

Navigating the Future: the Role of Social Capital on Career Decisions of Overseas Filipino Workers (Ofws) Children

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Abstract: *Navigating the Future: The Role of Social Capital on Career Decisions of Overseas Filipino workers (OFWs) Children". Unpublished Master's Thesis, Bukidnon State University, Malaybalay City, June 2025.* In a country where millions of families are shaped by labor migration, it is inevitable that the socio-economic (especially on career paths) lives of the children left behind will be affected. It is in this context that this study explores how social capital influences the career decisions of college students with Overseas Filipino Worker (OFW) parents at Tagoloan Community College. Anchored in Bourdieu's Theory of Social Capital, the research examined how relationships within family, school, and community settings impact students' career decision-making processes. Using a descriptive-correlational design, data from 100 respondents revealed a significant positive relationship between social capital and career decisions. Despite physical separation from their OFW parents, students leaned on local support systems emotional encouragement, academic mentorship, and informational resources to guide their choices. The findings underscore the importance of strengthening family-school-community collaboration and enhancing digital and institutional support mechanisms. This study hopes to contribute to the growing discourse on transnational family dynamics and offer practical insights for educational institutions, policymakers, and communities working to empower the next generation of OFW children.

Keywords: *career decisions, digital tools, educational environments, family relations, OFW students, social capital*

I. Introduction

The concept of social capital has gained increasing relevance in discussions surrounding career development, particularly among young adults who face distinct socioeconomic challenges. Social capital refers to the networks of relationships and resources embedded within an individual's social environment, which can significantly influence educational outcomes, career choices, and overall well-being (Putnam, 2000).

In recent years, research has underscored the importance of family and community support systems in assisting young individuals as they navigate their career paths especially within contexts marked by economic instability or social constraints (Bourdieu, 1986). According to Ducanes and Abella (2008), young adults who effectively leverage community networks and familial guidance are more likely to attain both economic stability and personal fulfillment, highlighting the critical role of social capital in career development.

In the Philippine context, the role of social capital is particularly significant within families of Overseas Filipino Workers. Remittances from OFWs account for nearly 10% of the national gross domestic product, thereby playing a vital role in sustaining the country's economy (Philippine Statistics Authority, 2022).

However, the financial benefits of labor migration are often accompanied by disruptions in family dynamics, particularly when a parent or guardian is physically absent. This absence can limit traditional parental involvement and emotional support, leaving children to seek alternative sources of guidance and stability. In such cases, the support provided by remaining family members, school mentors, and community organizations becomes essential to shaping their educational and career aspirations.

Regional studies in the Philippines have emphasized the value of community-based support systems, including mentorship and educational programs, in assisting OFW children with their career decisions. For example, Garcia (2019) found that community mentorship initiatives are instrumental in helping OFW children explore career pathways, effectively filling the guidance void created by parental absence.

Social capital encompasses multiple dimensions, including familial relationships, peer networks, and access to community resources. Each of these plays a potentially transformative role in the career development of OFW children. Even in the face of geographic separation, OFW families often provide emotional and financial support through remittances and communication, while schools and local communities extend educational and developmental opportunities.

This study aimed to examine how social capital (family, school, and community) influences the career decisions of children of Overseas Filipino Workers at Tagoloan Community College in the Philippines. While existing literature affirms the importance of social capital in shaping educational and professional outcomes, there remains a significant

gap in understanding the specific mechanisms through which social capital affects the career decision-making of OFW students.

Most of the current research tends to generalize findings without accounting for the distinctive socio-cultural and economic contexts of specific communities, such as those in Tagoloan, Misamis Oriental. Furthermore, while qualitative studies offer rich insights into the lived experiences and coping mechanisms of OFW families, there is a dearth of robust quantitative data that can substantiate the impact of particular social capital variables such as community involvement, school-based mentoring, and the economic role of remittances on career outcomes.

In this context, navigating the future becomes more than a metaphor, it reflects the ongoing process of making present choices that are guided by future goals. Career decisions are often shaped not only by existing support systems such as family, school, and community, but also by aspirations, expectations, and imagined possibilities. The future, in this sense, acts as both a destination and a directional force structuring current actions, relationships, and commitments. This concept underscores the dynamic nature of decision-making where social capital serves not only as a source of support but also as a means for shaping forward-looking trajectories. Navigating the future, therefore, involves a continuous interaction between one's present environment and envisioned outcomes.

This study endeavored to reveal nuanced patterns in career decision-making among students of OFW parents with the hope that it could provide strategic recommendations for how educational institutions, policymakers, and community stakeholders can better support their development and success.

II. Methodology

This chapter presents the study's methodology. It describes the research design, the research locale, the respondents, the data collection methods and instruments, and the ethics observance in the study.

III. Research Design

This study used a quantitative research design, specifically descriptive-correlational research, to investigate the influence of social capital on the career decisions of college students with parents of overseas Filipino workers. It underscores the significance of social capital in the career decision-making process among Filipino youth, highlighting Alampay and Bulaong (2021) claim on the effectiveness of quantitative methods in generating generalizable insights.

Descriptive-correlational research is a non-experimental approach that aims to describe the characteristics of a particular population and identify relationships among variables without manipulating them (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2011). This research design gathers data to describe existing conditions or phenomena, allowing researchers to gain insights into the studied college students with OFW parents. This approach is particularly valuable in understanding how different factors relate within a population, such as examining patterns of social capital, career influences, or demographic characteristics. While descriptive research provides a snapshot of the variables within the population, correlational research goes a step further by examining potential associations between variables, namely social capital and career decisions.

In studying college students with OFW parents, the descriptive-correlational approach was used to analyze the demographic profile, social capital levels, and career decision influences. This design allowed the researcher to explore if there is a significant relationship between the students' social capital and how they make career decisions. By collecting data on demographic variables such as age, sex, and civil status, alongside measures of social capital and career decision influences, the researcher described trends within this group and identified associations among variables. This research provided insights into how social factors affect career decisions among OFW college students.

