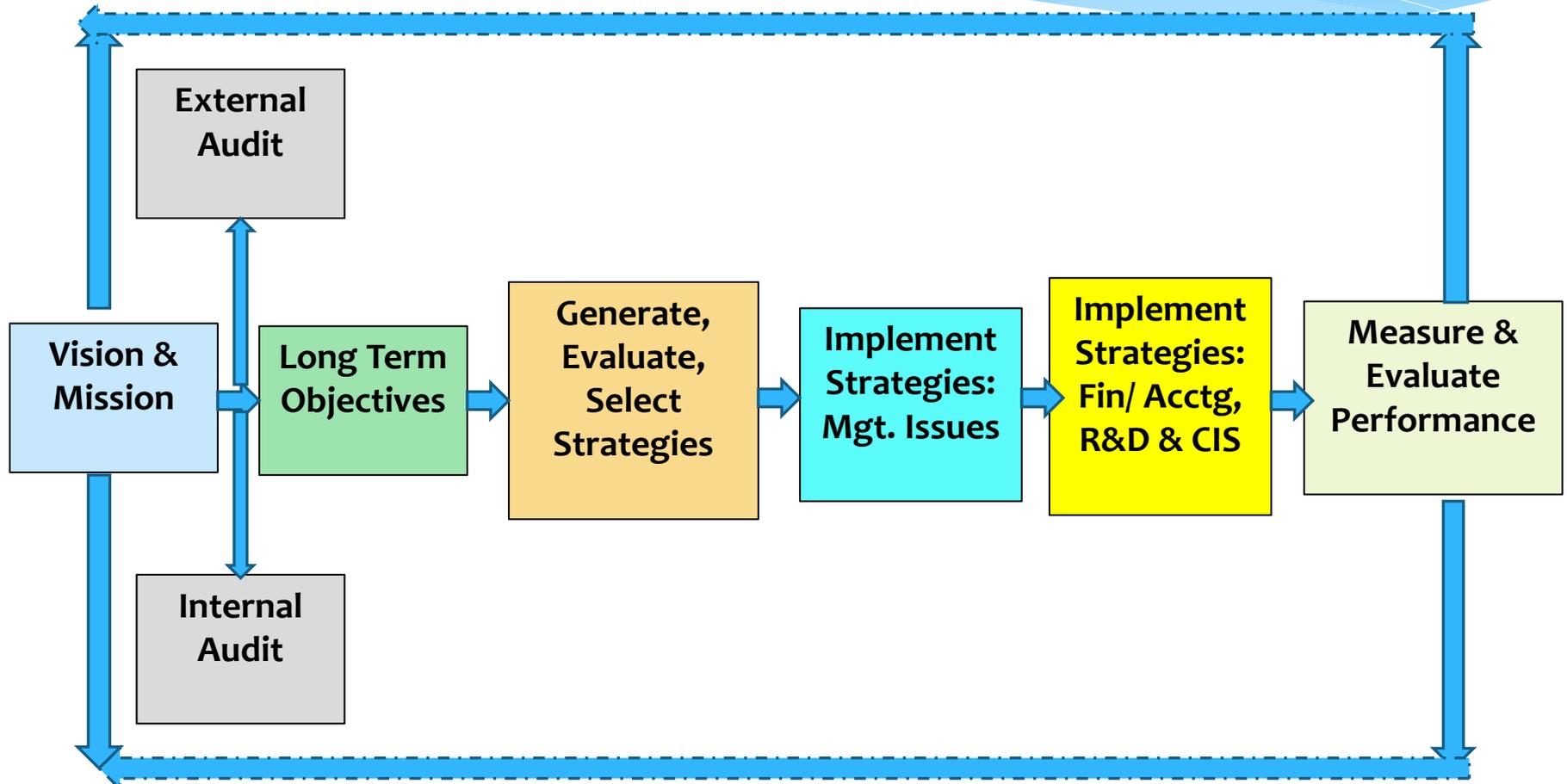


Figure 1. Comprehensive Strategic Management Model
Source: Fred David (2010)

