

# Non-Traditional Family Structure and Its Effect on Students' Performance in Public Secondary School

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*Abstract* — This research examined the extent of the outcomes on the developmental aspects of students from broken home families in selected schools in District II of Mahaplag, Mahaplag, Leyte for School Year 2024–2025, as perceived by teacher respondents, and served as basis for possible intervention programs. The study employed a descriptive-correlational quantitative research design. A total of 208 respondents participated, including 10 teachers, 99 students and 99 students. Among the teacher respondents, the majority were females between the ages of 31–40, with an average age of 42. Most were married, had earned units in a master's degree, and had 1–20 years of teaching experience and most of them are holding Teacher I to III positions. Most student respondents were aged 13–14, belonged to large families, and were under the care of their mother. Many of them had parents who were high school graduates and self-employed or working in low-income jobs. The study found that most students belonged to families earning below ₱10,957 monthly, and a majority were living in separated or single-parent households. Teacher respondents perceived the extent of developmental outcomes—behavioral, cognitive, social, emotional, and physical—as moderately affected by the students' broken home situations. It was concluded that the family structure significantly influences various developmental aspects of students, particularly in behavior and emotional stability. Also, among the challenges encountered by the students, the most difficult one was doing their projects because of financial constraint. Thus, it was recommended that targeted school-based support programs be implemented to help mitigate the negative effects of broken home environments on student development.

*Keywords* — *Curriculum and Instruction, Non-Traditional Family Structure, Developmental Aspects, Descriptive -Correlational Quantitative, Mahaplag, Leyte*

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## I. Introduction

This chapter introduced the study by presenting the background and rationale, highlighting the significance of the research in addressing a specific gap or issue. The review of literature includes both conceptual and research literature, providing a foundation for understanding key theories, models, and past empirical findings related to the topic. The framework of the study was established through the theoretical framework, which identifies relevant theories that support the research, and the conceptual framework, which outlines the relationships between variables. The research problem was clearly defined, guiding the direction of the study, while the null hypothesis was formulated to test for the absence of a significant effect or relationship, ensuring the study's scientific rigor.

### Literature Review

This portion encompassed the conceptual literature and research literature that we had collected and synthesized as they provided strong foundation for understanding the research problem and developing the study framework. The conceptual literature presented the definitions and theories related to broken homes and their impact on students' academic performance, emphasizing the importance of a stable family structure in child development. Meanwhile, the research literature included previous studies that examined the correlation between family structure and academic achievement, highlighting both international and local perspectives. These references served as a foundation for us in developing the study and identifying relevant details similar to the present research.

### *Conceptual Literature*

The conceptual literature provided an overview of the effects of broken home families on students' academic performance, emphasizing the role of family structure in a child's educational development. It investigated the extent of the outcome to students' various developmental aspects in life such as behavioral, cognitive, social, emotional and physical as perceived by the teacher-respondents, and evaluated the various challenges and problems encountered by the students from broken home families in their academic endeavors and achievements. This study added to the body of literature for understanding the academic struggles of students from disrupted family environments.

Family structure played a pivotal role in shaping a child's academic performance and overall development. A broken home, characterized by parental separation, divorce, or the absence of one or both parents, often disrupts the stability essential for a child's educational success. The family environment serves as the primary context for learning and socialization, providing emotional support, discipline, and academic guidance. Disruptions in this environment can lead to adverse effects on a child's academic journey.

The absence of one or both parents often result in diminished emotional support and supervision, critical components for academic achievement. Children from broken home experience feelings of neglect and insecurity, leading to decreased motivation and engagement in school activities. The lack of parental involvement can also mean fewer resources and less encouragement for educational pursuits, further hindering academic progress. Recent studies have demonstrated that children from broken homes often face challenges in maintaining focus and interest in their studies, leading to lower academic performance. Cebuano et al. (2024) found that students from broken families experience difficulties in their academic endeavors due to the emotional and psychological impacts of family separation. Similarly, research by Kumar and Lal (2024) indicates that the broken family system adversely affects children's social development, academic performance, and mental well-being.

Behavioral issues were significant concerns for children from disrupted family structures. The emotional turmoil associated with a broken home could manifest as aggression, withdrawal, or other conduct problems, disrupting learning environments and impeding academic success. These behavioral challenges not only affect the individual child's learning but also influenced classroom dynamics, impacting peers and teachers alike. A study by Eriksen et al. (2017) found that family disruption is associated with adverse effects on children's socio-emotional and behavioral development, which can hinder their academic performance.

