

Family Structure and Academic Performance: A Correlational Study Among Junior High School Students

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ABSTRACT

Family structure plays a vital role in shaping the social, emotional, and academic development of students. This study examined its impact on the academic performance and perceptions of Junior High School students at Silanga National High School, Schools Division of Catbalogan City, during the School Year 2025–2026, using a descriptive-correlational design. Findings revealed that among the profile variables, only sex and parents' occupation showed significant relationships with family structure. Parents' occupation demonstrated a moderate association, while sex showed a minimal relationship. The null hypothesis regarding the relationship between family structure and students' perceptions of parental roles, decision-making, emotional support, discipline, and family unity was rejected, indicating that students from non-intact families perceived these aspects slightly less positively; however, economic support showed no significant relationship. Conversely, the null hypothesis on academic performance was accepted, suggesting minimal to no impact of family structure. Most students came from intact families and achieved satisfactory to very good academic performance, although many experienced limited time with parents. Recommendations include strengthening parental engagement, implementing gender-sensitive programs, enhancing emotional support, providing academic interventions, offering targeted counseling, fostering school-community collaboration, and establishing recognition programs. Future research may explore additional variables, longitudinal designs, and qualitative approaches.

Keywords: Family Structure, Academic Performance, Parental Roles, Emotional Support, Student Perceptions

INTRODUCTION

Education plays a crucial role in shaping individual development and societal progress, and students' academic success is influenced by a wide range of interconnected factors, including personal characteristics, school environment, and family background. Among these, family structure has increasingly become a focus of educational and psychological inquiry as changing social conditions continue to reshape traditional family dynamics worldwide. The family serves as a primary context for children's early development, providing emotional support, behavioral guidance, and learning reinforcement that may influence educational outcomes. As family arrangements evolve due to economic pressures, migration, separation, or other social changes, educators and researchers have become more interested in understanding how these transformations affect learners' academic experiences and performance. Establishing a clear understanding of these relationships is essential for developing responsive educational interventions that address students' diverse needs.

Globally, research has shown that variations in family structure may influence students' emotional well-being, motivation, and academic engagement. Broken homes, often defined as family environments where one or both parents are absent due to separation, divorce, abandonment, or death, have been associated with challenges such as reduced supervision, emotional distress, and limited academic support. Delos Santos and Mendoza (2021) found that learners from broken homes may experience difficulties in maintaining focus and classroom participation due to emotional and psychological pressures. Similarly, Ramos (2022) emphasized that the absence of consistent parental guidance may reduce opportunities for academic monitoring and reinforcement at home, potentially affecting study habits and school engagement. These global findings highlight the importance of examining family-related variables when exploring factors that influence academic achievement.

Within the Philippine context, shifts in family structures have also been observed alongside broader socioeconomic changes. Academic performance, commonly measured through grades, standardized assessments, and other indicators of educational attainment, is widely recognized as a multifaceted construct shaped by interactions among learners, teachers, and family environments. Cruz and Dela Peña (2023) described academic achievement as the product of various influences, including learner motivation, instructional quality, and parental involvement. Likewise, Domingo (2021) emphasized that consistent parental engagement, emotional encouragement, and structured home routines contribute significantly to learners' academic success. These perspectives underscore the importance of examining how family dynamics and parental participation intersect with educational outcomes in the Philippine setting.

The legal framework of the Philippines further emphasizes the significance of family involvement in child development and education. Article XV, Section 1 of the 1987 Philippine Constitution recognizes the sanctity of family life and mandates the State to protect and strengthen the family as a basic autonomous social institution. The Family Code of the Philippines (Executive Order No. 209, s. 1987) outlines the responsibilities of parents in nurturing and guiding children toward holistic development. In addition, the Department of Education's Child Protection Policy (DepEd Order No. 40, s. 2012) highlights the importance of safe and supportive environments that promote learners' well-being and academic growth. These legal provisions reinforce the interconnected roles of families and educational institutions in supporting students' learning and emphasize the need to explore how changes in family structure may influence academic outcomes.

At the regional and local levels, emerging data from the Division of Catbalogan City reflect a growing concern regarding the increasing number of learners coming from broken homes. Consolidated records from the Division Guidance and Counselling Office indicate that approximately 18 percent of junior high school students were identified as coming from broken families during School Year 2022–2023. This figure increased to 21 percent in School Year 2023–2024 and further rose to 24 percent in School Year 2024–2025 (DepEd Catbalogan City Division, 2024). Parallel to this trend, academic performance indicators, including average final grades and completion rates, declined from an average of 84.3 percent in School Year 2022–2023 to 81.7 percent in School Year 2023–2024. While these figures do not establish causality, the pattern suggests the need for closer examination of contextual factors that may influence learners' academic outcomes.