VI. Theoretical/Conceptual Framework of the Study:

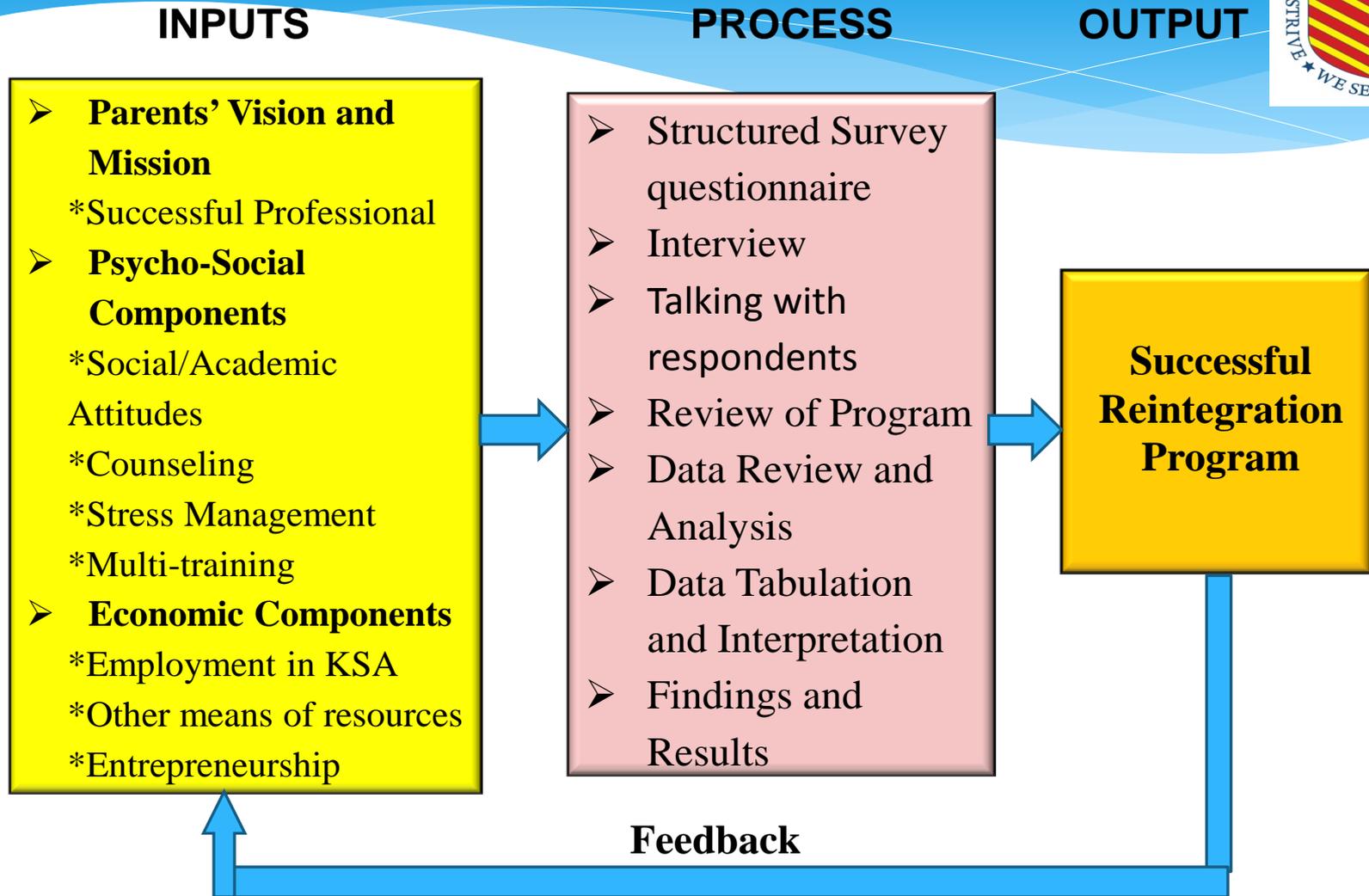


Figure 2. Researcher's Conceptual Paradigm

Sources: Fred David & POEA/OWWA



VII. Scope and Limitations of the Study

1. Reintegration of PSO graduates to college program, Class 2012 and onward.
2. Respondents of 37 students and 18 parents chosen at random.
3. Date of survey: March 18 to April 15, 2012.
4. Method of distribution of survey questionnaire: direct, email system, Embassy-on-wheels
5. Data collection: By email system and direct receipt of the filled-up survey questionnaire.