Research Locale

Tagoloan Community College (TCC) was founded in 2003 to provide affordable higher education opportunities for low-income residents of Tagoloan and nearby areas. The college's establishment was inspired to strengthen local educational access. Tagoloan Community College has more than 10,276 students enrolled in its nine (9) distinct colleges during the Academic Year 2024-2025. These colleges include College of Arts and Sciences (Bachelor of Arts in Sociology) and (Bachelor of Science in Community Development), Hospitality Management, Bachelor of Library and Information Science, Bachelor of Science in Information Technology, Bachelor of Science in Midwifery, Business Administration major in Financial Management, Bachelor of Secondary Education major in English, Filipino, Araling Panlipunan, Physical Education, Bachelor of Science in Criminology. Located in the municipality of Tagoloan on the island of Mindanao, Misamis Oriental province, TCC benefits from a strategic location approximately 19 kilometers east of Cagayan de Oro, the provincial capital. Tagoloan sits 13.7 meters above sea level and covers a land area of 7,938 hectares, making up roughly 2.24% of the province's total area. This setting has enabled TCC to draw students from Tagoloan and nearby communities, facilitating access to higher education in an underserved region. The municipality of Tagoloan, home to 80,319 residents as of the 2020 census, has seen steady growth since 1903, when the population was just over 7,300. TCC has played a vital role in this development, especially after partnering with the UniFAST program in 2017 to offer free higher education. The college continues to adapt, including transitioning to online classes during the COVID-19 pandemic, ensuring it remains a pillar of accessible, quality education for the community.

Respondents of the Study

There were 100 respondents in this study who were all children of overseas Filipino workers or OFWs. Their selections came from the consideration that this study's research objectives mainly depend on their exposure to family dynamics with OFWs as parents and how the family dynamics influence their careers in particular. Tagoloan Community College was chosen because it is in a favorable location that attracts students from diverse backgrounds coming from urban and rural places. The variety is significant because it improves the generalizability of the findings for Filipino students of OFW origins.

Inclusion Criteria

The following inclusion criteria were utilized to ensure that the answers were relevant to the study objectives:

1. Children of overseas Filipino workers. A minimum requirement is that one or more respondents' parents are currently OFWs. In this way, the study sample will undoubtedly consist of children who hail from "international households".
2. Enrolled in Tagoloan Community College for the A.Y. 2024-2025. Respondents were limited to those who attended this institution during the stipulated period.
3. Officially enrolled student within the age range of 18-30 years old. This age group is most likely to have acquired distinct job ambitions and actively participate in career decision-making.

Exclusion Criteria

For this purpose, the following were the exclusion criteria that ensured that the study's focus remained on the specific target group:

1. Second-year students enrolled during the A.Y. 2024-2025 of Tagoloan Community College.
2. Children whose parents are not OFWs. Since the study aims to determine unique experiences of OFW children with OFW parents, students whose parents are not currently employed as OFWs are not included.
3. Officially enrolled students 18 and below and 30 years old and above.

Sampling Design

This study employed the total enumeration sampling technique, also known as the census method, which involves including every member of the defined population. This sampling technique was deemed most appropriate considering the study's objectives and the specific characteristics of the population covered in the study. By canvassing all individuals who meet the inclusion criteria, all children of Overseas Filipino Workers (OFWs) enrolled at the college level in Tagoloan Community College during the Academic Year 2024-2025 are included. The study ensured comprehensive data collection and eliminated potential biases associated with sample selection.

The decision to use total enumeration was practically feasible due to the relatively small and accessible size of the target population. This technique allowed the study to avoid sampling bias. It enhanced the internal validity and reliability of the findings by capturing the full range of decision-making contexts among OFW children.

Data Gathering

This study utilized a structured survey questionnaire adapted from the studies by Tolentino and Arcinas (2018) and Özlen and Arnaut (2013) to examine the factors influencing the career choices of college students from Overseas Filipino Worker (OFW) families. The study was conducted at Tagoloan Community College (TCC), a suitable site given its significant population of students from transnational family backgrounds. Permission to conduct the study was formally sought and granted by the Office of the College President, with additional coordination made with the local government unit (LGU) to ensure alignment with ethical standards and institutional protocols.

The research instrument was adapted from previously validated scales measuring two primary constructs: social capital and career decision-making. These instruments have been widely employed in related studies examining the role of familial, institutional, and community-level influences on student career outcomes. No modifications were made to the original items to preserve the reliability and validity established in earlier research. Utilizing such standardized tools ensured that findings were comparable with similar investigations and reinforced the credibility of the results.

Data was collected over four weeks during the second semester of Academic Year 2024-2025. After securing institutional approval, respondents were given an orientation detailing the study's purpose, procedures, voluntary nature, and measures to ensure anonymity and confidentiality. Respondents were informed that they can withdraw from the study at any point without penalty.

Additional precautions were taken to respect the emotional vulnerability of students from OFW households. Informed consent was obtained from all respondents, and data privacy protocols were strictly observed in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). Personal identifiers were excluded, and responses were

coded for confidentiality. Furthermore, emotional support and referral options were made available should any respondents experience distress while reflecting on personal or family-related topics.

Survey questionnaires were administered in person and online using Google Forms to ensure response rates and allow real-time clarification of concerns. A follow-up semi-structured interview with a randomly selected subset of respondents was also performed to validate survey responses and enrich the quantitative data with qualitative insights.

Research Instrument

This study utilized a survey questionnaire to collect data on the factors of social capital on Overseas Filipino Workers (OFWs) college students' career decisions. The questionnaire was organized into four parts, each targeting specific aspects of the respondents' backgrounds and influences on career choices. The researcher utilized an adapted questionnaire from Ozlen and Arnaut (2013).

Part I of the questionnaire is designed to gather demographic information, including age, sex, academic standing, and family background, to provide a clear profile of the respondents and contextualize the data.

Part II assesses respondents' social capital within three key domains: family, school, and community. This section is adapted from the instrument used in the study by Tolentino and Arcinas (2018), that explored how relationships and networks in these areas contribute to social capital. Questions in this section aim to measure the strength, support, and resources available to respondents through these social connections, examining their potential impact on career development and decision-making.

Part III addresses the factors influencing respondents' career choices. This section covers six major factors: (1) family environment, examining how familial expectations, support, and values impact career choices; (2) school environment, which includes influences from academic experiences and relationships with educators and mentors; (3) sources of information, evaluating the role of media, peers, and technology in providing career-related information; (4) technological environment, assessing how technology shapes respondents' career perspectives and access to career opportunities; (5) career aspirations, exploring respondents' personal goals

Moreover, motivations, and (6) overall influences on career decisions, identifying specific factors that have guided or impacted their choice of career path.

Part IV includes an open-ended question designed to validate further and enrich the responses gathered in the previous sections. This question will invite respondents to elaborate on their course or career decision-making processes, allowing them to share insights, motivations, or additional factors influencing their choices in their own words. The responses in this section will add depth and nuance to the quantitative findings.

