

RESEARCH ARTICLE

Learners with broken family orientation: Assessment on learning motivation, Confidence, And self-image

Reyshelle F. Duco¹, Louvie Ann Marie S. Torres², Jannel C. Alviola², Jason V. Chavez^{1*}, Shilwina A. Baiting³, Rogelio F. Calipay Jr.³, Fatima Nerissa J. Muktadir-Jauhari³, Aboel L. Amilasan³, Fatima Sharidzka T. Hayudini³, Salman E. Albani⁴

¹ Graduate School, Zamboanga Peninsula Polytechnic State University, Zamboanga City 7000, Philippines

² College of Education, Northwest Samar State University, Calbayog City, Samar 6710, Philippines

³ College of Business Administration, Mindanao State University-Sulu, Jolo, Sulu, 7400, Philippines

⁴ College of Education, Mindanao State University-Sulu, Jolo, Sulu, 7400, Philippines

* Corresponding author: Jason V. Chavez, jasonchavez615@gmail.com

ABSTRACT

This article assesses learners with broken family orientation on its effect on the participants' learning motivation, confidence, and self-image. The interactions and relationships within a family are of utmost importance in influencing the development and behavior of individuals and societies. Gaining insight into the ways in which family members interact and the underlying dynamics that control their relationships is crucial for fostering positive family dynamics and general well-being. Qualitative data collection was done to document the participant's motivation, self-image, and sense of self with a broken family orientation. The researchers gathered information from twenty (20) students from broken families in an undisclosed district in Zamboanga City, particularly from Labuan district through one-on-one behavioral interviews using purposive sampling. The interview assisted in evaluating the students' performance and behavior in particular contexts, both in the past and the present. There were ten (10) male participants and ten (10) female individuals. The students' identities were kept secret in order to protect both their personal information and their family background. The majority of the individuals involved are under the supervision of their grandparents and aunts; one of them revealed that the main cause of their parents' divorce was an extramarital affair. Some of them have financial difficulties, while others suffer in relationships. These affect students' confidence, motivation, and sense of self-worth, which negatively affects their academic achievement. For this reason, students who identify as coming from broken homes are periodically invited to engage in extracurricular activities offered by the school and get spiritual counseling in the guidance office. Results also showed that intimate pleasant interactions between teachers and students are beneficial for counseling students to help them restore motivation, self-worth, and confidence.

Keywords: broken families; motivation; confidence; self-image; family dynamics; family orientation

1. Introduction

The family is the most important and fragile social structure that civilization creates and maintains. Based on the social interactions within the family, which is a key primary agent of socialization and has a

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substantial impact on a child's development, the family can either support or obstruct a learner's academic growth^[1].

The traditional family consists of a father, mother, and a child or children, also known as a nuclear family^[2]. However, the term "family" can have different structures. The Filipino society regards family as the fundamental building block, and examining family dynamics provides valuable understanding of the distinctive attributes of Filipino families. In this country, the family structure is characterized by the presence of extended families. This type of family structure comprises parents, grandparents, and children.

An intact family influences a child's motivation, self-esteem, and self-assurance. First impressions have the power to last a child's entire life, in addition to parents and siblings, who have the biggest impact on their sense of self-worth and academic success^[3]. Children of divorced parents experience instability, which hinders their capacity to retain childhood concepts and may lead to negative perceptions that they may carry into adulthood. Broken households may have a negative impact on a student's academic accomplishment since, for the most part, parents are essential to a child's academic development. Students' lack of academic time is attributed to guardians or single parents^[4]. Living in a single-parent or broken household can cause stress for both the child and their guardian because of the many challenges, adversities, and most importantly, limited resources^[5].

To teach their child self-control, a parent has to be able to monitor their behavior, spot bad behavior in them, and give them the proper discipline. The hierarchy of needs theory proposed by Abraham Maslow is incorporated into this study, which examines a person's self-actualization. The most fundamental group is that of physical necessities. These include food, shelter, clothes, and education. If these needs are not addressed, students may not grow as they should and may instead get fixated on their discomfort^[6]. When a family splits up, it can be difficult for everyone to deal with the situation, but children are the ones who suffer the most and end up as victims of a shattered home. There can be many reasons to be concerned regarding the possible effects on kids' academic performance and personal life who identify as belonging to broken homes.