Socioeconomic factors significantly influenced the academic outcomes of children from broken homes. Single-parent households often faced financial constraints, limiting access to educational resources such as books, tutoring, and extracurricular activities. These limitations would create disparities in learning opportunities, making it challenging for these children to compete academically with peers from intact families. Economic hardships could also lead to increased stress and reduced time for parental involvement in educational activities, further exacerbating academic difficulties. Research indicated that children from single-parent households often experience lower academic achievement due to financial constraints and limited parental involvement (Goldberg et al., 2021). Additionally, economic hardship had been linked to adverse effects on adolescent behavioral outcomes, which can impede academic success (Gard et al., 2020).

In the context of the Philippines, family structure significantly impacted children's educational attainment. Cultural expectations emphasized strong family ties and parental involvement in education; thus, disruptions in family structure could lead to pronounced effects on a child's academic journey. Studies highlighted those Filipino students from broken homes often faced emotional and psychological challenges that adversely affect their school performance. The lack of a supportive home environment, coupled with potential economic difficulties, contributed to these students' struggles in achieving academic success (Casinillo & Guarte, 2018).

Despite numerous studies examined the effects of broken homes on students' academic performance, limited research had been conducted specifically within the context in various

secondary schools at District II of Mahaplag, Leyte. Existing literature primarily focused on broader educational settings, urban schools, or national-level analyses, leaving a gap in understanding how students in the selected secondary schools experienced and coped with the challenges associated with family instability (Casinillo & Guarte, 2018; Dela Cruz & Ramos, 2020). Furthermore, most studies emphasized general academic performance without considering the unique effect to students' developmental aspects such as behavioral, cognitive, emotional, social, and physical affecting students in rural public schools.

There was also a lack of localized data on how broken homes significantly affect in those various developmental aspects on students' life, making it difficult for educators and administrators to implement targeted interventions. While previous studies suggested that parental separation or absence negatively affects academic achievement, there was insufficient empirical evidence specific to this institution to validate these findings in its unique context (Garcia & Santos, 2019). Understanding these gaps would allow for the development of school-based support programs tailored to the needs of affected students. Thus, this study was necessary to bridge the gap by providing empirical data on the effects of broken homes on students in those selected secondary schools at District II of Mahaplag, Leyte. The findings would help inform school policies, guidance programs, and community-based interventions aimed at improving the academic outcomes of students from broken families in this particular educational setting.

### ***Research Literature***

This section examined research studies on the effects of broken home families on students' academic achievement and developmental aspects, particularly in selected public secondary schools at District II Mahaplag, Leyte. This study also highlighted the challenges faced by students from disrupted family structures, including emotional distress, lack of parental support, and financial constraints. It also explored how broken homes influence student behavior, attendance, and overall school performance. Findings from previous studies provided insights into the academic struggles of students from non-intact families and served as a basis for understanding the need for targeted interventions to support affected learners.

Previous researches had consistently demonstrated that students from broken homes often experienced negative effects on their academic performance. These effects manifested through their various developmental aspects in life, including emotional distress, behavioral issues, and lack of parental support. A study by Abrantes and Casinillo (2020) investigated the impact of broken homes on students' academic performance in Baybay City Senior High School. The researchers found that students from disrupted families exhibited lower academic achievement compared to their peers from intact families. The study highlighted that emotional distress and lack of parental guidance were significant contributors to this disparity. Similarly, Akinde and Akinleke (2024) examined the effects of broken homes on students in tertiary institutions in Nigeria. Their research indicated that students from broken homes faced challenges such as

financial instability and emotional turmoil, which adversely affected their academic performance. The study emphasized the need for institutional support to mitigate these challenges.

In addition, in a comparative study by Okoye (2015) assessed the academic performance of students from broken and intact homes, the findings revealed that students from broken homes scored significantly lower in subjects like mathematics and English language. The study attributed this performance gap to the absence of a stable home environment and consistent parental involvement. Furthermore, research by Omoruyi (2015) explored the influence of broken homes on adolescents' academic performance and personality development in Lagos State. The study found that adolescents from broken homes not only had diminished academic performance but also exhibited personality development issues, including low self-esteem and increased susceptibility to peer pressure. Also, a study conducted by Adebayo (2018) focused on the comparative academic performance of students from broken and intact homes in Omuma Local Government Area. The research highlighted that student from broken homes faced challenges such as poor study habits and low self-concept, leading to lower academic achievements compared to their counterparts from intact families.