This questionnaire format ensures a comprehensive understanding of the social capital and career decision-making influences for respondents with OFW parents, combining both structured responses and personal insights.

Scoring Procedure

The respondents were asked to answer by selecting the corresponding rate/scale in every area indicated in the questionnaire. The table shows the corresponding scale used and the manner of interpretation.

Table 1

Scoring for Social Capital

Range	Interpretation	Qualifying Description
2.34 - 3.00	High	A high level of social capital indicates that OFW children perceive strong support, trust, and engagement within their family, school, or community.
1.67 - 2.33	Moderate	A moderate level of social capital, indicating that OFW children perceive a reasonable degree of support, trust, and engagement within their family, school, or community.
1.00 - 1.66	Low	A low social capital level indicates that OFW children perceive limited support, trust, and engagement within their family, school, or community.

Table 2

Scoring for Career Decision

Range	Interpretation	Qualifying Description
4.50 - 5.00	Strongly Agree	Very High influence on career decisions
3.50 - 4.49	Somewhat Agree	High influence on career decisions
2.50 - 3.49	Neutral	Moderate influence on career decisions
1.50 - 2.49	Somewhat Agree	Low influence on career decisions
1.00 - 1.49	Strongly Disagree	Very Low influence on career decisions

Treatment of Data

The results underwent several analyses to determine numerical significance. Numerical data and percentages were applied in this study to analyze the demographics of the college students whose parents work abroad. The weighted mean was used to determine the level of social capital these students possess and how it affects their choice of careers. Finally, Spearman's rho was used to establish a significant relationship between social capital and how it is manifested in the job preferences of students with OFW backgrounds.

Data Analysis

The data of this research was ordinal; thus, the gathering involved using Likert scales. Spearman's rho was used for correlational analysis. Likert scales essentially create intrinsically ordinal data as they tend to rate the respondents' perspectives regarding social capital and those issues, such as areas involving the family, school, community, and things in deciding the occupation. While the distances between each rank of the strongly agree, agree, neutral, disagree, and strongly disagree responses are not equal or measurable, interval or ratio data do not describe them. As a non-parametric test, Spearman's rho is ideal for determining the correlation between ordinal variables such as those measured by Likert-type scales. Not being concerned with the assumption of equal intervals between responses, Spearman's rho measures the direction and strength of a monotonic relationship, that is, whether an increase in one variable, say perceived family support, is associated with either a rise or fall in the other variable, such as confidence in career decision-making. Also, since Spearman's rho does not depend on the normality of the data, it is appropriate for this study. Even though Likert-scale data often skew or are non-normally distributed, Spearman's rho allows the examination of the relationship between variables with more precision and consistency. This makes it more appropriate than other correlation methods, such as Pearson's correlation, which is based on interval-level data and regularly distributed variables.

Spearman's rho is utilized to examine closely the relationship between social capital and support from family, school, and the community, thereby understanding how these factors affect the children of OFWs.

Ethical Consideration

To safeguard all respondents' safety, dignity, and well-being, the study adhered to the ethical guidelines established by the Research Ethics Committee of Bukidnon State University. It complied with the standards set forth by an accredited Institutional Review Board (IRB). Ethical clearance was obtained prior to the commencement of any data collection procedures.

All respondents were required to sign an informed consent form (ICF) after receiving a comprehensive briefing on the study's objectives, procedures, potential risks and benefits, privacy protections, and their rights as participants. The informed consent form explicitly outlined the voluntary nature of participation, the right to withdraw from the study without penalty, and the assurance of confidentiality. Prior to survey administration, an orientation session was conducted to offer clarification and address any concerns raised by potential respondents. Participants were reminded to skip any questions that caused discomfort and that emotional support services were available should any distress arise during their participation. Furthermore, the informed consent form will include a statement advising participants that questions, particularly open-ended inquiries regarding family separation and financial difficulties, may trigger emotional discomfort.

Given that the study involves young adults who are children of Overseas Filipino Workers (OFWs) – a potentially emotionally sensitive and vulnerable group – additional safeguards were implemented. These include the availability of psychological first aid during the session, the option for respondents to take breaks or discontinue participation as needed, and clear warnings before any emotionally sensitive questions. Information on mental health and counseling resources, available on campus and within the local community, was shared with all respondents.

No personally identifiable information was collected during the study to uphold the confidentiality and privacy of all respondents. Survey responses were anonymized, and control numbers assigned to each participant were generated as coded pseudonyms or randomly assigned to ensure anonymity throughout the data collection process.

This information is securely stored on an encrypted, password-protected digital platform with access strictly limited to the researcher. Upon completion of data analysis, all raw data were securely destroyed.

Respondents were selected through voluntary sign-up from Tagoloan Community College, with announcements made during general assemblies and classroom visits and coordinated communication via the Office of Student Affairs. Students were informed that participation was entirely voluntary and were only invited to participate if they are identified as children of OFWs. Eligible students who participated were asked to sign the informed consent form. There was no coercion in the recruitment process, and students were assured that their decision to participate would not affect their academic standing or institutional benefits in any way.

While the study carries minimal physical risk, it is acknowledged that specific topics—such as family separation, financial pressures, and career uncertainty—may induce emotional distress. These risks were mitigated by offering emotional support, ensuring participants understand their right to withdraw at any time, and using non-invasive language in the survey and interviews. Participants can disengage from any portion of the study if they feel uncomfortable.

Although respondents do not receive direct material compensation for their participation, they were given modest non-monetary tokens of appreciation (e.g., snacks, academic giveaways such as school supplies) as a gesture of gratitude for their time and effort. These tokens were of nominal value and did not constitute undue influence or coercion.

No conflict of interest—financial, professional, or personal—could have influenced the design, execution, or outcomes of this study. The principal investigator affirms that the research is being conducted solely under the auspices of Tagoloan Community College, with no external collaborative partnerships or institutional affiliations involved.

Finally, the study adhered to the core ethical principles of respect for persons, beneficence, and justice, ensuring that the autonomy, rights, and welfare of all respondents are respected and protected throughout the research.

IV. Results and Discussions

This chapter summarizes, analyzes, and evaluates the data collected from the respondents of the study. This study employed a descriptive-correlation research design. The findings were presented based on the order of presentation in the problem statement. These were (1) demographic profile of OFW college students considering age, sex, and civil status; (2) level of college students with OFW parents social capital in terms of family, school, and community; (3) level of extent of influence on career decisions of the respondents in terms of family environment, school environment, information collection, technological environment, career, and other factors on career choice; and (4) significant relationship between social capital and influence on career decisions among OFW college students.