The interactions and relationships within a family are of utmost importance in influencing the development and behavior of individuals and the society. Gaining insight into the impact to a student's academics as a product of broken family is crucial for fostering understanding of their general well-being, and to providing solutions given their situation. The researchers are prompted to conduct a study on the broken family orientation behavior and academic performance of students in order to create an action plan to help the learners find success and overcome unpleasant experiences. The objective of this study is to determine the effect of a broken family orientation on a learner's motivation, confidence, and self-image.

2. Literature review

The fundamental social unit is the family. Over time, the family's makeup has changed often. Most Filipinos hold their families in the highest regard and believe they are the cornerstone of social life. According to sociologists, a family consists of guardians who live with their children in a committed relationship^[7]. One is said to begin equipping oneself for growth in the family, the first institution. Furthermore, Agulana^[8] noted that a child's entire growth is based on the psychological, moral, and spiritual basis that the family provides structurally, either by parts or in full.

In today's world, there are several prevalent causes of split families^[5]. There will always be misunderstandings and disagreements in a couple's lives, which can frequently result in heated arguments and fighting and ultimately lead to the couple's separation, which will have an impact on their children's

schooling. It is said that the primary cause of a fractured family, which has an impact on pupils' motivation, self-esteem, and confidence, is parent separation. Financial concerns, sexual misunderstandings, early marriage, teen pregnancy, health challenges, education, and occasionally drug and gambling addiction are among the main issues that arise in marriages^[4].

Furthermore, Digon^[9] noted that financial difficulties, a lack of communication, infidelity, and domestic abuse are among the typical reasons Filipino couples separate in his study on the effects of a broken marriage on Filipino children. According to experts, parents who stop paying attention to their kid's struggle with focus, academic difficulties, anger management, sleep disorders, and other behavioral, psychological, and spiritual issues that can impact students' motivation, self-esteem, and self-image when their parents are away^[10].

A child's drive, confidence, and self-image may be negatively impacted by a broken family for a variety of reasons, but one major reason is the parents' divorce. A broken home can have a variety of effects on a child's behavior, including how the parents and children relate to each other. If the parents do not feel emotionally connected to their children, the child may find it difficult to learn how to control his emotions and behave appropriately around other people^[11].

Whether married or not, parents have a significant role and have a significant impact on their children. Generally speaking, children from broken homes suffer greatly and sometimes for the rest of their lives. It is critical to comprehend how a child should grow and behave in order to comprehend the effects of a broken home on a child's development and conduct. There are three sorts of conduct that parents should be aware of in their children. The first is an accepted behavior; this encompasses actions like showing kindness to others, showing empathy, and paying attention to others. The second is one that is accepted even though it is not always desired. It is understood in context and, depending on the family, different sorts of conduct are accepted. It is caused by the child being sick or under stress. The third one is then one that can be put up with. It may also be detrimental to a child's physical, emotional, or social wellbeing in addition to interfering with their intellectual growth. Any form of violence, whether verbal or physical, between parents will have a significant impact on the child since it puts them under stress and may result in emotional trauma^[12].

A child's health, particularly mental and emotional health, would suffer if they lived in a home where the parents were more violent and irrational than loving and caring^[13]. Whether a student does well in their studies or not, their families have a big impact on them. Although children from broken homes face difficult challenges, the prevalent perception of these families is negative. Nevertheless, some of these pupils adopt a positive outlook, become role models, and gain resilience in the face of adversity^[14]. Obstacles that pupils from shattered homes must overcome, According to Hassan et al.^[15], a broken family can have a detrimental impact on a child's motivation, confidence, and self-image in all areas of their development. Other factors that may contribute to this include the child's age at the time of the parents' divorce, as well as their personality and the dynamics within their family.

It is sometimes thought that not having parents might be detrimental to one's self-esteem^[3]. Omoruyi^[16] pointed out that a student's home situation could have a significant impact on how well he performs in class. Broken households can have a significant negative influence on a family's internal dynamics as well as a child's motivation, self-worth, and self-image, all of which are related to academic success. Considering the importance of the family in a child's education, a family's failure to fulfill its responsibilities may impede the child's academic progress.