VIII. Methodology

The research methodology comprised of the following:

1. Research Objectives and Research Questions

- 1.1. The extent of students' actual perception on the application of psycho-social and economic component.
- 1.2. The extent of parents' expectation on the application of psycho-social and economic component.
- 1.3. The level of significance between the students' perception and the parents' expectation on the application of psycho-social and economic component.

2. Type of Study

- 2.1. Strategic vision and mission and related aspects.
- 2.2. Use of the two independent variables; the economic components and the psycho-social components.

VIII. Methodology



3. Data Sources

3.1. The primary data

3.2. Secondary data

4. Information obtained

4.1. Parents' Vision, Mission, Goals and Objectives

4.2. Perceived and expected Psycho-Social Component

4.3. Perceived and expected Economic Component

5. Demand Conditions

5.1. The present employment of the OFW parents in Saudi Arabia.

5.2. The accumulated skills and training that these OFW parents acquired while working abroad.

5.3. The credit facilitation and lending through the participating government and private banks.

5.4 The need for the OFW parents to be socially prepared, receiving family counseling, right debriefing on stress problems.

5.5. The need for multiple training in other psycho-social component.

5.6. The OFW returning students' readiness for coping the day-to-day issues while taking their college program in the Philippines.

6. Related and Supporting Sectors

6.1. Department of Education

6.2. Commission on Higher Education

6.3. DFA/Commission on Filipino Overseas

6.4. DOLE/Overseas Welfare and Workers Administration

**6.5. DOLE/Philippine Overseas Employment
Administration**

6.6. Manpower Recruitment Agencies

**6.7. Government and Private Lending Banks & Financial
Institutions**

7. Research Environment

7.1. Location and background of the study

8. The Use of Statistical Tools

**8.1. Average mean, standard deviation, chi-square test,
and Regression analysis**

IX. Structured Survey Questionnaire

Table 1. Personal Data

A. Personal Data

Name: _____

Date: _____

Age: _____

Gender: _____

No. of years staying in Saudi Arabia _____

IX. Structured Survey Questionnaire

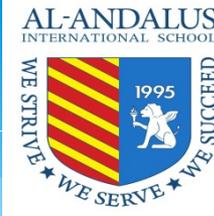


Table 2. Survey Questionnaire A

B.	Psycho-Social Elements		
	I am ready to go back home for my college degree in terms of:		
1.1	My psychological and social conditions.		
1.2	Knowledge in the local conditions for the sake of my career and my family.		
1.3	My age but morally prepared and matured.		
1.4	Having good relationship with my parents and siblings.		
1.5	My moral values since I am a child of God.		
1.6	My good conduct and good relationship with my neighbors and future classmates.		
1.7	My social responsibility not only to my countrymen but to all those who will be my classmates and school mates as well.		
1.8	My obligations to my parents by studying hard to attain my vision as professional.		
1.9	My religious obligation for the sake of being an example to my family and of my neighbors.		
1.10	Fully equipped technically and knowhow for my own sake and my family.		

IX. Structured Survey Questionnaire



Table 3. Survey Questionnaire B

C.	Economic Elements
	I am ready to go back home for my college degree in terms of:
1.1	Full economic support provided by my parents.
1.2	Wisely using the scarce resources allocated by my parents for sustaining my educational journey.
1.3	Being fully equipped with knowledge in line with the degree that I will undertake.
1.4	Being trained with a skill while studying abroad and can be transferred while continuing my studies in the Philippines.
1.5	Having associates that can help me sustain financially during my educational journey in the Philippines.
1.6	Being active in participating professional organizations for the purpose of growth and development.
1.7	Utilizing the budget being provided by my parents through the proper use of cash flows throughout my college journey.
1.8	My obligations to my country in being so conscious in the use of scarce resources in helping the economic conditions of our country.
1.9	Knowing and acquiring available skills sponsored by TESDA and other government development centers for future application.
1.10	Social networking for the purpose of business linkages and connections throughout and after the college journey.