Statement of the Problem 1. What is the demographic profile of OFW college students considering age, sex, and civil status?

Table 3 presents the demographic distribution of college students with OFW parents based on age, sex, and civil status. Respondents were grouped into three categories, namely 20 years old and below, 21 to 25 years old, and 26 years old and above. As shown in Table 3, the majority or 62% (62) of the respondents fall within the 21–25 age bracket, indicating that most OFW college students are within the traditional college age range (Battistella & Liao, 2013; Philippine Statistics Authority, 2023). A smaller portion of 29% or 29 respondents were 20 or younger, likely representing early college entrants (Mediran, 2021).

Table 3

Distribution of the Respondents by Age, Sex, and Civil Status

Profile	Frequency	Percent
Age		
20 and below	29	29.0
21-25 years old	62	62.0
26 years old and above	9	9.0
Sex		
Male	49	49.0
Female	51	51.0
Civil status		
Single	94	94.0
Married	6	6.0

Meanwhile, there were only 9% or 9 respondents aged 26 and above, suggesting that fewer older individuals pursue or continue college education, while parents are Overseas Filipino Workers (International Labour Organization, 2011). According to Aquino (2019), the age distribution highlights the concentration of OFW college students in the typical collegiate years, with limited representation from mature or non-traditional students.

The age distribution of OFW college students implies that most are pursuing higher education at a conventional age of 21–25 years, suggesting an academic progression despite the unique socio-economic circumstances linked to having OFW family parents supporting the study of Mediran (2021). This reflects the support provided by OFW parents or guardians in ensuring timely educational attainment (Aquino, 2019). On the other hand, the smaller proportion of respondents aged 26 and above may indicate that fewer older individuals return to or continue college education, possibly due to financial responsibilities, career commitments, and delayed opportunities (International Labour Organization, 2011). Conversely, the 29% of respondents aged 20 and below suggest that a considerable number are starting college early or on time, showing a strong emphasis on education in OFW households (Mediran, 2021).

It can be noted that the sex distribution among college students with OFW parents was nearly equal. This suggests that both male and female children of OFWs have relatively equal access to higher education opportunities, reflecting sex inclusivity in terms of educational support from OFW parents. This implies minimal disparity in the prioritization of educational investment, highlighting a progressive outlook in OFW households regarding opportunities. The data revealed that children of OFWs are equally likely to pursue college education, reflecting equitable support regardless of sex, suggesting prioritizing education and supporting the notion of sex inclusivity in educational access and opportunity.

The demographic profile contextualized the social and economic background of college students with OFW parents as part of an OFW household. This could highlight the influence of civil status on financial responsibilities and support system. It is evident in Table 3 that 6 are married, indicating that college students with OFW parents were likely in the earlier stages of adulthood, still primarily focused on their education and career development, collaborating with Gaspan's and Sasot's (2024). Meanwhile, a high percentage of the respondents were single, suggesting limited domestic obligations, giving more flexibility and time for academic pursuits compared to married college students with OFW parents. This also implies that most of the respondents are not yet burdened with the dual responsibilities of family life and academic obligations. Consequently, being single may provide them with more opportunities to explore extracurricular activities and participate in institutional programs that support their educational and psychosocial well-being.

Statement of the Problem 2.What is the level of OFW college students' social capital in terms of family, school, and community?

Table 4

Level of OFW College Students' Social Capital According to Family, School, and Community

Social Capital		Mean	SD	Interpretation
Family				
1. I have a positive and respectful relationship with my parents.	2.71	0.56	High	
2. We share similar values and beliefs about family, relationships, and life in general	2.46	0.61	Moderate	
3. My family members provide me with emotional support and encouragement.	2.45	0.66	Moderate	
School				
1. I trust that the school will maintain a safe and positive learning environment.	2.73	0.47	High	
2. The school promotes positive values and behaviors.	2.66	0.50	High	
3. The school encourages students to participate in extracurricular activities and clubs.	2.59	0.51	High	
Community				
1. I feel safe and secure in my neighborhood.	2.21	0.57	Moderate	
2. I have regular contact with my neighbors (e.g., chatting, visiting, helping each other).	2.04	0.70	Moderate	
3. I participate in community activities and events.	2.01	0.73	Moderate	
Overall Mean		2.09	0.67	Moderate

In terms of family, the overall mean score falls under the "High" category based on the interpretation scale. This indicates that OFW college students generally perceive a strong sense of support and connection within their families, even without a parent, due to overseas employment. This confirmed the study of Cruz and Ramos (2023) that highlighted family network support in making a well-informed decision. This means that the connections play a part in enabling family members to make well-informed choices in areas like education and career paths. Notably, "I have a positive and respectful relationship with my parents" received the highest rating, suggesting that parental relationships remain intact and meaningful despite physical distance. However, emotional support and shared values received only moderate ratings indicating that while respect is present, deeper forms of emotional connection and shared outlooks may be more limited. This could imply that the physical absence of a parent could create a gap that could alter

traditional family dynamics, leaving children to seek an alternative source of support. The absence prompts one to lean on other family members, friends, and school networks for guidance and encouragement.

When asked about their relationship with their parents, many OFW college students expressed that despite physical distance, communication remains open and respectful. Some students mentioned frequent video calls or messages that help maintain a strong parent-child bond. In contrast, others acknowledged that although respect exists, emotional distance sometimes makes the relationship feel less personal (Gaspan&Sasot, 2024).

Regarding shared values and beliefs, the respondents described their upbringing as rooted in strong family principles, but differences have emerged as they grow and develop their own views especially when exposed to diverse perspectives in career decisions. Some students find alignment with their parents' values while others experience difference, reflecting the complex dynamics reported in families with OFW parents (Gaspan&Sasot, 2024; Mania et al., 2024). When asked about emotional support, some students felt consistently encouraged by family members, especially siblings or the parent who remains at home. Conversely, others indicated that emotional expression is rare in their household, even though love and care are implied. This is consistent with the findings of Gaspan and Sasot (2024) that emotional support in OFW families can be inconsistent, with some children feeling detached or struggling with emotional expression despite strong familial bonds.