Further supporting the relevance of this issue are observed trends related to parental involvement in school activities across the same three-year period. Records from selected schools within the Catbalogan City Division indicate a gradual decline in parental participation in key school engagements, including parent-teacher conferences, school meetings, and academic monitoring activities. For instance, attendance rates during scheduled parent-teacher conferences decreased from approximately 80 or seventy-eight percent in School Year 2022–2023 to 74 or 72 percent in School Year 2023–2024, and further declined to sixty-five percent in School Year 2024–2025 pegged at 68 or 68 percent based on school monitoring reports. Guidance and counseling records suggest that learners identified as coming from broken homes were disproportionately represented among students whose parents or guardians demonstrated lower levels of school engagement and academic monitoring.

Reduced parental attendance may limit effective communication between teachers and families regarding learners' academic progress, behavioral development, and intervention needs. This trend becomes particularly significant when examined alongside academic performance indicators such as the National Achievement Test (NAT). Division-level data show fluctuations in mean percentage scores over the same period, with average NAT performance decreasing from 76 percent in School Year 2022–2023 to 73 percent in School Year 2023–2024, and 71 percent in School Year 2024–2025. Although multiple variables influence NAT outcomes, the parallel patterns observed between declining parental involvement and changes in academic performance indicators suggest the need for closer examination of family-related factors. Understanding this relationship may provide valuable insights into how strengthened school-family partnerships and targeted support mechanisms can better address the needs of learners, particularly those coming from non-traditional or disrupted family structures.

The significance of these data lies in their implications for educational planning, student support services, and policy development. The increasing proportion of learners from broken homes, combined with observable changes in parental involvement and academic performance indicators, suggests a need for targeted interventions that address both academic and socio-emotional challenges. Schools may benefit from evidence-based guidance programs, enhanced collaboration with families, and support mechanisms that respond to the realities faced by learners from diverse family backgrounds.

Despite the growing body of national and international research on family structure and academic performance, there remains limited localized investigation focusing specifically on Junior High School (JHS) students within the Catbalogan City Division. Localized research is essential because cultural, social, and economic contexts may shape how family dynamics influence students differently across communities. Therefore, this study seeks to examine the influence of broken homes on the academic performance of junior high school learners in the Catbalogan City Division, providing empirical evidence that can inform educational policies, strengthen guidance and counseling programs, and support the development of responsive interventions tailored to local needs.

LITERATURE REVIEW

Family plays a fundamental role in shaping the overall development of children and adolescents. As the first social institution to which individuals belong, the family provides not only the basic necessities of life but also emotional, social, moral, and educational support that significantly influences children's learning experiences and academic outcomes. Family structure refers to the composition of individuals who live together and perform parental or caregiving responsibilities, including intact families, single-parent families, separated or divorced families, widowed-parent households, and guardian-led households. Although the composition of families has evolved over time due to changing social and economic conditions, numerous studies have consistently emphasized that the home remains the most influential environment affecting children's educational development. According to Murray Bowen (1978), the family functions as an interconnected emotional system in which the experiences and behaviors of one member inevitably affect the functioning of the entire family. Consequently, changes in family composition brought about by separation, divorce, parental death, or alternative caregiving arrangements may influence children's emotional stability, social adjustment, and educational performance. More recent investigations have further explained that while family structure provides the context in which children develop, the quality of family relationships and interactions ultimately determines whether students experience positive or negative developmental outcomes (Prime et al., 2020).

In examining the relationship between family structure and academic performance, researchers have consistently considered several demographic and socioeconomic characteristics that influence students' educational experiences. Among these variables are age, sex, parents' educational attainment, parents' occupation, family income, number of siblings, and students' attitudes toward family and learning. These characteristics are important because they determine the availability of educational resources, parental involvement, and opportunities for cognitive and emotional development. Age reflects the developmental stage of learners, while sex has been associated with differences in learning behaviors, motivation, and academic engagement across various educational settings. Although gender disparities in academic achievement have narrowed considerably in recent years, cultural expectations and classroom experiences continue to influence students' learning outcomes (UNESCO, 2023).