X. Findings & Results

1. Demography

Table 4. Age Range of Respondents

Parents			Student		
Age Range	Frequency	% to Total	Age Range	Frequency	% to Total
1. 35 years & below	1	5.6	1. 15 to 16 years	30	81
2. 36 to 40 years	7	3.89	2. 17 to 18 years	4	10.8
3. 41 years & above	10	90.51	3. 19 years old	3	8.1
Total	18	100	Total	37	100

X. Findings & Results

1. Demography

Table 5. Respondents' Gender

Parents			Student		
Gender	Frequency	% to Total	Gender	Frequency	% to Total
1. Male	16	89	1. Male	14	37.8
2. Female	2	11	2. Female	23	62.2
Total	18	100	Total	37	100

X. Findings & Results

Table 6. Respondents' Years Stay in KSA

Parents			Student		
Years Stay in KSA	Freq	% to Total	Years Stay in KSA	Freq	% to Total
1. 10 years & below	7	38.8	1. 10 years & below	16	43.24
2. 11 to 20 years	7	38.8	2. 11 to 16 years	19	51.35
3. 21 years & above	4	22.4	3. 17 years & above	2	5.41
Total	18	100	Total	37	

Note: Some parents interviewed and participated in the study were not the parents of the students who took part in this study but had their children raised and studied in the Kingdom of Saudi Arabia.