Regarding the school domain, the findings indicate an overall high level of social capital. All three indicators, namely promotion of positive values, trust in a safe learning environment, and encouragement of extracurricular participation, received high mean scores, reflecting schools' significant role in providing a stable and supportive environment for OFW students. The highest rating was for trust in the school's environment, which may contribute positively to students' academic motivation and emotional well-being. "This suggests that schools may compensate for gaps in familial presence through structured guidance and involvement (Putnam, 2000)". These results are consistent with the literature, which highlights that social capital in educational settings is closely linked to trust, supportive relationships, and the promotion of positive values.

Students often express trust in their schools as safe and supportive environments. Many appreciated the efforts made by teachers. Some highlighted how approachable the teachers are in giving support when needed, providing both academic and personal support further strengthening students' social capital within the school domain supporting Pianta's, Hamre's & Allen's (2012) study. In terms of values, students mentioned that their school promotes responsibility, respect, and integrity through regular activities such as seminars, programs, and classroom discussions.

Students expressed a strong sense of trust in their schools, viewing them as safe and supportive environments where their well-being is prioritized. This trust is not only reflected in their general feelings of safety but also in their positive perceptions of their relationships with teachers. Many students appreciated the consistent efforts made by teachers and administrators to create an inclusive and nurturing atmosphere. Some students highlighted how approachable and responsive their teachers are particularly when academic or personal support is needed.

In contrast, community-based social capital was rated moderate. Students reported lower levels of interaction with neighbors, feelings of safety, and participation in community activities. These findings suggest that the broader community plays a relatively limited role in the social support system of students with OFW parents. This correlates to the study of Espero (2021), which concludes that career decisions are shaped by something deeper than typical influences like family, friends, and personal preferences. The moderate ratings could stem from limited opportunities for engagement, lack of inclusive programs, or possibly the transitory nature of modern neighborhood relationships (Tolentino & Arcinas, 2018). The results suggest that while schools and families serve as key pillars of social capital, the community domain is underutilized or undervalued in supporting OFW students. Despite physical separation from OFW parents, students maintain strong family ties, which may be facilitated through digital communication and extended family support. The school environment emerges as a vital compensatory space offering education and emotional and social scaffolding that strengthens the study of Tolentino and Arcinas (2018).

Efforts to revitalize community involvement, such as youth leadership programs, barangay-led student outreach, and localized career support networks, may help bridge this gap and strengthen social capital for OFW students (Serrano, 2017). Enhancing community-level social capital while strengthening the already positive contributions of families and schools could offer a more holistic support system for OFW college students. Interventions that foster greater integration across these domains can promote informed career decisions and broader personal development.

Statement of the Problem 3. What is the level of extent of influence on career decisions of the respondent's according to family environment, school environment, information collection, technological environment, career, and other factors on career choice?

Table 5

LevelofExtentofInfluenceonCareerDecisionsoftheRespondentsAccording to Family Environment

Career Decision	Mean	SD	Interpretation	Qualifying Description
Family Environment				

1. My parents are involved in my education and career.	4.18	0.94	Somewhat Agree	High influence on career decisions
2. My parents had a lot of influence on my education and career choices.	4.03	1.01	Somewhat Agree	High influence on career decisions
3. My parents' income is good enough to support my career development.	3.88	1.11	Somewhat Agree	High influence on career decisions
4. There is a supportive learning environment at home.	3.82	0.90	Somewhat Agree	High influence on career decisions
Overall Mean	3.98	0.99	Somewhat Agree	High influence on career decisions

Table 5 presents the respondents' perceived extent of influence on their career decisions according to family environment. The data shows that both environments have a considerable impact, with mean scores falling within the "Somewhat Agree" range based on the provided interpretation scale.

For the family environment, the overall mean score indicate that OFW college students generally acknowledge a moderate to high level of familial influence on their career decisions. The item "My parents are involved in my education and career" had the highest mean, suggesting that despite the physical absence of an OFW parent, students still perceive a significant level of parental involvement. Similarly, students agreed that their parents had influence over their educational and career choices, and that the financial support provided by their parents was adequate for their career development. These findings concur Pascual's (2023) claim that continued emotional, aspirational, and material investment of OFW parents in their children's futures, reinforcing the idea that migration does not necessarily weaken parental influence but rather transforms it through other forms of support, such as remittances and digital communication. As such, these qualities can inspire children to work hard and pursue careers that allow them to support themselves.

Students generally indicated parental involvement in their educational and career choices, and this influence manifested in various ways. For many, parents played a direct and active role in guiding them toward their current course. These students often describe their parents as deeply engaged by helping them explore potential career paths and advising them on course selections that align with their strengths and the realities of the job opportunities. This implied that OFW college students do not make decisions alone but in partnership with their parents whose perspectives they respected and trusted.

Others indicated that while their parents provided advice and support, the final decision ultimately rested with them. These students appreciated the guidance but emphasized autonomy in their decision-making. This implied that a moderate level of influence where the parental role is supportive rather than directive.

For some students, choosing a path that was not only aligned with their interests but also financially feasible was important. OFW parents in this case might not have been as involved in academic discussions but provided the financial foundation that allowed students to consider. Parreñas (2005) states that this implied a practical kind of support that focuses on feasibility and sustainability but was still seen as influential in shaping career aspirations among the college students with OFW parents.

Furthermore, this suggests that parents play a multifaceted role in their children's career decisions, influencing them through emotional support, practical advice, and financial capability. Whether their influence is strong, moderate, or mostly financial, the consistent theme across all responses agrees with Pascual (2023) and Asis (2006) that parental involvement remains a crucial factor in shaping the academic and career decisions of students.

Table 6

Level of Extent of Influence on Career Decisions of the Respondents According to School Environment

Career Decision	Mean	SD	Interpretation	Qualifying Description
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School Environment

1. There are special programs for career development at my school.	4.02	0.89	Somewhat Agree	High influence on career decisions
2. My school organized a career interview that helped with my career choice.	3.89	0.94	Somewhat Agree	High influence on career decisions
3. Most of my teachers are interested in my education development.	3.88	0.90	Somewhat Agree	High influence on career decisions
4. I had a career adviser who helped me with my career and education choices.	3.68	1.12	Somewhat Agree	High influence on career decisions
Overall Mean	3.92	0.96	Somewhat Agree	High influence on career decisions

In the school environment, respondents also indicated a strong level of influence. The highest rated item was "My school developed career plans for students", suggesting that structured career planning programs are both present and effective in shaping student decisions. Other items, such as the presence of special career development programs and teacher engagement also support the finding that schools are proactive in guiding students toward making informed career choices. Notably, the item "I had a career adviser who helped me with my career and education choices" received the lowest mean, indicating that not all students may have access to individualized career counseling, which could be an area for development.