3. Methods

This research aimed to explore the experiences of the students from broken families and how it affects the learner's motivation, confidence, and self-image. As cited, previous studies show that behavioral problems, changes in child development and psychology, difficulties in socializing, a loss of affection from parents, and a lack of confidence are the direct effect of broken family. In this study, the respondents explored and narrated through their experiences on having a broken family setup while they are studying. These experiences covered how the breakdown of family orientation affects the mechanisms of formation or change in learners' motivation, confidence and self-image. The researcher specifically narrowed the effects to these three to clearly have focus on this research as it is also the repeated themes mentioned by the respondents during the interview.

3.1. Research design

To gather information about the participant's experiences with regard to motivation, self-image, and broken family orientation, qualitative data collection was used. The goal of naturalistic inquiry in qualitative research is to gain a comprehensive understanding of social phenomena in their natural environments. It depends on people's own experiences as meaning-makers in their daily lives and emphasizes the "why" of social phenomena rather than the "what" of them^[17]. To collect data, the researchers conducted one-on-one behavioral interviews with students to evaluate their performance and behavior in particular contexts in the past and present. In order to assess the interviewee's responses about the impact of a broken family orientation on the learners' motivation, confidence, and self-image, the interviewer asked the interviewee to give examples of how they had handled specific situations in the past and in the present^[18].

3.2. Participants

The participants in this study were selected students who are in broken family status from Labuan District, Zamboanga City. The study used a qualitative one-on-one behavioral interview as a method of investigation with twenty (20) students, composed of ten (10) male and ten (10) female as the participant that belongs to a broken family. These students were in their secondary education, aging 13 to 18 years old. Their identities were withheld to protect the student's identity as well as their family background. A set of questions was asked during the interview. The selection criteria were based on their willingness to participate and share their stories and experiences to determine the learners' broken family orientation in terms of motivation, confidence and self-image. Researchers use purposive sampling to learn a lot from a small sample and understand the subject area well enough to know which subjects are vital to the project^[19].

The sample size was determined to make sure that there would be enough data collected to appropriately answer the study questions. In order to capture a variety of experiences and viewpoints, an attempt was made to include participants from a variety of backgrounds.

3.3. Instrument

This study created a research tool to record participant replies according to the study's objectives. Relevant experiences were offered by interview questions. Interviews for this study were conducted according to established procedures. The purpose of the interview questions was to give participants the opportunity to communicate their motivation, feelings, confidence, and self-image.

Table 1. Instrument of the study.

Objectives	Interview Questions	Participants	N
Determine the effects of a broken family orientation on learner's	a. In terms of you as a student with a broken family, does it affect your learning motivation?	Students who are in a broken family	10 male

motivation, confidence, and self-image.	b. What are the effects of having a broken family in your learning confidence? c. What are the effects of having a broken family orientation in your self-image? d. Are there any effects other than learning motivation, confidence and self-image?	and 10 female
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Table 1. (Continued)

3.4. Research procedure

The experiences of the participants with regards to the learner's motivation, confidence, and self-image with broken family orientation were recorded using qualitative data collection techniques. The researchers carried out the following actions in order to collect the data: first, this study obtained a permit for data collection from the school administration prior to conducting interviews. The researcher asks the head of the school for permission to carry out the study. The researcher issued a permission with willing participation after obtaining these prerequisites. Then, the researcher personally visited the secondary schools that are part of Zamboanga City Labuan District. The main method of gathering data was conducting semi-structured one-on-one interviews with the subjects. The interviews afforded the chance to dive deeply into the personal experiences and lives of the participants. In order to record non-verbal cues and contextual information, field notes were made and the interviews were audio recorded upon the grant of permission.

3.5. Data analysis

The narratives from the interviews with students who come from broken families served as the study's main source of data. To ensure authenticity and accuracy of the narratives, the audio recordings of the one-on-one interviews were transcribed verbatim as part of the qualitative data analysis process. The individual stories of the respondents were analyzed using a narrative analysis. One kind of qualitative data analysis called story analysis concentrates on deciphering the central narratives from the individual experiences of study participants. Data is gathered and arranged using first-person accounts, enabling the researchers to comprehend the experiences of the participants. One useful method of investigation in qualitative research is narrative inquiry.

We can investigate people's lived experiences and explore subjectivity in new ways by using narrative inquiry and storytelling^[20]. Additionally, the researchers gathered data from reputable online sources such as websites and journals, books, theses, and research studies on the impact of a fractured family on students.

