

The Psychosocial Adjustments of Broken Home Children and Their Academic Performance in Selected Secondary Schools in Marawi City

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ABSTRACT

This study aimed to understand the psychosocial adjustments and academic performance of broken home children in selected secondary schools in Marawi City and the variables influencing these responses. Using a cross-sectional survey and evaluation research design with 151 respondents, data were gathered through a researcher-made questionnaire. Findings showed that respondents often adjusted emotionally (WM=3.04; SD=0.8785) and personally through prayer (WM=2.98; SD=0.9965), while social adjustments were sometimes evident (WM=2.87; SD=1.0412). Academically, respondents always showed motivation in studies (WM=3.30; SD=0.7983), often demonstrated interest in lessons (WM=3.19; SD=0.8463), attended classes regularly (WM=3.27; SD=0.9233), and 45.03% achieved satisfactory CGPA. Psychosocial adjustments were significantly related to academic performance. The study concluded that adolescents can adapt positively despite parental divorce, performing well academically when able to adjust personally, socially, and emotionally. Recommendations include continued parental support, guidance, open communication, and community involvement to help broken home children overcome challenges and succeed academically.

KEYWORDS

Broken home children; psychosocial adjustments and academic performance; parental divorce.

INTRODUCTION

Family structure plays a critical role in a child's psychosocial and academic development. Children from broken homes face emotional, personal, and social challenges that may affect their academic performance. However, having a broken home does not necessarily mean that children will take the wrong way in life. Most students who experienced broken homes keep going despite difficulties, discouragements, and disappointments encountered in life. Their high ability in terms of emotional and personal competence shows determination and perseverance to keep moving forward with the purpose of attaining their goals.

According to Linley and Joseph (2004), children in extreme and non-conducive environments can have positive development despite unpleasant experiences. Albert Ellis theorized that an individual who is emotionally healthy is the one who has learned to cope effectively with himself and his environment since the environment is in a constant state of flux and the adolescent is continuously developing and changing; psychological effectiveness or good mental health is an ongoing process and not static achievement. Mickelson (2001) added that if a person's social and personal behavior appears to be reasonably well integrated, he/she appears reasonably happy. If society approves of his/her

behavior, the means of coping with himself/herself and the environment may be more effective. Thus, he/she may be psychologically healthy or well-adjusted.

RESEARCH METHODS

This study utilized a qualitative phenomenological research design to explore the lived experiences of students from broken homes and their psychosocial adjustments in great detail. Qualitative research investigates and offers more profound understandings of real-world problems. It gathers the experiences, perspectives, and behaviors of individuals. Rather than addressing how many or how much, it addresses the hows and whys (Tenny et al., 2022).

The study involved 151 secondary school students in Marawi City who have experienced broken homes. Respondents were selected purposively to include students of both genders and different school levels.

Data were gathered using questionnaires and school records. Psychosocial adjustments were measured through emotional, personal, and social functioning domains. Academic performance was measured in terms of: Attitude towards learning; Class attendance; and Cumulative Grade Point Average (CGPA).

Quantitative data were analyzed using weighted mean, standard deviation, correlation coefficient (*r*), and t-test to determine the relationship between psychosocial adjustments and academic performance at a 0.05 significance level.

RESULTS AND DISCUSSION

Psychosocial Adjustments

Table 1. Summary of the Psychosocial Adjustments Experienced by the Respondents

Psychosocial Adjustments	Weighted Mean	SD	Descriptive Rating	Rank
Emotional	2.73	0.9183	Often true	1
Personal	2.69	0.9228	Often true	2
Social Functioning	2.40	0.9708	Sometimes true	3
Average	2.61	0.9373	Often true	

The respondents often resorted to emotional adjustment (WM=2.73; SD=0.9183), followed by personal adjustment (WM=2.69; SD=0.9228), and social adjustment (WM=2.40; SD=0.9708). This implies that most respondents adjusted more on the emotional aspect. They often tried to stay happy, hopeful, and calm despite the problems caused by their broken homes. Personal adjustment came next, where respondents coped through prayers and other personal ways of dealing with difficulties. Social adjustment was sometimes applied, such as keeping friendships, joining school activities, and maintaining connections with peers. This indicates that students from broken homes rely first on their inner strength and emotions to face challenges.

Academic Performance

Academic performance was translated as attitude towards learning, class attendance, and CGPA.