These findings suggest that both the family and school environments are critical sources of guidance and support for college students with OFW parents as they navigate their career decisions. The fact that students "somewhat agree" across all items implies a generally positive perception but also highlights areas where influence could be further strengthened.

From the family perspective, the sustained influence of OFW parents through financial support and consistent involvement in their children's educational journey demonstrates that overseas employment does not necessarily diminish familial impact. This affirms the earlier study of Parreñas (2005) emphasizing the importance of transnational parenting and the non-material contributions of migrant parents to their children's development.

On the other hand, the school environment appears to be a vital institutional force especially in providing structured guidance and opportunities for students to explore and refine their career paths. However, the relatively lower rating for career advisers suggests "that personalized counseling services may be underutilized or inconsistently accessed which could limit the effectiveness of otherwise strong institutional support (Gonzalez & Datu, 2020; Pascual, 2023)". Expanding access to one-on-one career advising may further enhance the role of schools in shaping student outcomes.

Both family and school environments are positively influencing OFW students' career decision-making with potential for greater impact through deeper engagement and expanded individualized support. "Strengthening these two domains in a coordinated manner particularly through community-based parent-school collaborations could provide more holistic and consistent guidance for students as they plan their futures (Pascual, 2023)".

Table 7 outlines the extent to which information collection and the technological environment influence the career decisions of OFW college students. The findings reveal a mixed level of influence across these two domains.

Table 7

Level of Extent of Influence on Career Decisions of the Respondents According to Information Collection

Career Decision	Mean	SD	Interpretation	Qualifying Description
Information Collection				
1. I talk to others to obtain information for easier decision-making.	3.78	1.09	Somewhat Agree	High influence on career decision

2. I consider other people's opinion and constructive criticism.	3.59	1.19	Somewhat Agree	High influence on career decision
3. My friends influenced my school choices.	3.18	1.30	Neutral	Moderate influence on career decision
4. I visited many sites (blogs, forums, etc.) before choosing my university.	3.18	1.18	Neutral	Moderate influence on career decision
Overall Mean	3.43	1.19	Neutral	Moderate influence on career decision

In terms of information collection, the overall mean falls within the "Neutral" category, though close to the threshold for "Somewhat Agree." This suggests that while some students actively seek out information and engage in discussions that support their decision-making, others may be more passive or less reliant on peer and external input. The highest-rated item was "I talk to others to obtain information for easier decision-making", followed by "I consider other people's opinions and constructive criticism", both indicating a moderate level of social and interpersonal engagement in the career planning process.

However, the lower mean scores for peer influence and online research highlight a less consistent use of informal networks or digital content like blogs and forums when making critical decisions. This confirms the study of Zhou et al. (2024), which found that "access to information enables students to assess their career possibilities with a comprehensive grasp of the risks and rewards associated with different options. Data gathered from online resources, community mentors, and educational materials aids students in forming a comprehensive view of their career prospects".

Table 8 showed a considerably higher level of influence in terms of technological environment, with an overall mean categorized as "Somewhat Agree". This result underscores the significant role that digital tools and platforms play in shaping student career awareness and planning.

Table 8

Level of Extent of Influence on Career Decisions of the Respondents According to Technological Environment

Career Decision	Mean	SD	Interpretation	Qualifying Description
Technological Environment				
1. I regularly use technology to communicate with my teachers and peers.	4.31	0.80	Somewhat Agree	High influence on career decision
2. I believe that technology provides crucial career development opportunities.	4.26	0.76	Somewhat Agree	High influence on career decision
3. My instructors use technology to enhance our understanding.	4.22	0.85	Somewhat Agree	High influence on career decision
4. University staff provide important career and education information for us through the university network.	3.99	0.85	Somewhat Agree	High influence on career decision
Overall Mean	4.20	0.81	Somewhat Agree	High influence on career decision

The highest-rated item was "I regularly use technology to communicate with my teachers and peers" emphasizing the central role of communication technologies such as messaging apps, email, or learning management systems in the students' academic and planning activities. Other items such as "I believe that technology provides crucial career development opportunities" and "My instructors use technology to enhance our understanding", further affirm that technology is not only a communication medium but also an active driver of educational content and career guidance.

These findings point to a growing reliance on the technological environment over traditional or peer-based information sources in influencing career decisions. "The higher reliance on structured and school-provided technologies implies that students are more likely to engage with digital content when it is formally integrated into their academic experience rather than sought independently (Selwyn, 2016)".

Furthermore, the strong agreement in the technological environment domain highlights an opportunity for institutions to capitalize on digital channels such as online career portals, webinars, and virtual advising to further

support students in career exploration. While college students with OFW parents moderately engage in information gathering, "they are more heavily influenced by structured technology-based environments facilitated by schools. This calls for enhanced digital career guidance initiatives and training programs that encourage students to be more proactive in seeking and evaluating independent career information online (Pascual, 2023; Lee, 2020)".

Table 9 presents the extent to which personal career awareness and external influencing factors impact the career decisions of OFW college students. The results demonstrate that students show a substantial degree of self-awareness and intentionality in their career planning, while the influence of external factors is perceived more moderately.

Table 9

Level of Extent of Influence on Career Decisions of the Respondents According to Career

Career Decision	Mean	SD	Interpretation	Qualifying Description
Career				
1. I always knew what I wanted to do in the future.	4.08	1.06	Somewhat Agree	High influence on career decisions
2. I am aware of my abilities and responsibilities.	4.43	0.79	Somewhat Agree	High influence on career decisions
3. I can assess my career alternatives.	4.05	0.86	Somewhat Agree	High influence on career decisions
4. I can compare my abilities and possibilities with my career alternatives.	4.00	0.80	Somewhat Agree	High influence on career decisions
5. I explored all my career alternatives in detail.	3.76	0.99	Somewhat Agree	High influence on career decisions
6. I chose my career path after I analyzed all the possibilities	4.12	0.84	Somewhat Agree	High influence on career decisions
Overall Mean	4.07	0.89	Somewhat Agree	High influence on career decisions

For the career domain, the overall mean falls within the "Somewhat Agree" category, indicating that students perceive themselves as actively involved and confident in their career decision-making processes. The highest-rated item was "I am aware of my abilities and responsibilities" suggesting high self-awareness and maturity in evaluating career options. Other items, such as "I chose my career path after I analyzed all the possibilities" and "I always knew what I wanted to do in the future", reflect a proactive approach to career planning. These findings suggest that students with OFW parents "are not passively drifting into career paths; they are engaged in self-evaluation, comparison, and planning, which are essential components of career readiness (Super, 1990)".