Hence, this study would not only and directly considered students' academic achievement as basis for gauging as the outcome being in a broken home family, rather taking consideration also to the various developmental aspects on students' life such as behavioral, cognitive, social, emotional, and physical and its relationship to their academic achievement. While students from broken homes often faced challenges, certain factors could positively influenced their academic achievement. External support systems, such as scholarships and mentorship programs, provided essential resources and encouragement, enabling these students to excel academically (The Guardian, 2025).

## II. Methodology

This chapter provided an overview of the research methodology used in the study. It detailed the research design, sampling techniques, data collection procedures, instrumentation, and data analysis methods. Additionally, it outlined the statistical techniques that were applied to interpret the findings and ensured the reliability and accuracy of the study's results.

### *Research Design*

For this study, a quantitative descriptive-correlational research design was utilized. Descriptive research aimed to systematically describe the characteristics, behaviors, or conditions of a particular population without manipulating variables (Creswell & Creswell, 2018). This design was suitable for understanding the demographic profile of students, teachers, and parents (Objectives 1.1, 1.2, and 1.3) as well as in assessing the extent of students' behavioral, cognitive, social, emotional, and physical development (Objective 2), the academic achievement of students in Grade 7 EnSciMa (English, Science, Mathematics) adopting DepEd's most essential learning

competencies (Objective 3), and evaluated the challenges encountered related to broken home family.

Meanwhile, correlational research examined the relationships between two or more variables to determine the strength and direction of their association (Fraenkel, Wallen, & Hyun, 2019). In this study, correlational analysis was used to identify significant relationships between the extent of the outcome to students living in broken home family such as behavioral, cognitive, social, emotional, and physical development and level of academic achievement. This method did not establish causation but provided insights into patterns and trends that may influence students' performance and well-being. Hence, by combining these two research approaches, the study provided a comprehensive understanding of how broken home family structures affect students' overall development and academic success.

### ***Population and Sampling***

The sample referred to the group of individuals selected from a larger population to participate in the study. The sample size was a critical aspect of research, as it determined the accuracy and generalizability of the findings to the broader population (Creswell & Creswell, 2018)

In this study, the target population consisted of Grade 7 students living with broken home families and their teachers, who served as key respondents in assessing the effect of broken home family to the various developmental aspects of the students such as behavioral, cognitive, social, emotional, and physical and their academic achievement. In District II Mahaplag, Leyte, two (2) secondary schools was chosen as the locale of this study: Mahaplag National High School and Polahongon National High School. The researchers conducted a presurvey on the number of students belonging to broken home family in both mentioned secondary schools. Based on the presurvey conducted, a total of 98 students in Mahaplag National High School who belonged to a broken home family while 34 students in Polahongon National High School. Thus, a total of 132 students in both schools belonged to a broken home which was also the population size (N) of this study. Meanwhile, a Slovin formula was utilized to compute for the sample of this study utilizing a margin of error (e) of 0.05.

$$\begin{aligned}
 n &= \frac{N}{1 + N e^2} \\
 &= \frac{132}{1 + 132 (0.05^2)} \\
 &= \frac{132}{1 + 132 (0.0025)} \\
 &= \frac{132}{1 + 0.33}
 \end{aligned}$$

$$n = 99$$

Therefore, this study yielded a sample of 99 student respondents. For the teacher respondents, all teachers handling English, Science, and Mathematics were included in this study. Thus, a complete enumeration was utilized for the teacher respondents. There were 10 teacher respondents in this study: 6 teachers handling EnSciMa in Mahaplag National High School while 4 teachers in Polahongon National High School. Lastly, for the parent respondents, it corresponded to the number of student respondents in both schools.

### ***Data Collection Procedures***

This study utilized a survey questionnaire as the primary data collection tool to systematically gather information from the respondents. A survey questionnaire was an effective instrument for obtaining structured responses from a large number of participants in a standardized manner, ensuring consistency, reliability, and ease of analysis (Creswell & Creswell, 2018). By using a combination of closed-ended and Likert-scale questions, the study aimed to assess the demographic characteristics of the respondents, the extent of developmental outcomes in students from broken home families, and the relationship between these outcomes and their academic achievement in English, Science, and Mathematics subjects.