X. Findings & Results

2. Respondents Expectation & Perception

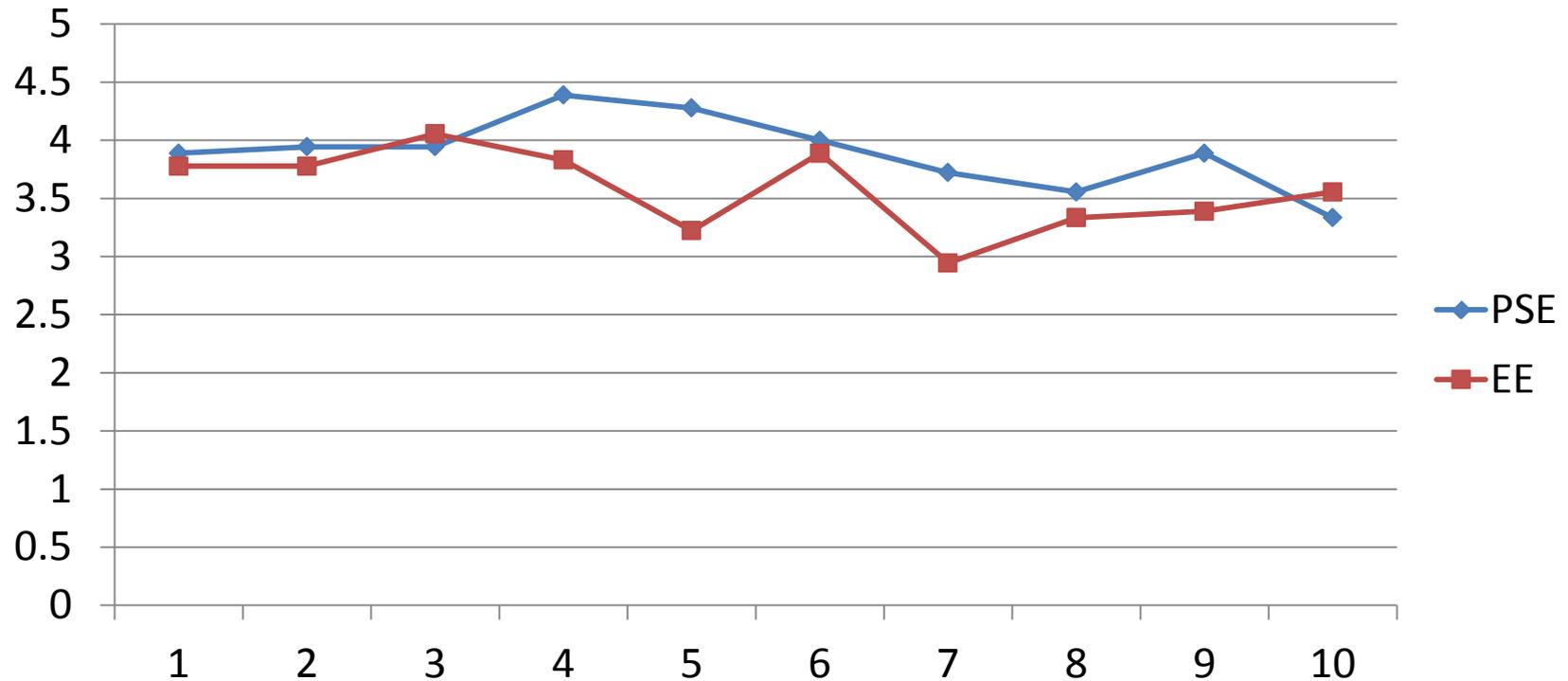


Table 7. Parents Expectation & Students Perception

Parents Expectation		Students Perception	
PSE	EE	PSE	EE
3.89	3.78	4.27	4.38
3.94	3.78	4.24	4.27
3.94	4.06	4.27	4.35
4.39	3.30	4.38	4.22
4.28	3.22	4.46	4.16
4.00	3.89	4.27	4.16
3.72	2.94	4.14	4.19
3.56	3.33	4.14	4.11
3.89	3.39	4.30	4.11
3.33	3.56	4.27	4.19