Likewise, parents' educational attainment has consistently emerged as one of the strongest predictors of children's academic achievement. Parents who have attained higher levels of education are generally more capable of assisting with schoolwork, monitoring academic progress, communicating effectively with teachers, and establishing educational expectations for their children. Joyce Epstein (2018) explained that meaningful parental involvement extends beyond school participation and includes creating supportive learning environments at home, encouraging positive study habits, and maintaining consistent communication regarding children's educational needs. In addition, parents' occupation contributes to the family's socioeconomic condition, which directly affects children's access to learning materials, technological resources, healthcare, and other educational necessities. Families with stable employment and adequate income are more capable of

providing supportive educational environments, whereas economic hardship may limit opportunities for academic enrichment and increase stress among learners. The Organisation for Economic Co-operation and Development (2023) likewise reported that socioeconomic inequalities continue to influence educational achievement despite significant improvements in access to schooling worldwide.

Another important family characteristic that has received considerable scholarly attention is family size, particularly the number of siblings. According to the resource dilution perspective, parental attention, financial resources, and educational investments become divided as family size increases, thereby potentially reducing the amount of support available for each child. Nevertheless, some researchers argue that siblings may also serve as valuable sources of emotional support, academic assistance, and social learning, suggesting that the influence of family size depends largely on the quality of family relationships rather than merely the number of children within the household. Furthermore, students' attitudes toward their family environment and learning significantly contribute to their educational success because positive attitudes encourage stronger academic motivation, school engagement, resilience, and persistence in overcoming educational challenges (Wentzel & Miele, 2022).

As family compositions continue to diversify, scholars have devoted considerable attention to understanding how different family structures influence adolescents' educational experiences. Traditionally, intact families, consisting of two biological parents living together with their children, have been associated with greater emotional stability, financial security, and parental supervision. These factors collectively contribute to favorable educational outcomes, including higher academic achievement, improved school attendance, and better behavioral adjustment (Amato, 2019). However, changing demographic patterns have resulted in increasing numbers of single-parent families, separated or divorced households, widowed-parent families, and guardian-led households. While these family structures present unique challenges, researchers emphasize that they should not automatically be viewed as disadvantageous. Instead, the quality of parenting, emotional support, family cohesion, and effective communication frequently exert greater influence on children's academic success than family composition alone (Waldfogel et al., 2022).

Children raised in single-parent households often experience increased financial pressures and reduced parental availability because one parent assumes both caregiving and income-generating responsibilities. Similarly, parental separation or divorce may expose children to emotional distress, family conflict, and significant adjustments in living arrangements. Nonetheless, studies have demonstrated that supportive co-parenting relationships and consistent parental involvement substantially reduce the negative educational consequences commonly associated with family disruption (Saini et al., 2022). Likewise, widowed-parent households frequently encounter emotional and financial difficulties following the loss of one parent, while guardian-led households, particularly those headed by grandparents or other relatives, have become increasingly common due to labor migration, parental absence, or other family circumstances. Although these caregivers often provide stability and emotional support, differences in caregiving practices, educational expectations, and financial capacity may influence students' learning experiences (UNESCO, 2023).

Beyond the composition of the family itself, adolescents' perceptions of their family environment have been recognized as equally important determinants of academic performance. Students who perceive their families as supportive, cohesive, and nurturing generally demonstrate higher levels of academic motivation, emotional well-being, and school engagement. These perceptions encompass several dimensions, including parental roles, decision-making, emotional support, discipline and guidance, family unity, and economic support. Parents who actively fulfill their responsibilities as caregivers, educators, and role models create home environments that encourage positive learning behaviors and educational aspirations. Likewise, involving adolescents in appropriate family decision-making processes promotes responsibility, independence, and confidence, which eventually translate into greater academic persistence and self-regulation (Steinberg, 2021).

Moreover, emotional support remains one of the most influential protective factors in adolescent development. Students who receive encouragement, understanding, and affection from family members are generally better equipped to manage academic stress and maintain positive educational aspirations. Research conducted following the COVID-19 pandemic highlighted the essential role of family emotional support in fostering resilience and educational continuity among adolescents despite unprecedented social disruptions (Prime et al.,

2020). Similarly, consistent discipline accompanied by warmth and open communication promotes desirable behavioral outcomes and academic responsibility. Parenting characterized by reasonable expectations, emotional responsiveness, and constructive guidance has consistently been associated with improved academic performance and stronger psychological adjustment among adolescents (Pinquart, 2021). In addition, strong family unity strengthens interpersonal relationships, encourages cooperation, reduces family conflict, and establishes a secure emotional environment that promotes effective learning.