Table 2. Mean Ratings of Respondents' Attitude Towards Learning

Indicators	WM	SD	Descriptive Rating	Rank
Shows motivation in finishing studies	3.30	0.7983	Always true	1
Shows interest in lessons	3.19	0.8463	Often true	2

Tries to improve learning	3.18	0.8876	Often true	3
Wants good grades despite broken home	3.18	0.8951	Often true	4
More motivated to pursue studies	3.14	0.9304	Often true	5
Positive attitude towards studies	3.12	0.9160	Often true	6
Strives to achieve high grades	3.10	0.8909	Often true	7
Ensures broken home problems do not hamper studies	3.09	0.8940	Often true	8
Studies hard despite parental divorce	3.07	0.9499	Often true	9
Uses opportunities to learn from situations	3.04	0.9538	Often true	10
Average	3.14	0.8962	Often true	

Table 2 indicates that respondents remained motivated and interested in their studies despite their family situations. They continued to strive for good grades and tried to improve their learning. Most of them made efforts to ensure that their broken home problems did not interfere with their studies, showing determination and perseverance.

Table 3. Mean Ratings of Respondents' Class Attendance

Indicators	WM	SD	Descriptive Rating	Rank
Stays attentive and focused	3.27	0.9233	Often true	1
Considers school as second home	3.21	0.8688	Often true	2
Does not want to drop out	3.16	0.9736	Often true	3
Wants complete attendance despite parental divorce	3.14	0.9525	Often true	4
Looks forward to school	3.12	0.9376	Often true	5
Does not want to cut classes	3.04	0.9583	Often true	6
Likes to stay in class with peers	3.01	0.9164	Often true	7
Attends class to escape family problems	2.99	0.9865	Often true	8
Prefers school over home	2.87	0.9177	Often true	9
Comes to class despite family troubles	2.85	0.9638	Often true	10
Average	3.07	0.9499	Often true	

Table 3 shows that respondents regularly attended classes, stayed focused, and considered school as a safe and supportive environment. Most did not want to drop out, preferring to be at school even when facing family difficulties. This highlights the role of school as a second home that supports their academic and emotional needs.

Table 4. Frequency and Percentage Distribution of Respondents' CGPA

CGPA	Frequency	Percentage
90–100 Outstanding	7	4.64
85–89 Very Satisfactory	45	29.80
80–84 Satisfactory	68	45.03
75–79 Fairly Satisfactory	25	16.56
74 & below Did not meet expectations	6	3.97
Total	151	100

Table 4 shows that most respondents (45.03%) achieved satisfactory CGPA, while 29.80% had very satisfactory performance. Only a few scored outstanding or did not meet expectations. This suggests that, despite family difficulties, students were able to cope and maintain good academic performance. Their ability to focus and stay motivated helped them succeed.

Table 5. Relationship Between Psychosocial Adjustments and Academic Performance

Variables	r	Analysis	t- test	Interpretation
Psychosocial Adjustments ↔ Academic Performance	0.31	Low correlation	3.98	Significant

Table 5 shows a significant relationship between psychosocial adjustments and academic performance. Students who were able to adjust emotionally, personally, and socially were more likely to perform better in school. This proves that handling personal and emotional challenges positively affects academic outcomes.

The relationship shows that psychosocial adjustments were significantly related to academic performance. Students who managed social, personal, and emotional aspects of their lives were more likely to perform better academically.

CONCLUSION

Based on the findings, parental divorce can be a highly stressful process that may affect adolescents both emotionally and academically. However, the study showed that students from broken homes were able to cope with the challenges and maintain good academic performance. Their ability to adjust emotionally, personally, and socially helped them stay motivated in their studies, attend classes regularly, and achieve satisfactory grades. Seeking guidance from the Almighty, having open and positive communication with parents and peers, accepting the situation, and relying on friendships and support networks were important factors that minimized the negative psychosocial impact. The study also found a significant relationship between psychosocial adjustments and academic performance, indicating that students who were able to adjust well in their personal, social, and emotional life were more likely to perform better in school.

Although the respondents demonstrated positive adjustments, continuous support is recommended. Parents should provide attention, guidance, and emotional support, helping their children process feelings without blaming themselves or others. Communication within the family should remain open and positive, even in new family setups after separation or remarriage. Children should be encouraged to express their emotions, seek guidance when needed, and maintain strong social connections. Schools can help by understanding the specific challenges faced by children from broken homes and providing support to ensure they remain motivated and focused on their studies. Financial challenges faced by these families suggest that schools might consider lowering scholarship requirements or providing other forms of assistance. Communities can also play a role in supporting families in need. Overall, broken home children are capable of resilience and positive adjustment, and with the right support from family, school, and community, they can continue to thrive both emotionally and academically. Finally, similar studies in other settings or with different student levels, such as senior high school, are recommended to validate and expand these findings.

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