X. Findings & Results

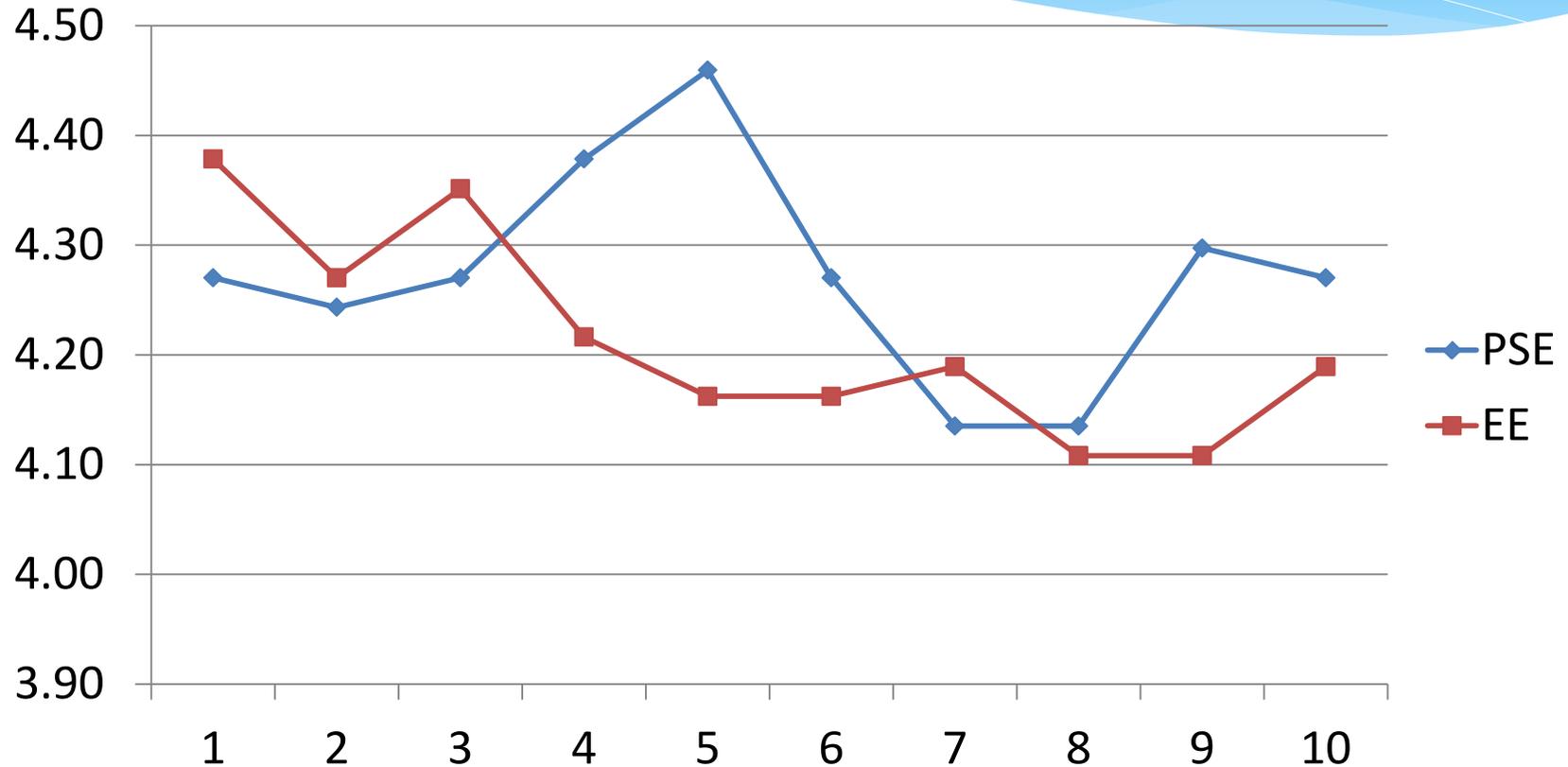
Figure 3. Parents' Expectation



Note: Parents' expectation on psycho-social (PSE) and economic element (EE) as seen in the figure.

X. Findings & Results

Figure 4. Students' Perception



Note: Students' perception on psycho-social (PSE) and economic element (EE) as seen in the figure.

X. Findings & Results



Table 8. Likert Scale

Scale	Criteria	Description	Range	Interpretation
5	Extremely Important	It denotes extreme important	4.5-5.0	Strength
4	Very Important	It denotes very important	3.5-4.4	Strength
3	Moderately Important	It denotes moderately important	2.5-3.4	Weakness
2	Neither Important nor Unimportant	It denotes neither important nor not important	1.6-2.4	Weakness
1	Unimportant	It denotes not important at all	1.0-1.5	Weakness

X. Findings & Results



Table 9. Respondents' Replies

Questions	Parents Expectation				Students Perception			
	PSE	EE	Average	Interpre	PSE	EE	Average	Interpre
1	3.89	3.78	3.83	Strength	4.27	4.38	4.32	Strength
2	3.94	3.78	3.86	Strength	4.24	4.27	4.26	Strength
3	3.94	4.06	4.00	Strength	4.27	4.35	4.31	Strength
4	4.39	3.30	4.94	Strength	4.38	4.22	4.30	Strength
5	4.28	3.22	3.75	Strength	4.46	4.16	4.31	Strength
6	4.00	3.89	3.94	Strength	4.27	4.16	4.22	Strength
7	3.72	2.94	3.33	Weakness	4.14	4.19	4.16	Strength
8	3.56	3.33	3.44	Weakness	4.14	4.11	4.12	Strength
9	3.89	3.39	3.64	Strength	4.30	4.11	4.20	Strength
10	3.33	3.56	3.44	Weakness	4.27	4.19	4.23	Strength

X. Findings & Results



Table 10. Level of Significance

Parents' Expectation		Students' Perception	
PSE	EE	PSE	EE
3.89	3.78	4.27	4.38
3.94	3.78	4.24	4.27
3.94	4.06	4.27	4.35
4.39	3.30	4.38	4.22
4.28	3.22	4.46	4.16
4.00	3.89	4.27	4.16
3.72	2.94	4.14	4.19
3.56	3.33	4.14	4.11
3.89	3.39	4.3	4.11
3.33	3.56	4.27	4.19

df=9, probability =0.98566, chisquare = 3.12 Non-significant

X. Findings & Results

SUMMARY OUTPUT

Table 11. Regression Analysis



<i>Regression Statistics</i>	
Multiple R	0.732124
R Square	0.536006
Adjusted R Square	0.403436
Standard Error	0.202643
Observations	10

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	2	0.33206	0.16603	4.043197	0.068045
Residual	7	0.287448	0.041064		
Total	9	0.619509			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	-8.04445	4.163017	-1.93236	0.094593	-17.8884	1.799518	-17.8884	1.799518
PSE	1.475438	0.694189	2.125412	0.071151	-0.16606	3.116935	-0.16606	3.116935
EE	1.299602	0.725933	1.790251	0.116535	-0.41696	3.01616	-0.41696	3.01616

XI. Summary, Conclusions, & Recommendations

1. Summary of Findings

1.1. The extent of the students perception in terms of psycho-social and economic elements and their applications with their reintegration in their college program in the Philippines is as follows: Questions 1 to 10 for psycho-social, the average mean was recorded at 4.27 while on the economic element for Questions 1 to 10, the average mean was rated at 4.21 making the two elements to have an average of 4.36. It means that the scale was found to be very important and interpreted as strength.