The questionnaire was divided into four (4) parts to facilitate clarity and organization. Foremost, the survey questionnaire began with a direction, explaining the purpose of the study and how respondents should answer the questions. This ensured that participants understand the format and expectations, minimizing confusion. Part 1 focused on collecting the demographic profile of the respondents. It gathered essential background information from three respondent groups: teachers, students, and parents including their age, sex, educational background, and other relevant details that might influence the study's findings.

Part 2 evaluated the extent of developmental outcomes of students living in broken home families. This part provided insights into how a broken home environment influenced different developmental aspects of a student's growth and well-being such as behavioral, cognitive, social, emotional, and physical. Thus, it was subdivided into 5 sections: First section was the behavioral development that included traits like responsibility, obedience, respect for rules, and decision-making skills of the student and it comprised 10 statements. Second section was the cognitive development that involved the mental processes necessary for learning, such as critical thinking, problem-solving, memory, and decision-making and which comprised also 10 statements.

Third, the social development pertained to the students' ability to interact effectively with others, form relationships, and navigate social environments. It included communication skills, teamwork, conflict resolution, and empathy and it also consisted of 10 statements. Then fourth, emotional development which refers to a student's ability to recognize, express, and manage emotions in a healthy way. It involved self-awareness, resilience, emotional regulation, and coping strategies for handling stress and challenges. It was composed of 10 statements as well for assessment. Lastly, the physical development that consisted of the growth and changes in a students' body, including motor skills, physical health, and overall well-being. Proper nutrition, exercise, and sleep contribute to a students' ability to concentrate, stay active in school, and participate in sports or other physical activities. It was also composed of 10 statements for assessment.

Teacher-respondents assessed students' 5 developmental aspects using the following 4-point Likert scale:

Numerical Rating	Descriptive Rating
4	Always (A)
3	Frequently (F)
2	Sometimes (S)
1	Not at All (NA)

Meanwhile, Part 3 measured the academic achievement of Grade 7 students in English, Science, and Mathematics, based on DepEd's Most Essential Learning Competencies (MELCs) in

EnSciMa. Three (3) competencies from the three core subjects were evaluated. Teachers rate students' performance using the following 4-point Likert scale:

Numerical Rating	Descriptive Rating
4	Attained Mastery (Mastered the competencies)
3	Near Mastery (Mastered the competencies an acceptable level)
2	Lack Mastery (Struggled with some competencies)
1	Need Mastery (Did not demonstrate mastery of the competencies)

Part 4 ranked the challenges encountered by students from broken homes, particularly those affecting their academic, emotional, and social well-being. Students rated the extent to which they agree or disagree on the 10 statements based on their experiences using the 4-point Likert scale:

Numerical Rating	Descriptive Rating
4	Strongly Agree (completely agree with the statement)
3	Agree (mostly agree with the statement)
2	Disagree (mostly disagree with the statement)
1	Strongly Disagree (completely disagree with the statement)

### ***Data Processing and Analysis***

The data collection procedure was divided into three main phases: preliminary activity, main activity, and post activity. These activities was followed to ensure the accuracy, reliability, and validity of the data collected.

#### **Preliminary Activity**

Before conducting the actual data collection, the researchers completed the following preparatory steps. Necessary permissions and approvals were secured from relevant authorities, such as school administrators, teachers, and parents, to ensure ethical compliance and access to the target respondents. The researcher prepared a letter of consent to the Schools Division Superintendent of Leyte Division and after it was approved, another letter of consent was secured to the School Heads of Mahaplag National High School and Polahongon National High School since these were the locale of the study. Then, an informed consent was given to the respondent

groups such as the teachers, students, and parents emphasizing in the letter their voluntary participation and confidentiality.

### **Main Activity**

In this phase, the actual administration of the survey questionnaire took place. The researchers personally distributed the survey questionnaires to the teacher and student respondents in the designated school settings while for the parents, students were requested to bring the survey and let their parents answer it. Clear instructions and guidelines were provided to ensure that respondents fully understand how to answer the survey. To maintain the integrity of the responses, the researchers remained available to address any clarifications but avoids influencing the participants' answers. As needed, follow-up reminders were given to encourage timely completion of the questionnaire. The collection process was conducted in a structured manner, ensuring minimal disruption to academic activities. For students, additional ethical considerations such as anonymity and confidentiality were reinforced to create a safe space for honest responses.