4. Results

Objective: Determine the effects of a broken family orientation on learner's motivation, confidence, and self-image.

4.1. Question 1. In terms of you as a student with a broken family, does it affect your motivation?

4.1.1. Increase level of stress, decrease level of motivation

Effects of having a broken family orientation on learner's motivation shows variation of answers coming from the 20 participants, while some participants reveal that they do not usually dwell on the problem at home and bring it at school. The constant worry about their parents' conflicts or the absence of one parent can lead to increased stress levels and decreased motivation to excel in school. The data collected also showed that they needed the support of their parents financially to assist them on the different school-related activities.

“My problem at home, I do not bring to school. Yes, my father told me to pursue study because since my mother chosen the man over us, I need to pursue my study”

“I feel sad.... because broken. I already think once of not continuing my studies, but I continued so that I can be again with my mother”

“Yes, because sometimes if I need something specially in school, my mother cannot support me. And sometimes if my cousins are absent, I tend to walk going to school”

4.1.2. Find solace in their studies as an escape

Ten (10) respondents state that the effects of having a broken family orientation on learner's motivation shows variation of answer coming from the participants, some participants where they reach a certain mature age shows independence in terms of being motivated in coming to school, financial instability resulting from a broken family may limit access to educational resources such as tutoring or extracurricular activities. This lack of opportunities may hinder the student's ability to reach their full potential. The data collected also showed that they needed the support of their parents financially to assist them on the different school-related activities.

“No, because I can still handle the situation, but sometimes if there are projects in school then at the same time, I do not have the money then I cannot buy the materials, if I cannot buy the materials therefore, I cannot do the project. For now, I still can handle my situation since I am still in Grade 9, but if I will proceed to College I cannot work anymore because I cannot handle anymore the time and the situation, but I will continue schooling because my aunt will support me”

“No effect in terms of school expenses because my elder sister is helping us. In terms of studies, it affects me because sometimes I lost my focused thinking of my father and mother.”

4.2. Question 2. What are the effects of a broken family on your confidence?

4.2.1. Shyness

Ten (10) respondents said that having a broken family orientation affects the learner's confidence in school especially if there are activities in school wherein the attendance of the parents is highly needed. Activities such as family day and meetings. Most of them experience shyness and a feeling of less belonging to the activities of the school.

“Yes, my stepfather is working, my mother is taking care of my siblings, she cannot stay away in taking care of youngest sibling because my sibling will cry without my mother therefore if there are meetings in school nobody can attend my school affairs”

“Yes, I'm feeling Shy every meeting they ask me where is my guardian or in meeting asking me who will be attending.”

4.2.2. Not enough

Ten (10) respondents state that having a broken family orientation affects the learner's confidence in school especially if there are activities in school wherein the attendance of the parents is highly needed. Activities such as family day and meetings. Most of them experience doubting their worth if they are not

enough to deserve having a family to attend in meetings, even excelling their grade to be acknowledged by their parents but it's all going to waste since there's no one to appreciate that.

“Yes, I lost my self-confidence, when I felt like my grandmother and auntie are not proud of me, and I asked myself, why do I have this kind of life? I felt ashamed when I saw a complete family together, especially during meeting, family day and graduation day they are together, and I only have myself or sometimes auntie”

“Yes, I lose my confidence especially if they ask me about family and I'm overthinking if I'm not enough and needed more effort to recognize my achievement and I also doubt myself if I'm capable of doing something because I have no one to share and rely on.”

4.3.Question 3. What are the effects of a broken family on your self-image?

4.3.1. Self-pity

Twenty (20) Respondents state that they have self-pity when asked about their answers due to the current situation of their family, but some are still hopeful for the reunion of their family. It also shows that one responded that it is hard to support oneself due to poor health conditions and at the same time working to support their studies.

“No, I can do it, I am 18 years old I can handle it, but if you are lazy then you cannot handle it but since I am not, I can do it. I sometime feel self-pity when I am working then it is hard, I want to sleep/rest since I have asthma but since I am working sometimes, I cannot do it”

“It also affects the way I look myself; I feel pity or less important and sometimes I feel very sad seeing a complete family together. As the eldest sister sometimes, my siblings saw a complete family together they tend to ask me “they are lucky to have a complete family together, they grew up with their mother and father, especially during Christmas, they are happy celebrating with a complete family”. I told them, “Just believed that someday we will be together with our parents”.