Economic support likewise represents a critical component of family functioning because financial stability enables families to provide children's educational needs, including school supplies, transportation, internet access, nutritious meals, and learning technologies. Conversely, economic hardship may increase parental stress, reduce educational investments, and compel students to assume additional household responsibilities that interfere with their studies. Consequently, socioeconomic status continues to influence educational opportunities across both developed and developing countries (OECD, 2023).

Academic performance itself represents the measurable outcome of students' learning and is commonly assessed through classroom grades, standardized examinations, and mastery of prescribed learning competencies. Within the Philippine educational system, quarterly grades remain among the most widely accepted indicators of academic achievement. Nevertheless, academic performance is influenced by a complex interaction of individual, family, school, and community factors. Among these, family support consistently ranks among the strongest predictors of educational success because it shapes children's motivation, learning behaviors, study habits, emotional well-being, and educational aspirations (UNESCO, 2023). Students who experience supportive family environments generally demonstrate greater confidence, persistence, and commitment to their academic responsibilities, whereas prolonged family conflict, emotional instability, and inadequate parental supervision may negatively affect learning outcomes.

The relationship between family structure and academic performance has therefore become a major focus of educational research. Numerous investigations have concluded that students from intact families generally obtain higher academic achievement than those from disrupted family structures. However, researchers increasingly caution against interpreting these findings as evidence that family composition alone determines educational success. Instead, parenting quality, emotional support, socioeconomic resources, parental involvement, and family cohesion frequently explain much of the observed variation in academic performance. Amato (2019) reported that differences in educational achievement between family structures become considerably smaller after controlling for socioeconomic status and parenting practices. Similarly, Waldfogel et al. (2022) found that positive family functioning serves as a stronger predictor of academic success than household composition itself, suggesting that supportive parenting can effectively compensate for structural disadvantages. Philippine educational studies have likewise reported that students who perceive strong parental encouragement, effective communication, and supportive home environments generally exhibit higher motivation and improved academic performance despite experiencing various family-related challenges.

Despite these positive findings, adolescents living in diverse family structures continue to encounter challenges that may affect their educational experiences. Financial constraints remain among the most frequently reported difficulties, particularly in single-parent, widowed-parent, and guardian-led households. Limited parental supervision due to employment demands, emotional distress arising from parental separation or bereavement, increased household responsibilities, family conflict, and restricted access to educational resources likewise present significant obstacles to academic success. Nevertheless, research consistently emphasizes that resilience, effective school support systems, positive teacher-student relationships, guidance services, and community involvement can substantially mitigate these challenges and enable students to succeed academically regardless of family composition (UNICEF, 2021; UNESCO, 2023).

Taken together, the reviewed literature indicates that family structure, together with students' demographic characteristics, perceptions of family functioning, and socioeconomic conditions, plays an important role in shaping academic performance. However, existing evidence also demonstrates that the influence of family structure is largely mediated by parental involvement, emotional support, family cohesion, discipline, economic stability, and students' own attitudes toward learning. While numerous international studies have examined these

relationships, relatively few have explored these variables simultaneously among Junior High School students in the Philippine context, particularly within the Schools Division of Catbalogan City. This gap in the literature provides a strong rationale for the present study, which seeks to determine the relationship between family structure, students' profile characteristics, perceptions regarding family functioning, and academic performance among Junior High School students of Silanga National High School during the School Year 2025–2026.

Research Questions

This study determined the impact of family structure on the academic performance of Junior High School (JHS) students in Silanga National High School, Schools Division of Catbalogan City, during the School Year 2025-2026

Specifically, the study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following variates:
 - 1.1 age and sex;
 - 1.2 parents' highest educational attainment;
 - 1.3 parents' occupation;
 - 1.4 gross monthly family income;
 - 1.5 number of siblings;
 - 1.6 attitude toward family structure; and
 - 1.7 attitude toward learning?
2. What is the family structure of the student-respondents when classified as:
 - 2.1 intact family;
 - 2.2 single-parent family;
 - 2.2 separated/divorced parents;
 - 2.3 widowed parent; and
 - 2.4 guardian-led household?
3. What is the level of perception of the student-respondents regarding family structure in terms of the following:
 - 3.1 parental roles;
 - 3.2 decision-making;
 - 3.3 emotional support;
 - 3.4 discipline and guidance;
 - 3.5 family unity and relationship; and
 - 3.6 economic support?

4. What is the level of academic performance of the student-respondents based on the mean grades during the first and second quarter of the School Year 2025-2026?
5. Is there a significant relationship between the student-respondents' family structure and the following:
 - 5.1 profile variates of student-respondents;
 - 5.2 level of student-respondents' perception regarding family structure; and
 - 5.3 academic performance?
6. What are the challenges encountered by the student-respondents regarding their current family structure?

