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From Whole to Broken: An Analysis on the Impact of Broken Families to Students' Academic Engagement

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Abstract

This study examines the impact of broken families on the academic engagement and emotional well-being of senior high school students. Using a quantitative correlational research design, data was collected from a survey of 120 senior high school students. The results indicate that students from broken families often experience emotional, psychological, and social challenges, such as heightened stress and anxiety, leading to decreased academic

performance. Despite these challenges, self-motivation and financial support were found to play significant roles in academic engagement. To support these students, schools should implement structured counseling programs and teacher training initiatives. This study contributes to the understanding of family dynamics and academic outcomes, offering insights for educators, parents, and policymakers on effective interventions.

Keywords: Broken Families, Academic Engagement, Emotional well-being

Introduction

The structure of a family plays a crucial role in a child's overall development, including their emotional well-being and academic performance. A "broken family" refers to a family unit that has undergone disruption due to separation, divorce, or the loss of a parent. While the term may carry negative connotations, this study recognizes the complexity of family structures and their potential effects on students.

Existing research has explored the correlation between family structure and academic achievement, yet there is limited focus on how emotional and psychological factors contribute to student engagement in their studies. This study, titled "The Impact of Broken Families on Academic Engagement and Performance," aims to bridge this gap by examining the emotional, behavioral, and academic challenges faced by students from disrupted family backgrounds.

By understanding the interplay between family structure, emotional stability, and academic engagement, this study seeks to provide insights that can help educators and policymakers develop supportive interventions for affected students.

Objectives of the Study

This study aims to assess the impact of broken families on the academic engagement and emotional well-being of senior high school students in Noveleta, Cavite. It seeks to determine the emotional, psychological, and social challenges faced by students from broken families and analyze how family separation affects their academic performance and engagement. Additionally, the study aims to identify the support systems needed to help these students overcome academic and emotional challenges. Based on the findings, it will also recommend strategies for schools to provide tailored support and interventions to assist affected students in achieving better academic outcomes and overall well-being.

Methods and Materials

This study employs a quantitative correlational design to examine the relationship between family separation (broken families) and the academic engagement and emotional well-being of senior high school students in Noveleta, Cavite. A quantitative approach is used to measure and analyze the strength and direction of these relationships. As Williams (2020) suggests, this design helps determine "how much" and "to what degree" family separation influences students' emotions and academic performance.

A correlational design is appropriate for identifying positive or negative relationships between emotional challenges caused by family separation and students’ academic engagement (Thompson, 2020). This study seeks to determine how emotional struggles impact students’ involvement in their studies and overall academic success.

The study surveyed 120 senior high school students in Noveleta, Cavite, selected using purposive sampling. Participants met the following inclusion criteria:

Currently enrolled in senior high school within Noveleta, Cavite. Have experienced family separation (e.g., due to divorce, separation, or parental absence). Willing to participate in the study with informed consent. Students who did not meet these criteria or declined participation were excluded. The sample size of 120 was determined based on feasibility, ensuring a sufficient number of participants for statistical analysis.

Data Collection A structured survey questionnaire was used to collect data on: Emotional well-being (self-reported emotional challenges related to family separation). Academic

engagement (participation, motivation, and academic performance). Statistical analysis was applied to examine the relationship between these factors and assess how family separation impacts students’ academic involvement. Informed Consent: Participants (and parents/guardians, if minors) were informed about the study’s purpose, procedures, and voluntary nature before signing consent forms. Confidentiality: All responses were anonymized and securely stored to protect participant privacy. Data was used solely for research purposes. School Approval: Permission was obtained from school authorities to conduct the study within their institution.

Results and Discussion

This section of the study thoroughly discusses the acquired results from the gathered data. It is divided into a two-part analysis and discussion on correlational design, wherein the quantitative data will be collected and analyzed first, before gathering the explaining data.

Table 1: Effects on the Broken Families to Students

Questions	General Average	Rank	Interpretation
Being part of a broken family, does it affect your academic performance?	3.39	8	Sometimes
Being a student can sometimes mean being a part of a broken family. Do your parents take an interest in your academic development?	3.43	5	Often
Are your parents punctual in paying your school fees?	3.67	2	Often
Can the absence of security at home lead to poor academic performance among students?	3.42	6	Often
Are your parents providing you with sufficient support for your school needs?	3.63	3	Often
Do you excel in your school’s quiz, drama, and debate performances?	3.40	7	Often
Does coming from a broken family serve as inspiration for your future?	3.44	4	Often
Does being inspired by yourself motivate you to engage in academic activities?	3.78	1	Often
Do your parents assist you with your school assignments?	2.87	9	Often
Total Average	3.38		Often

Table 1 presents the responses of students regarding the impact of broken families on their academic performance. The highest-rated statement, “Does being inspired by yourself motivate you to engage in academic activities?” (M = 3.78), suggests that self-motivation plays a significant role in students’ engagement in schoolwork. This finding aligns with the study by Zelhendri Zen and Farida Ariani (2022), which emphasizes the importance of self-motivation in overcoming academic challenges.