4.4. Question 4. Are there any effects other than learning motivation, confidence and self-image?

4.4.1. Optimism through self-support

Sixteen (16) Respondents state that they have the optimism to continue studying through self-support by working and continuing schooling, by relying on their own strengths and capabilities, they cultivate a positive mindset that fuels optimism. Some respondents also show longing for the re-connection with the other parent and the rebuilding of the family

“I can do it, I am 18 years old I can handle it, but if you are lazy then you cannot handle it but since I am not, I can do it. I want to finish studying so that I will have bright future”

“I just hope that someday my family will mend”

“I want to know my father. It is really my dream to know my father because for the past 14 years, I never had a chance to be with him”

4.4.2. Intense feeling of abandonment

Four (4) respondents said that an intense feeling of anger for the abandonment was felt. This feeling the weight of abandonment can be suffocating, leading to feelings of worthlessness the respondents completely isolated themselves in a world where they all have at the of the day are themselves.

“I lost count of how much I hope for our family to be complete even in one holiday like Christmas I lost hope on thinking that there will be a parent I can lean on and act happy on birthday.”

“I just think that I only have myself to rely on in difficult times since I don't have a family to come back a whole family I can fight for.”

5. Discussion

Objective 1. Determine the effects of a broken family orientation on learner's motivation, confidence, and self-image.

5.1. Effects on learners' motivation

The effects of learners with a broken family orientation in their learning motivation are experiencing difficulties in their financial needs, because some of them need to work to support their studies. Stressful situations can cause students to lose focus, which can lead to poor schoolwork that could negatively impact their scores. Parents' lack of support causes students to consider giving up on their education at some point in their lives. Conversely, students who still have at least one parent exhibit positive results when they continue their education, but this is only because parental involvement is crucial to students' academic success. This is consistent with Chavez^[21] stating that parental involvement in English language instruction is a great way to help kids become more literate and communicate with one another while also highlighting the importance of parental motivation and support in education.

They also used the fact that they came from a broken family as inspiration to work hard in school, improve their lot in life, and one day make their parents proud—even though they might not have a large family^[22]. However, the detrimental effects on students' motivation, confidence, and self-image included a range of outcomes. These effects were exclusive to learners with a damaged family orientation. Among these repercussions include difficulties attending school activities when parents are required to attend. Due to the fact that some of them must work in order to fund their studies, some of the students encountered financial challenges. Stressful situations can also cause students to perform poorly, which can have an impact on their marks. Students have goals for their lives, goals that are connected to academic accomplishment and stem from the desire to make their families proud of them. Even though they discovered that it was quite difficult to accomplish, they are determined to make it happen by learning and honing their skills so that their goals can be readily attained. Although they were disappointed that they did not have a whole family like some of their peers, they were determined to prove that even with such a familial situation, they could lead fulfilling lives.

Felisilda and Toreon^[1], in addition to discussing the negative effects of coming from a broken home, mentioned that some students are upset with a parent for abandoning them in favor of another person. Some children continue to hold out hope that they may one day mend their own family and are optimistic about meeting one of their parents in order to complete their sense of self. Their current circumstances serve as a

source of inspiration for them to study hard and complete their education in order to fulfill their lifelong dream of starting a large family. As a result of these struggles, they have learned how important it is to complete your education in order to have a solid career in the future. Certain studies indicate that students from a damaged family background are more vulnerable to stressful life situations^[1].

Gulan et al.^[22] found out in their research that some children irrespective of home background or structure may work hard and become successful in life. They accept and comprehend the issues that society faces, and they assume accountability for finding solutions. Thus, even though these students' problems stem from growing up in a broken home, it doesn't seem to have an impact on their academic achievement; rather, the challenges they face strengthen them as people and motivate them to work hard to fulfill their ambitions. The issue may be related to the notion that today's youth have evolved their own coping mechanisms for potential problems.

According to Mustapha and Odediran^[23] study on the impact of learner motivation and broken family orientation, this result may be explained by the idea that children and young adolescents need the love, care, and support of their parents and other significant adults in order to develop holistically. In situations when parents are expected to provide their children with a loving, caring environment throughout a crucial developmental period, this can aid to drive students in their academic pursuits as well as other activities. This theory is consistent with Chavez^[24] research, which found that parents intervene in their children's language preference because they anticipate the languages that will be most useful to them in the future.