Scope and Limitation

This study focused on determining the relationship between family structure and the academic performance of Junior High School students at Silanga National High School, Schools Division of Catbalogan City, during the School Year 2025–2026. Specifically, it examined the profile characteristics of the student-respondents in terms of age, sex, parents' highest educational attainment, parents' occupation, gross monthly family income, number of siblings, attitude toward family structure, and attitude toward learning. It also identified the family structure of the respondents, classifying them into intact families, single-parent families, separated or divorced-parent families, widowed-parent families, and guardian-led households.

Furthermore, the study determined the students' level of perception regarding their family structure in terms of parental roles, decision-making, emotional support, discipline and guidance, family unity and relationships, and economic support. It likewise assessed the academic performance of the respondents using their mean grades during the first and second quarters of the School Year 2025–2026. In addition, the study investigated whether significant relationships existed between family structure and the respondents' profile characteristics, perceptions regarding family structure, and academic performance. Finally, it identified the challenges encountered by the students in relation to their current family structure and utilized the findings as the basis for the formulation of appropriate recommendations and intervention measures to strengthen family-school partnerships and improve students' academic outcomes.

The study employed a quantitative-descriptive research design utilizing correlational and descriptive approaches. Data were gathered through a validated researcher-made questionnaire administered to selected Junior High School students of Silanga National High School. Academic performance data were obtained from the students' official school records with the approval of the appropriate school authorities and in accordance with applicable ethical standards on confidentiality and data privacy. Statistical tools such as frequency counts, percentages, weighted means, and appropriate correlation analyses were utilized to analyze the data and answer the research questions.

Despite its contributions, the study has several limitations. First, the respondents were limited to Junior High School students enrolled at Silanga National High School during the School Year 2025–2026; hence, the findings may not be generalized to learners from other schools, districts, or divisions with different demographic, socioeconomic, or cultural characteristics. Second, the study primarily relied on self-reported responses regarding students' perceptions of their family structure, family relationships, and attitudes toward learning. As such, the responses may be influenced by personal interpretation, recall bias, or social desirability bias despite assurances of anonymity and confidentiality.

Moreover, the study examined family structure and its relationship with academic performance using a correlational research design. Consequently, while significant relationships may be established, the findings do not imply direct cause-and-effect relationships between family structure and students' academic achievement. Academic performance is influenced by numerous interacting factors, including learners' cognitive abilities, motivation, teacher effectiveness, peer relationships, school climate, learning resources, and community support, many of which were beyond the scope of the present investigation.

Another limitation of the study is that family functioning was assessed based on students' perceptions rather than direct observations or reports from parents and guardians. Although students' perceptions provide meaningful insights into their family experiences, these may not fully capture the actual dynamics occurring within the household. Future researchers are encouraged to employ methodological triangulation by incorporating interviews with parents and guardians, focus group discussions, classroom observations, home visitation reports, or qualitative case studies. Such approaches would provide a more comprehensive understanding of how family structure and family functioning influence students' academic performance and overall educational development.

RESEARCH METHODOLOGY

This study employed a quantitative-descriptive research design utilizing descriptive and correlational approaches to determine the relationship between family structure and the academic performance of Junior High School students at Silanga National High School, Schools Division of Catbalogan City, during the School Year 2025–2026. The descriptive component of the study was used to describe the profile characteristics of the respondents, determine their family structure, assess their perceptions regarding family structure, evaluate their academic performance, and identify the challenges they encountered in relation to their current family structure. Meanwhile, the correlational approach was employed to determine whether significant relationships existed between family structure and the respondents' profile characteristics, perceptions regarding family structure, and academic performance.

a. Sampling

The study employed probability sampling, specifically simple random sampling, in selecting the student-respondents. The sample size was determined using Slovin's Formula, which is appropriate when the total population is known and the researcher intends to obtain a representative sample at a specified margin of error.

After determining the required sample size using Slovin's Formula, the respondents were selected through simple random sampling to ensure that every Junior High School student had an equal opportunity to participate in the study. This sampling technique minimized selection bias and enhanced the representativeness of the sample.

b. Data Collection

Data were gathered using a structured researcher-made questionnaire developed from related literature and previous studies concerning family structure, family functioning, parental support, and academic performance. The questionnaire consisted of four major parts. The first part gathered the profile characteristics of the respondents, including age, sex, parents' highest educational attainment, parents' occupation, gross monthly family income, number of siblings, attitude toward family structure, and attitude toward learning. The second part identified the respondents' family structure. The third part measured the respondents' perceptions regarding family structure in terms of parental roles, decision-making, emotional support, discipline and guidance, family unity and relationships, and economic support. The final part identified the challenges experienced by students in relation to their present family structure.