### **Post Activity**

Once all responses were gathered, the researchers carefully reviewed the completed questionnaires for completeness and accuracy. Incomplete or inconsistent responses were identified, and follow-ups were conducted. The data was then organized and encoded into a statistical software program (SPSS) for analysis. Descriptive and inferential statistical techniques were applied to interpret the results based on the study's objectives. Ethical considerations were maintained throughout the process by securely storing the collected data and ensuring it was used solely for academic purposes.

### **Ethical Considerations**

Ethical considerations played a crucial role in ensuring the integrity, validity, and fairness of research involving human participants. One of the primary ethical principles was informed consent, where all of the respondents in this study: students, teachers, and parents were fully informed about the purpose, procedures, potential risks, and benefits of the study before agreeing to participate. This ensured voluntary participation and respects individuals' autonomy (Resnik, 2020). Additionally, confidentiality and anonymity was maintained to protect the respondent groups' personal information and responses. Data were securely stored, and personal identifiers were removed to prevent unauthorized access or misuse. To do this, we inputted the data in the Microsoft Excel protected with password.

Another important ethical aspect was non-maleficence, which ensured that the study did not harm participants physically, emotionally, or psychologically. We were sensitive to the experiences of students from broken home families, as discussing personal or family-related issues would evoke distress.

Moreover, objectivity and honesty in data collection, analysis, and reporting was upheld to maintain research credibility. We avoided bias, falsification, or manipulation of data, ensuring that findings accurately represented reality (Bryman, 2016). Lastly, we adhered to institutional and legal guidelines, such as obtaining ethical clearance from a research ethics board, to ensure that the study followed established ethical standards. Upholding these ethical principles fostered trust, protected all the respondent groups, and enhanced the quality of research outcomes of this study.

### III. Results and Discussion

This chapter presented a comprehensive understanding of the effects of non-traditional family structures, particularly broken home families, on the academic achievement of Grade 7 students in English, Science, and Mathematics. It investigated the relationships between the extent of developmental outcomes as perceived by teachers and student performance based on the Department of Education's Most Essential Learning Competencies. The findings were analyzed and discussed in relation to existing literature, highlighting notable patterns, differences, and significant relationships. This chapter also identified key challenges faced by students from broken home families and sets the groundwork for proposing energized learning activities that respond to the learners' academic and developmental needs.

This section presented, analyzed, and interpreted the data gathered from the questionnaires answered by respondent groups such as the teachers, students, and parents. Supported by relevant statistical treatment, the results are organized in both tabular and graphical formats. The focus was on assessing the extent of academic achievement in English, Science, and Mathematics among Grade 7 students from broken home families, as well as the developmental outcomes as perceived by teachers.

#### *Discussion*

This section presented the discussion or interpretation of the data gathered from the survey regarding the extent of the developmental outcomes and academic achievement of students from broken home families. It also highlighted the connection between the findings of this study and existing literature, providing deeper insights into the patterns, relationships, and implications revealed in the results.

**Summary of Findings.** This section contained a succinct summary of the results gathered from the survey questionnaires concerning the developmental outcomes and academic achievement of students from broken home families. It encapsulated key findings and insights drawn from the data, highlighting significant trends and patterns that emerged throughout the study.

### **1. Demographic Profile Analysis.**

The demographic profile of the respondents in this study showed a diverse representation across various categories. The respondents were teachers, students, and parents from broken home families. The data indicated variation in age, sex, marital status, educational attainment, and family income levels. Most of the teacher respondents were experienced professionals, while the students and parents came from families with varying socioeconomic backgrounds. The majority of students were from single-parent households, highlighting the significance of family structure on their academic performance and emotional well-being. This demographic data provided a foundation for understanding the influences of these characteristics on the academic achievement and developmental aspects of students in the study.

### **2. Extent of the Outcome to Student-Respondents Living in Broken Home Family as to their Five Developmental Aspects.**

The findings revealed varying degrees of developmental outcome on student-respondents living in broken home families across the five assessed aspects: behavioral, cognitive, social, emotional, and physical. Among these, the behavioral aspect received the lowest average weighted mean of 2.50, falling under the category of "Sometimes" (S). This suggested that students from broken home families occasionally exhibited challenges such as discipline issues, inconsistency in classroom behavior, and a lack of engagement, which could be associated with the instability or emotional strain from their home environments. In contrast, the cognitive (3.04), social (3.06), emotional (2.84), and physical (3.06) aspects all registered in the "Frequently" (F) category.