Research has demonstrated that learners with a broken family orientation are more likely to experience stressful life events^[1]. Researchers talk about six main issues that students face, aside from the fractured family structure itself. The first is parental loss, in which the parents' resources, expertise, and knowledge are likewise lost to the kids. Second, there is the financial loss; students from single-parent households are often less well-off than those from intact homes. Third, students have increased life stress due to the numerous changes they go through, including changes in housing, schools, childcare, and living arrangements. Students frequently need to adapt to changes in their friendships and family ties. Fourth, the mental health of the parents plays a role in the poor parental adjustment that affects how well the pupils do in their families. The sixth factor mentioned is incompetent parents. According to this viewpoint, parents' ability to support their children's development has a significant role in a lot of what occurs to pupils overall. The ability of parents to raise their children after a divorce is probably going to have a big impact on their academic performance. Last but not least, students will be impacted by interparental conflict to the extent that it may have a significant negative impact on their wellbeing. Chimienti^[25] suggests that practitioners' and educators' motivation in creating interventions for adults and children with broken families may be significantly impacted by these arguments.

5.2. Effects on learners' confidence

Students from broken families have challenges that impact their behavior, sense of self-worth, and academic achievement. Self-confidence is a major component that influences how effectively or poorly students respond to the stress of separation. According to Johnson^[26], trauma experienced by students from broken homes might manifest as an inner critic who constantly undermines and minimizes one's demands or as an inner voice telling them they are not good enough.

According to Bice, Callo and Nihei^[27], students who perform poorly in school may experience low self-esteem, behavioral problems, anxiety, and adjustment difficulties. As a coping strategy, these students may turn to smoking. In addition to smoking, drinking, using illicit substances, having sex, and engaging in juvenile delinquency are among the coping mechanisms that teenagers use to potentially increase their

confidence. Doughty^[28] also mentioned that children who experience severe parental separation often engage in behaviors that could negatively impact their education, such as poor health, criminal activity, and addiction due to poverty.

According to Woosley^[29] study, a shattered family is not something that a family desired to happen. It's something that might have varied and time-dependent effects on every member of the family. Students' social interactions in schools are impacted by broken families due to their worries about their current circumstances. Because they believe they don't have enough wants to interact with their classmates, they avoid them.

Since the student's home environment has an impact on their academic success, their family should have a more socioeconomic structure. It seems to pose a serious risk to the pupils' self-assurance, emotional stability, and cerebral growth. The effects of a shattered family on society are felt by people of all ages and developmental stages^[30]. Even though the students are older, the social effects of broken households still affect them since parental separation is still a traumatic event for kids.

5.3. Effects on learners' self-image.

According to Yaswinda^[31], involving parents in the school process has a positive effect on students' self-images. It is an active process that parents initiate, particularly when they participate in school activities. Educational programs that are able to design learning activities that call for parental or family involvement will make learning activities meaningful with the help of teachers and parents who can devote their whole attention to their children's self-image development. When it comes to students' self-perception, they tend to feel sorry for themselves and their family when they are in a broken home. This theory is consistent with what Murro^[32] found. The majority of the families are low-income and have struggled to pay for the additional costs of raising their kids. Individuals who finance their own education often face difficulties in providing for themselves, particularly on days when they would like to take a break but are unable to do so due to financial obligations. Research indicates that students often experience sadness due to not having a fully functional family, unlike some of their peers. However, they also wish to demonstrate that they are capable of leading fulfilling lives even in the face of such family circumstances.

Academic development may be impeded by a student's emotional strain and low self-esteem alone. The upheaval and instability of a broken family may also have a negative impact on educational outcomes. Numerous variables, including instability in the home environment, insufficient financial resources, and irregular routines, could be the cause of this low academic success.