Prior to its administration, the research instrument underwent content validation by experts in educational research, guidance and counseling, and educational management to ensure its clarity, relevance, and appropriateness. Suggestions provided by the validators were incorporated to improve the quality of the instrument. Thereafter, pilot testing was conducted among students who were not included in the actual respondents to establish the reliability of the instrument. The internal consistency of the questionnaire was determined using Cronbach's Alpha, with a reliability coefficient of at least 0.70 considered acceptable.

Upon securing approval from the Schools Division Superintendent, the school principal, and other concerned authorities, the researcher personally administered the questionnaires to the selected respondents. Before data collection, the purpose of the study was explained to the participants, and informed consent was obtained. The respondents were assured that participation was voluntary and that all information gathered would be treated with strict confidentiality in accordance with ethical research standards and the provisions of the Data Privacy Act of 2012. After completion, the questionnaires were retrieved, checked for completeness, coded, tabulated, and prepared for statistical analysis. The respondents' academic performance was obtained from their official first and second quarter grades with permission from the school administration.

c. Data Analysis

The collected data were analyzed using both descriptive and inferential statistical tools.

Frequency Count and Percentage were used to describe the profile characteristics of the respondents and classify them according to their family structure.

Weighted Mean was utilized to determine the respondents' level of perception regarding family structure in terms of parental roles, decision-making, emotional support, discipline and guidance, family unity and relationships, economic support, as well as their attitudes toward family structure and learning.

Mean was used to determine the academic performance of the respondents based on their first and second quarter grades.

To determine the significant relationship between family structure and the respondents' profile characteristics, Chi-Square Test of Independence was employed for categorical variables such as sex, parents' educational attainment, parents' occupation, and family structure. For continuous or ordinal variables, appropriate correlation analyses were used.

The relationship between family structure and students' perceptions regarding family structure, as well as academic performance, was determined using Spearman Rank-Order Correlation (Spearman's rho) since the perception variables were measured using Likert-scale responses and family structure consisted of categorical classifications.

Finally, the challenges encountered by the respondents regarding their current family structure were analyzed using Frequency Count, Percentage, and Weighted Mean to determine the prevalence and extent of the identified challenges.

All statistical analyses were interpreted using a 0.05 level of significance, which served as the basis for accepting or rejecting the null hypotheses of the study.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

Table 1. Profile of the Student-Respondents (N = 249)

Variable	Dominant Category	f	%
Age	14 years old	82	32.99
Sex	Female	135	54.22
Father's Highest Educational Attainment	Elementary Graduate	65	26.19

Mother's Highest Educational Attainment	Elementary Graduate	58	23.13
Father's Occupation	Farming/Fishing	85	34.01
Mother's Occupation	Housewife	147	59.18
Gross Monthly Family Income	₱5,000–₱9,999	119	47.96
Number of Siblings	4–6 siblings	125	50.34
Attitude Toward Family Structure	Agree (GWM = 4.20)	—	—
Attitude Toward Learning	Agree (GWM = 4.15)	—	—
Family Structure	Intact Family	212	85.03

Table 1 presents the profile of the 249 Junior High School student-respondents. The findings revealed that the majority of the respondents were 14 years old (82 or 32.99%). The computed mean age of 13.67 years, median age of 14.00 years, and mean absolute deviation of 0.8828 years indicate that the respondents were generally in early adolescence and that their ages were closely clustered around the mean, suggesting minimal variation in age. This relatively homogeneous age distribution is expected among Junior High School students and provides a consistent basis for examining the influence of family structure on academic performance.

In terms of sex, the majority of the respondents were female (135 or 54.22%), indicating a slightly higher representation of female students than male students in the study. This suggests that both sexes were adequately represented, although female respondents comprised the larger proportion of the sample.

Regarding parents' educational attainment, the majority of the respondents' fathers were elementary graduates (65 or 26.19%), while most mothers were likewise elementary graduates (58 or 23.13%). These findings imply that many parents had attained only basic formal education, which may influence the academic support and educational guidance they are able to provide to their children.