XI. Summary, Conclusions, & Recommendations



1. Summary of Findings

1.2. The extent of the parents expectation in terms of psycho-social and economic elements and their application with the integration of their children's reintegration in their college program in the Philippines is as follows: Questions 1 to 10 for psycho-social, the average mean was recorded at 3.96 while on the economic element for Questions 1 to 10, the average mean was rated at 3.74 making the elements to have an average of 3.85. It means that the scale was found out to be very important and interpreted as strength.



XI. Summary, Conclusions, & Recommendations

1. Summary of Findings:

1.3. The areas of weaknesses in terms of economic elements that should be given attention by both the parents and the students are as follows:

1.3.1. Having associates that can help the student sustain financially during his educational journey in the Philippines. (3.22)

1.3.2. Utilizing the budget being provided by his parents through the proper use of cash flows throughout his college journey. (2.94)

1.3.3. His obligations to his country in being so conscious in the use of scarce resources in helping the economic conditions of our country. (3.33)

1.3.4. Knowing and acquiring available skills sponsored by TESDA and other government development centers for future application. (3.39)

1.4. In the areas of weaknesses in terms of psycho-social element, the student should be fully equipped technically and knowhow for his own sake and his family. (3.33)



XI. Summary, Conclusions, & Recommendations

1. Summary of Findings

1.5. That there is no significant difference in the parents expectation against the students perception in the application of psycho-social and economic elements with their integration in their college program in the Philippines as revealed by the result of the chi-square test with degree of freedom at 9, probability value at 0.98566 using the chi-square Excel program with an X^2 value of 3.12 which denotes non-significant.

df=9, probability =0.98566, chisquare = 3.12 Non-significant

XI. Summary, Conclusions, & Recommendations



2. Conclusions

2.1. The study shows that the extent of the students perception in terms of psycho-social and economic elements and their applications with their reintegration in their college program in the Philippines is very important and interpreted as strength.

2.2. The study also shows that the extent of the parents expectation in terms of psycho-social and economic elements and their application with the integration of their children's reintegration in their college program in the Philippines is very important and interpreted as strength.

XI. Summary, Conclusions, & Recommendations



2. Conclusions

2.3. That the areas of weaknesses in terms of economic elements should be given attention by both parents and the students namely, (a) having associates that can help the student sustain financially during his educational journey in the Philippines, (b) utilizing the budget being provided by his parents through the proper use of cash flows throughout his college journey, (c) his obligations to his country in being so conscious in the use of scarce resources in helping the economic conditions of our country, and (d) knowing and acquiring available skills sponsored by TESDA and other government development centers for future application.

XI. Summary, Conclusions, & Recommendations



2. Conclusions

2.4. In the areas of weaknesses in terms of psycho-social element, the student should be fully equipped technically and knowhow for his own sake and his family.

2.5. That there is no significant difference in the parents expectation against the students perception in the application of psycho-social and economic elements with their integration in their college program in the Philippines as revealed by the result of the chi-square test.

XI. Summary, Conclusions, & Recommendations



3. Recommendations

It is recommended that the areas of weaknesses in terms of economic elements should be given attention by both parents and the students as follows:

3.1. The student should find ways and means in having associates that can help him sustain financially during his educational journey in the Philippines.

3.2. The student should wisely utilize the budget being provided by his parents through the proper use of cash flows throughout his college journey.

3.3. The student should have the obligations to his country in being so conscious in the use of scarce resources in helping the economic conditions of our country.

XI. Summary, Conclusions, & Recommendations



3. Recommendations

3.4. The student should take the opportunity in knowing and acquiring available skills sponsored by TESDA and other government development centers for future application.

3.5. In the areas of weaknesses in terms of psycho-social element, the student should be fully equipped technically and knowhow for his own sake and his family.

3.6. It is also recommended that future research work on this area should be done by the researchers in order to enhance the present study for the benefit of both the students and the parents in future generation to come.

XI. Summary, Conclusions, & Recommendations



3. Recommendations

3.7. The government agencies who are presently implementing the Reintegration Program of OFWs should integrate this present study in order to give the OFW parents the enhanced program for them and their children's benefits.



THANK YOU!