This indicated that despite their family circumstances, these students often maintained a functional level of performance in terms of mental processing, social interaction, emotional expression, and physical well-being. Finally, the grand mean of 2.90 for all five aspects collectively confirms that the overall outcome for these students frequently reflected the challenges and adjustments brought about by living in a broken home, yet does not fall into severe developmental delay or dysfunction.

### **3. The Academic Achievement of Grade 7 Students in EnSciMa (English, Science, Mathematics) Adopting DepEd's Most Essential Learning Competencies.**

The academic achievement of Grade 7 students in EnSciMa subjects as assessed using DepEd's Most Essential Learning Competencies (MELCs), showed an overall performance level categorized as "Near Mastery" (NM), with a grand mean of 3.02. Among the three subject areas, Science registered the highest achievement fell under the "Attained Mastery" (AM) category. This indicated that students have generally grasped the core scientific concepts and skills expected in the third quarter. The strong performance might be attributed to effective instructional strategies, engaging learning activities, or students' inherent interest in the subject matter. In Mathematics,

students scored an average weighted mean of 2.96, while English recorded the lowest mean at 2.81, both within the "Near Mastery" range.

These results suggested that while students are demonstrating a fair understanding of mathematical and language skills, there are still gaps that need to be addressed. The results point to a moderate level of achievement across the board, indicating that although students are on the right track toward mastery, additional support and reinforcement particularly in English and Math which were necessary to bridge learning gaps and help them fully meet the standards of the MELCs.

#### **4. Correlation Between the Extent of the Outcome to Students Living in Broken Home Family and Level of Academic Achievement.**

The P-values for all three subjects were less than 0.05, the null hypothesis ( $H_0$ ), which posited that there is no significant relationship, was rejected in each case. This implied that as the developmental outcomes of students from broken home families improved, there was a slight tendency for their academic performance to also improve across these core subjects. However, the correlations were not strong, indicating that while there is a statistically significant relationship, other factors might also be influencing academic performance.

This findings suggested the importance of addressing students' developmental challenges particularly emotional, behavioral, and cognitive aspects as these have measurable effects, albeit modest, on academic achievement.

#### **5. Challenges Encountered Related to Broken Home Family.**

The topmost concern reported among the challenges encountered by the students related to broken home family was financial constraint, which greatly hindered their ability to complete school projects and maintain regular attendance. This reflected the economic instability commonly experienced in single-parent households or guardian-led families, where limited income impacts access to educational resources. Another prominent challenge was difficulty in socializing, particularly during group activities. Students expressed feeling uncomfortable or inferior when interacting with peers from intact families, highlighting social isolation and low self-esteem. These feelings also extended to the classroom, where students reported a lack of confidence to participate in class discussions or share their ideas. Emotional insecurity was also evident as many respondents admitted to feeling demotivated and less cared for, especially when comparing themselves to classmates with both parents actively involved in their lives.

Furthermore, students claimed that the absence of a parent significantly influenced their academic responsibilities, such as completing assignments and performing well in exams. The lack of parental guidance and encouragement often led to poor study habits, reduced motivation, and in some cases, involvement in disciplinary acts, which further hampered their academic journey.

These results highlighted the interconnection of emotional, financial, and social factors that students from broken home families faced.

#### **IV. Conclusion**

Based on the results and findings of this study the following conclusions were made:

1. Students from broken home families faced multifaceted challenges that affect their developmental aspects and academic performance. Among the five developmental areas examined such as behavioral, cognitive, social, emotional, and physical, the behavioral aspect was the most adversely affected, with students only sometimes demonstrating appropriate behavior. In contrast, cognitive, social, emotional, and physical aspects were rated as frequently observed, suggesting that while some developmental functions remain intact, they are not fully optimized.

2. In terms of academic performance, the overall achievement level of Grade 7 students in EnSciMa (English, Science, Mathematics) based on the Most Essential Learning Competencies (MELCs) was categorized as Near Mastery, with only Science reaching Attained Mastery. This gave an implication that despite efforts to meet academic standards, most learners from broken home settings still fell short of full proficiency, especially in English and Mathematics.

3. The correlation between the developmental outcomes and academic performance indicated that students' emotional and behavioral difficulties significantly affected their classroom engagement and overall learning outcomes. Financial instability, lack of parental support, low self-esteem, and emotional insecurity were identified as major challenges that further hinder students' motivation and performance in school.

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