With respect to occupation, the majority of fathers were engaged in farming and fishing (85 or 34.01%), reflecting the agricultural and coastal livelihood characteristic of the community. On the other hand, the majority of mothers were housewives (147 or 59.18%), indicating that most mothers primarily devoted their time to household management and childcare responsibilities.

The results further showed that the largest proportion of respondents belonged to families with a gross monthly income ranging from ₱5,000 to ₱9,999 (119 or 47.96%). This finding suggests that many of the respondents came from low-income households, which may have implications for the availability of educational resources and learning opportunities at home.

In terms of family size, the majority of the respondents had four to six siblings (125 or 50.34%), indicating that many students belonged to relatively large families. Such family size may require parents to distribute financial resources, time, and attention among several children.

The respondents generally exhibited a positive attitude toward their family structure, obtaining a grand weighted mean of 4.20, interpreted as "Agree." This finding indicates that, regardless of family composition, the respondents generally viewed their family relationships positively. The statement "I am proud of the family I belong to, no matter what our situation is" obtained the highest weighted mean of 4.71, reflecting a strong sense of family pride and acceptance. Conversely, the statement "I can share my problems with my family without fear of being judged" obtained the lowest weighted mean of 3.37, suggesting that some students remained hesitant to openly communicate personal concerns within their families.

Similarly, the respondents demonstrated a positive attitude toward learning, as reflected by the grand weighted mean of 4.15, also interpreted as "Agree." The highest-rated statement, "I believe that learning is important for achieving my dreams" (WM = 4.39), indicates that students highly value education as a means of attaining their future aspirations. Meanwhile, the statement "I ask questions when I don't understand something in class" (WM = 3.85) received the lowest rating, suggesting that while students generally possess positive learning attitudes, some remain less inclined to actively seek clarification during classroom discussions.

Finally, the findings revealed that the overwhelming majority of respondents belonged to intact families (212 or 85.03%), while much smaller proportions came from separated or divorced-parent families, single-parent families, and guardian-led households. This indicates that most respondents continue to reside in traditional two-parent households, which may provide relatively greater opportunities for parental support, supervision, and emotional stability. Nevertheless, the presence of students from various family structures underscores the importance of examining how differences in family composition may influence students' academic performance and overall educational experiences.

Table 2. Summary of the Student-Respondents' Perception Regarding Family Structure (N = 249)

Indicator	Grand Weighted Mean	Verbal Interpretation
Parental Roles	3.97	Evident
Decision-Making	4.02	Evident
Emotional Support	3.95	Evident
Discipline and Guidance	4.11	Evident
Family Unity and Relationship	3.97	Evident
Economic Support	4.13	Evident
Overall Grand Weighted Mean	4.03	Evident

Table 2 presents the summary of the student-respondents' perception regarding family structure across six dimensions. Overall, the respondents perceived the influence of their family structure as evident, as reflected by the overall grand weighted mean of 4.03. This finding indicates that the students generally recognized the significant role of their families in shaping their daily experiences, personal development, and educational lives.

Among the six indicators, economic support obtained the highest grand weighted mean of 4.13, interpreted as "Evident." This suggests that the respondents generally believed that their families were capable of providing their basic needs and supporting them financially despite varying socioeconomic conditions. The statement "My family provides me with the basic needs like food, clothing, and shelter" received the highest weighted mean (4.27), indicating that most students acknowledged their families' ability to meet essential needs. On the other hand, the statement "My parents manage our family's resources wisely" obtained the lowest weighted mean (3.94), although it remained within the "Evident" category, suggesting that students were somewhat less certain about the effectiveness of their parents' financial management.

The second highest indicator was discipline and guidance, with a grand weighted mean of 4.11, likewise interpreted as "Evident." This finding indicates that the respondents generally perceived their parents as providing appropriate guidance and discipline. The statement "When I do something wrong, my parents correct me calmly" obtained the highest weighted mean (4.27), reflecting that students recognized constructive parental discipline. Meanwhile, "I am not afraid to admit mistakes because my parents guide me, not punish me" received the lowest weighted mean (3.97), implying that although students generally experienced guidance, some still hesitated to admit mistakes without fear of negative consequences.

Similarly, decision-making obtained a grand weighted mean of 4.02, interpreted as "Evident." This result suggests that the respondents perceived themselves as being involved in certain family decisions appropriate to their age. The highest-rated statement, "I am given the chance to decide on small matters, like managing my study time" (WM = 4.21), indicates that parents generally allowed their children to exercise autonomy in minor decisions. Conversely, "My parents usually agree on decisions that affect our family" obtained the lowest weighted mean (3.77), suggesting that students perceived slightly less consistency in parental agreement regarding family matters.