According to Gayatree^[33], a learner's orientation toward broken families has a variety of effects on their social relationships. Some children express their sadness through acting out, which can have an adverse effect on their self-image. Other students become confrontational or participate in bullying behavior, which can also have an adverse effect on peer relationships. Some kids can be anxious, which could make it harder for them to look for supportive social situations and participate in activities that are good for their development, like teen sports. Adolescents from dysfunctional households may grow to view relationships negatively and feel distrusted by both their parents and possible love partners. Saika^[4] mentioned that kids might struggle to focus and comprehend assignments, exhibit disruptive behavior toward teachers and peers, and generally not want to cooperate with any assignments or instructions. Peer pressure may have a harmful effect on children. Children may behave out against their biological parents, siblings, and sometimes even stepparents when they are at home. Research has shown that when stepparents are active in addition to biological parents, teenagers experience less behavioral issues. Especially having a close bond with stepfathers.

5.4. Other effects on learners with a broken family status

According to Lone^[34], the problem of broken families is a global phenomenon. It is well known to have a negative impact on children, and adolescents involved in these situations frequently experience insufficient parental love and care, which is a crucial component required for the proper upbringing of the students' motivation. Kurt^[35] provided support for the lone statement by arguing that as parents are the primary caregivers for their children's social, mental, and moral development, they should be held accountable for any behavior displayed by their children that deviates from social norms. For students to learn academic abilities that they can use in a range of contexts, they might require motivation.

It is important for understanding how a student's motivation develops within the context of their entire family in order to comprehend their social and academic performance. Furthermore, specific and general self-efficacy may expand our knowledge of how students use situations to acquire abilities and to build their motivation, self-image, and confidence^[36]. The students' deep sense of abandonment has also caused them to become quite angry. When someone feels abandoned, they go through a period of time when they feel as though they are cut off from the outside world. Feelings of loneliness might result from the crushing weight of abandonment. It's important to keep in mind, though, that even in times of abandonment, we must be able to forgive in order to have some peace of mind, hope for recovery, and a connection with people who can relate to our suffering. This theory is consistent with research by Chavez^[37], which highlighted the value of asking for forgiveness and expressing regret in order to preserve good connections with neighbors, family, friends, and relatives.

6. Conclusion

Family members have a strong interdependence and rely on each other for emotional support, financial aid, and decision-making. This is why they are sometimes referred to as "extended families." The concept of the family unit encompasses not only the nuclear family but also the extended family, which is regarded as a complete family unit. This arrangement provides a robust support structure and promotes a feeling of belonging and identity.

Gaining insight into the various forms of family dynamics prevalent in Filipino households is essential for recognizing and resolving potential concerns. For example, in the Philippines, there is an increasing prevalence of single-parent families, as well as families that include several generations, blended families, grandparent families, and childless households, among others.

The impact of a broken family on the participants' motivation, self-esteem, and confidence in learning is contingent upon a number of factors, such as the students' age at the time of their parents' divorce, the cause of their parents' separation, and the closeness of their relationship when they are all together. While there are few detrimental impacts on development on infants, early children, and adults, children and teenagers have issues with motivation, confidence, and self-image that impact their ability to learn.

The participants of this study had difficulties that had an impact on their attendance at school. They frequently skipped courses since some had to take on parental duties like caring for their younger siblings, and others worked odd jobs and farming to support their families and pay for school supplies. Some pupils had skipped class due to a variety of financial issues, such as unpaid tuition, trouble meeting criteria, and inadequate parental supervision. In addition, fractured families have been linked to school dropout rates, with some of these kids engaging in illegal economic businesses.

7. Recommendation

The Philippines' educational system needs to be made aware of the mounting worries about the impoverished conditions in which some students find themselves, as well as the problems caused by broken families, which have an impact on their academic performance. The community and schools can work together to increase understanding of the various roles that families play in a learner's development. If no one helps students from broken homes push themselves, gain confidence, and develop a positive self-image, they may remain susceptible to academic failure. Teachers, parents, and community members get together to form support groups in schools, which helps students feel more motivated, confident, and good about themselves, which in turn improves their academic performance and capacity for learning. Students from broken homes may find it easier to stay focused on their life goals if guidance counselling services emphasize the value of faith and morals, as well as encouragement.

The researcher also believe that future researchers can tap on the dynamics of this broken family, such as co-parenting. Future researchers also can dive in to the effects of having this set-up not just on learners' academic motivation, confidence, and image, as they can also explore other effects of having a broken family. It is also important to mention the demographics of the participant for future research as this might affect the impact on the participants' point of view.

Conflict of interests

The authors declare no conflict of interest.

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