Similarly, financial and parental support appear to have a notable impact. The statements “Are your parents punctual in paying your school fees?” (M = 3.67) and “Are your parents providing you with sufficient support for your school needs?” (M = 3.63) indicate that students who receive financial assistance from their parents tend to remain engaged in their studies. This finding suggests that, despite family separation, financial stability contributes positively to students’ academic success.

However, the lowest-rated item, “Do your parents assist you with your school assignments?” (M = 2.87), indicates that parental involvement in schoolwork is relatively low. This could imply that students from broken families rely more on personal effort and peer support rather than direct academic guidance from parents.

Additionally, while most students reported being motivated

by their situation, the statement “Being part of a broken family, does it affect your academic performance?” received a mean score of 3.39, suggesting that some students sometimes experience negative effects on their studies. This highlights the dual nature of the experience—while some students find motivation in their struggles, others may face difficulties that impact their academic performance.

Although the results indicate that self-motivation and financial support play key roles in students’ academic success, it is important to acknowledge potential inconsistencies. For instance, while many students reported self-motivation, the relatively lower score of 3.40 for “Do you excel in your school’s quiz, drama, and debate performances?” suggests that academic excellence is not always guaranteed despite motivation. This could mean that external factors, such as emotional distress or lack of guidance, may hinder performance.

Moreover, while financial support was ranked highly, the moderate rating of 3.42 for “Can the absence of security at home lead to poor academic performance among students?” indicates that a lack of stability at home remains a concern. This suggests that financial assistance alone may not fully compensate for the emotional and psychological effects of family separation.

Table 2: Students Academic Engagement

Question	General Average	Rank	Interpretation
Do you experience bullying because your family isn't together?	3.06	9	Sometimes
When you misbehave, do your parents discipline you?	3.54	3	Often
Under what circumstances did you choose to live alone?	3.38	6	Sometimes
Do you tend to be quiet at times?	3.69	1	Often
Do you typically interact with others without a friend's help?	3.58	2	Often
Have you ever experienced anxiety and depression?	3.52	4	Often
Does your social life suffer as a result of having a fractured family?	3.15	8	Sometimes
Do you ever feel embarrassed about what transpired with your family?	3.39	5	Sometimes
Do your peers who have entire families make you feel insecure?	3.37	7	Sometimes
Total Average	3.49		Often

Table 2 presents the students' responses regarding family-related concerns and their effects on academic engagement.

The highest-rated statement, "Do you tend to be quiet at times?" (M = 3.69), suggests that students frequently exhibit withdrawn behavior. This could indicate that they use silence as a coping mechanism in response to their family situation. According to Li and Xue (2023), emotional states significantly influence student engagement, and a lack of emotional support may lead to social withdrawal, which can affect classroom participation.

The second highest statement, "Do you generally get along with others without support from a friend?" (M = 3.58), reflects a tendency toward social independence. While this may indicate resilience, it could also suggest that students from broken families rely more on themselves due to the absence of a strong support system. Li and Xue (2023) emphasize that social connections, including friendships and teacher-student relationships, play a crucial role in fostering student engagement. A lack of these relationships could make it more challenging for students to fully participate in academic activities.

"When you misbehave, do your parents discipline you?" (M = 3.54) ranks third, suggesting that despite family separation, parental authority and discipline remain present. This indicates that some students still receive guidance and boundaries from their parents, which may contribute to their ability to stay engaged in school.

The statement "Do your peers who have intact families make you feel insecure?" (M = 3.38) suggests that students sometimes experience insecurity when comparing themselves to peers from complete families. This aligns with research by Li and Xue (2023), which highlights how family dynamics and self-perception influence academic motivation. Feelings of insecurity may impact students' confidence and engagement in school activities.

The lowest-ranked statement, "Have you experienced bullying because of your family situation?" (M = 3.06), indicates that while some students face bullying, it is a less significant concern compared to other challenges. Li and Xue (2023) argue that negative peer interactions, such as bullying, can hinder engagement, but in this case, emotional resilience and external support seem to play a more critical role in students' academic experiences.

Conclusion

This study, "From Whole to Broken: An Analysis on the Impact of Broken Families to Students' Academic Engagement." Explored the multifaceted effects of broken family dynamics on senior high school students' academic performance and engagement. Emotional and psychological problems, which are partly caused by parental conflict and

instability, increase stress and anxiety levels, which negatively impact academic performance. However, the statistics also reveal the resilience and self-motivation of these students, as evidenced by their ability to draw personal inspiration from their family situations.

Parental support was significantly related to student success; financial contributions, as well as emotional encouragement, scored positive. However, an evident gap was found in active parental involvement. This points to the requirement for focused interventions to be targeted on both emotional and academic challenges presented by these students. The study emphasizes the importance of providing tailored support for students from broken families. Schools have to contribute by setting up counseling and teacher education programs aimed at teaching the recognition and proper handling of these specific students' needs. Such nurturing support on the part of educators and policymakers helps remove barriers that otherwise come up before such students, who in turn may succeed in achieving academic excellence.

In conclusion, while broken families certainly impose on children significant unique challenges to academic engagement, they also inspire the strength and self-motivation among students. This study could be a basis for subsequent studies and interventions for promoting positive academic outcomes and well-being for students facing similar experiences.

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