In the context of career decision-making among college students with OFW parents, the process varies significantly depending on their clarity regarding their goals and their self-awareness. The data reveals several patterns in how the students navigate their career paths.

For some students, the decision to pursue their current course was straightforward. This includes having a clear sense of direction and knowing what they want to do. It was indicated that the students had strong confidence in their abilities and were aware of their strengths. These students actively explored different career options, comparing them to identify the one that best aligned with their skills. This means that their decision-making process was more direct and less uncertain, as they had a clear understanding of their desired career goals.

The findings indicated that career decision-making among college students with OFW parents is highly individualized. Some students make confident, well-informed choices based on clearly understanding their strengths. In contrast, others approach the process more uncertainly, relying on self-awareness to guide their decisions. Despite varying levels of certainty, there is a common understanding that one's strengths and carefully considering options are essential to making an informed career choice.

Table 10

Level of Extent of Influence on Career Decisions of the Respondents in Terms of Other Influencing Factors on Career Choice

Career Decision	Mean	SD	Description	Qualifying Description
Other Influencing factors				
1. Friends or family members work in a similar career.	2.99	1.27	Neutral	Moderate influence on career decision

2. The ease of the subject matter influences my career choice.	3.61	0.96	Somewhat Agree	High influence on career decisions
3. Job opportunities affect my career choice.	3.64	1.09	Somewhat Agree	High influence on career decisions
4. The availability of scholars hips affects my career choice.	3.28	1.17	Neutral	Moderate influence on career decision
5. Good prospects in obtaining a first job without experience affect my career choice.	3.62	1.05	Somewhat Agree	High influence on career decisions
Overall Mean	3.43	1.11	Neutral	Moderate influence on career decision

In table 10, other influencing factors yielded a lower overall mean categorized as "Neutral." While some factors such as "Job opportunities affect my career choice" and "The ease of subject matter for me influences my career choice" were rated slightly higher, others like having friends or family in a similar career and the availability of scholarships received more neutral responses. This suggests that while practical considerations (e.g., employment prospects) play a role, the influence of social connections or financial incentives is less consistent or substantial among the respondents. The data imply that internal factors such as self-awareness, goal setting, and the ability to evaluate options are the primary drivers of career choice among college students with OFW parents collaborating the claim of Espero (2010). This level of personal agency is noteworthy particularly in the context of students who may face unique emotional or financial challenges due to the overseas status of a parent. Their ability to reflect and plan indicates a strong foundation for career development, likely supported by structured guidance from school or personal motivation stemming from the desire to improve their socio-economic circumstances supported by Winfield (2021).

Meanwhile, the more moderate impact of external influences may indicate variability in access to resources such as scholarships or role models, or a generational shift toward more self-directed career exploration (Bui, 2023). The neutral rating for social influence (e.g., family or friends in similar careers) may also reflect the individualized approach these students are taking, aligning with broader trends of personalized career paths in a rapidly changing labor market (Kim & Lee, 2020).

The results underscore Espero's (2010) findings on fostering career self-efficacy through guidance programs that enhance students' ability to self-assess and explore alternatives thoroughly. While Winfield (2021) states that external supports like job availability and financial aid remain relevant, empowering students to take ownership of their career journeys appears to be the most effective strategy for supporting college students with OFW parents in their transition from education to employment

Statement of the Problem 4. Is there a significant relationship between social capital and influence on career decisions among OFW college students?

Table 11

Correlation Between Social Capital and Influence on Career Decisions

Independent Variable	Correlation Coefficient	p-value	Remark
Social Capital	.370	<.001	Significant

Dependent Variable: Influence on Career Decisions

Table 11 presents the correlation between social capital and the influence on career decisions among OFW college students at Tagoloan Community College. The findings revealed a correlation coefficient of 0.370, indicating a weak but positive relationship between the two variables rejecting the null hypothesis.

Based on the result, Espero (2010) suggests that as social capital increases, there is a slight tendency for students to experience a greater influence on their career decisions. The p-value of less than 0.001 indicates that the correlation is statistically significant, meaning the association is unlikely due to chance and may have real-world implications.

The results further imply that social capital, particularly from family, school, and the community, plays a measurable role in shaping the career decisions of college students with OFW parents. This highlighted the study conducted by Du (2019) on the importance of maintaining strong social networks even in families affected by migration. Likewise, this supports the study of Kozhennikov (2024), who stated that students may still draw support and guidance from extended family members, school mentors, and community leaders, all contributing to their career development.

Moreover, the school environment can play a crucial role in enhancing the effects of social capital by providing structured support such as career guidance programs, mentorship, and peer support networks. Although the influence

is modest, these efforts can help students make more informed and confident career choices. It is also important to recognize that other factors, such as personal interests, financial considerations, academic performance, or global employment trends, may strongly influence career decisions and should be considered in future research.

While social capital has a significant yet weak influence, it remains an important piece of the broader decision-making framework for OFW college students. This finding suggests the need for targeted interventions that strengthen the role of families, schools, and communities in supporting students as they navigate their career paths (Gyamati& Kyte, 2003, as cited in Marquez, 2017).

Navigating the future is not just about having a goal; it is about allowing those envisioned goals to shape present-day actions and relationships. The findings of this study suggest that individuals do not make career decisions in isolation or based solely on current circumstances; they actively project themselves into their future, and these aspirations guide how they engage with family, school, and community support. The future becomes a compass, organizing efforts in the present to align with long-term ambitions. For OFW families, where migration is often rooted in the hope of a better life, this future orientation is deeply embedded in the decision-making process. As revealed in the data, social capital supports students' needs today and helps them navigate the futures they imagine and work toward.

Reflective critique

Social Capital Theory, as conceptualized by Bourdieu (1986), Coleman (1988), and Putnam (2000), is effectively employed in the study to explore how family, school, and community networks serve as embodied, institutionalized, and objectified capital that either facilitate or constrain the career pathways of OFW children. The findings indicated strong family and school-based social capital, evidenced by high emotional support, academic guidance, and structured career development initiatives. This aligned with Bourdieu's perspective that access to social resources significantly shapes life trajectories. However, a notable gap is observed in community-based social capital, reflecting Bourdieu's assertion that access to such resources is unevenly distributed. Addressing this gap could further enhance the influence of social capital in career decision-making.

Bowen's Family Systems Theory (1978) underscores the sustained emotional and financial involvement of OFW parents as a stabilizing force in their children's educational and career planning. The theory posits that family units are interconnected systems where each member's actions and experiences influence the collective dynamic. The students' strong family ties are evident in the consistent parental involvement despite geographic separation, reinforcing the family's role as a primary support system. However, the theory's focus on family systems may overlook the broader community and institutional influences, suggesting that a more integrative approach could provide a comprehensive understanding of career decision-making processes.

Krumboltz's Social Learning Theory (1996) emphasizes that planned experiences, unplanned events, and individual interpretations shape career decisions. The study revealed that structured programs and informal experiences, such as technological engagement and peer interactions, influence OFW students' career choices. This aligned with Krumboltz's view that unexpected factors can significantly impact career trajectories. However, while the study acknowledges unplanned influences, it does not sufficiently explore how these events interact with the structured elements of social capital, presenting an opportunity for further investigation.

The integration of the study's framework with its findings revealed a coherent relationship between theory and observed outcomes, offering an understanding of how social capital shapes the career decisions of OFW children. While Bourdieu's Social Capital Theory effectively captures the interplay between family, school, and community resources, Bowen's Family Systems Theory and Krumboltz's Social Learning Theory provided additional insights into familial dynamics and the role of unplanned experiences.

Nonetheless, Bourdieu's Social Capital Theory is the most comprehensive framework for this study. It not only addresses the primary focus on social capital but also provides a vigorous foundation for examining differential access to resources and their impact on career decision-making. Future interventions could focus on bridging the identified community gap by implementing community-based career mentoring programs that enhance local networks and expand career exploration opportunities for OFW children.

Findings

This research study sought to examine the social capital of college students with OFW parents and how this social capital influences their career decision-making. The study used a descriptive-correlational research design to explore the levels of social capital and the degree of influence experienced by these students across various domains. The data were gathered through survey questionnaires administered to a sample of OFW college students, and the responses were analyzed based on four primary research questions.

The study aimed to determine the demographic profile of the respondents focusing on variables such as age, sex, civil status; the level of social capital among OFW college students specifically in terms of family, school, and community; assessed the extent to which the family environment, school environment, information collection, technological environment, career, and other factors influenced their career decisions; and explored whether a statistically significant relationship existed between the students' level of social capital and the extent to which that social capital influenced their career choices.

1. Demographically, the study revealed that the largest college students with OFW parents belong to the 21–25 age level, placing them predominantly within the Gen Z cohort. This indicates that most students with OFW parents are within the typical age range for pursuing higher education. Only a small percentage of respondents were 26 years and older, suggesting that while there are older college students, most OFW-supported individuals complete or continue college during traditional schooling years.
Sex distribution among respondents was nearly equal with more females than males. This near parity illustrates a balanced representation of male and female OFW-supported college students. Most respondents were single and enrolled in various degree programs. Many of these students were in their early to mid-college years, and the educational attainment data reinforced the notion that OFW families place high value on higher education. Regarding parents' occupations, most OFWs held land-based employment, particularly in skilled, technical, or professional sectors.
2. Regarding social capital, the study found that OFW college students exhibited a high level of family-based social capital. Respondents strongly agreed that they receive a strong sense of support and connection from their OFW parents, even if those parents are physically distant. This family support appeared to be a central pillar in the students' academic and personal development.
The level of school-related social capital was also relatively high, with many respondents reporting that they felt supported by their peers and teachers, and that the school environment was generally conducive to learning and personal growth. However, community-related social capital was rated slightly lower, suggesting that while students may have moderate ties to their local communities, these relationships were less influential than those within the family or school contexts.
3. On the influence on career decisions, the study found that the family environment had the most substantial impact. Respondents noted that their parents, particularly their OFW parents, played a key role in shaping their perceptions of suitable careers. This influence was often rooted in the parents' aspirations, advice, and the financial sacrifices made to support their education. The school environment, though secondary to family influence, was still significant. Students felt that academic guidance, subject exposure, and educator encouragement helped direct inform their career paths.
4. Finally, the statistical analysis revealed a significant relationship between social capital and influence on career decisions among college students with OFW parents. Further, a positive correlation between the level of social capital and the extent of impact on career decision-making supports that stronger family, school, and community connections help students make more informed and confident choices about their future careers. Thus, the null hypothesis is rejected.

V. Conclusions

Based on the findings, the following conclusions are drawn:

1. The demographic profile of OFW college students reflects a predominantly young, single, and gender-balanced population actively engaged in higher education. Thus, OFW families, supported by stable employment abroad, prioritize education and provide equitable support to their children's education, which indicates support in building their future career.
2. While family influence dominates, the school environment contributes meaningfully to students' career development. Teachers, peers, and academic experiences provide structure and guidance that help OFW students explore career options and cultivate confidence in their future paths. Therefore, familial support and educational resources create a strong framework that empowers students to navigate their career decisions with resilience and purpose.
3. The relatively lower levels of community-related social capital suggest that local communities may not be as actively supportive to the students' academic and career growth. Therefore, family and school had a more significant influence on their career decisions.
4. The positive correlation between social capital and career choices validates the importance of social networks in shaping informed, confident, and future-oriented decisions. There is a significant relationship between social capital and influence on career decisions among OFW college students, underscoring how connections within families, peers, and institutions can serve as vital support systems. Strengthening these support systems especially within families and schools can enhance the overall well-being and success of OFW college students. Therefore, fostering strong social networks is necessary to help students navigate academic and career challenges effectively.

Recommendations

In light of the conclusions mentioned, the following recommendations are offered:

1. Tertiary schools are encouraged to design inclusive, age-appropriate academic and career support programs. These should enhance educational engagement during the students' formative college years by offering flexible guidance services, gender-sensitive counseling, and structured career planning activities. Schools should also strengthen partnerships with OFW families to sustain parents' supportive role in their children's educational progress, even from abroad.

2. The community needs to enhance its involvement in the academic and personal development of college students with OFW parents. Collaborating on outreach programs, career talks, and volunteer opportunities may foster a stronger sense of belonging and connection.
3. To the OFW parents, sustaining their relationship with their children is recommended, as this would entail the students' success in their future careers.
4. To the future researchers, it is encouraged to explore the mixed-methods approach. The in-depth interview could provide richer insights into how prolonged separation from parents affects their motivation, mental health, and academic performance. Understanding these deeper layers will allow for more effective interventions and policy planning.

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