Both parental roles and family unity and relationship obtained identical grand weighted means of 3.97, interpreted as "Evident." Regarding parental roles, the statement "My parents both share responsibilities in taking care of me" received the highest weighted mean (4.52), indicating that students strongly recognized the active involvement of their parents in fulfilling caregiving responsibilities. However, "I can talk to either of my parents when I have problems" obtained the lowest weighted mean (3.56), suggesting that while parental support was generally present, students experienced relatively less openness in discussing personal concerns with their parents.

Likewise, under family unity and relationship, the statement "I can count on my family whenever I need help" received the highest weighted mean (4.15), demonstrating that students generally viewed their families as dependable sources of assistance and support. In contrast, "My family spends quality time together" obtained the lowest weighted mean (3.86), indicating that although family relationships were perceived positively, opportunities for spending meaningful time together were somewhat less frequent.

Finally, emotional support obtained the lowest, though still favorable, grand weighted mean of 3.95, interpreted as "Evident." This finding indicates that students generally perceived their families as emotionally supportive. The highest-rated statement, "My family expresses love and care for one another" (WM = 4.18), reflects the respondents' recognition of affection and concern among family members. However, "I can easily talk to my parents about my feelings" received the lowest weighted mean (3.73), suggesting that some students still found it difficult to openly express their emotions to their parents despite perceiving an overall supportive family environment.

Taken as a whole, the findings demonstrate that the respondents generally perceived their family structures as supportive across all dimensions. Although all indicators were rated as "Evident," the relatively lower ratings on communication-related statements imply that strengthening open dialogue and emotional expression within families may further enhance students' sense of support and overall well-being.

Table 3. Academic Performance of the Student-Respondents (N = 249)

Variable	Dominant Category	f	%
Academic Performance (First and Second Quarter Mean Grades)	85–89 (Very Satisfactory)	147	58.84

Table 3 presents the academic performance of the student-respondents based on their mean grades during the first and second quarters of the School Year 2025–2026. The findings revealed that the majority of the respondents attained a mean grade ranging from 85 to 89, which is described as Very Satisfactory, comprising 147 students (58.84%) of the total sample. This was followed by 58 students (23.47%) who obtained mean grades ranging from 80 to 84 (Satisfactory), 34 students (13.61%) who achieved 90 to 94 (Outstanding), and 10 students (4.08%) whose mean grades ranged from 75 to 79 (Fairly Satisfactory).

The predominance of students within the Very Satisfactory performance level indicates that the respondents generally demonstrated commendable academic achievement during the first two quarters of the school year. This suggests that most students were able to meet or exceed the expected learning competencies and academic standards established by the school. Moreover, the relatively small proportion of students who obtained grades

within the Fairly Satisfactory category implies that only a limited number of learners experienced academic difficulties requiring additional instructional support or intervention.

Overall, the findings suggest that the student-respondents maintained a generally favorable level of academic performance despite differences in their family structures and socioeconomic backgrounds. This indicates that while family-related factors may influence learning outcomes, many students were still able to achieve satisfactory to very satisfactory academic results through their individual effort, school support, and available family resources. Nevertheless, examining the relationship between family structure and academic performance remains essential in determining whether variations in family composition are associated with differences in students' educational achievement.

Table 4. Relationship Between Family Structure and the Profile Variables of the Student-Respondents (N = 249)

Profile Variable	Statistical Test	Coefficient	p-value	Decision	Interpretation
Age	Spearman's rho	-0.098	0.094	Accept Ho	No Significant Relationship
Sex	Cramer's V	0.176	0.028*	Reject Ho	Significant Relationship (Very Weak)
Parents' Highest Educational Attainment	Spearman's rho	0.051	0.438	Accept Ho	No Significant Relationship
Parents' Occupation	Cramer's V	0.419	0.000*	Reject Ho	Significant Relationship (Moderate)
Gross Monthly Family Income	Spearman's rho	0.031	0.593	Accept Ho	No Significant Relationship
Number of Siblings	Spearman's rho	-0.040	0.494	Accept Ho	No Significant Relationship
Attitude Toward Family Structure	Spearman's rho	0.051	0.388	Accept Ho	No Significant Relationship
Attitude Toward Learning	Spearman's rho	-0.039	0.507	Accept Ho	No Significant Relationship

Significant at $\alpha = 0.05$.

Table 4 presents the relationship between the student-respondents' family structure and their profile variables. The findings revealed that only sex and parents' occupation exhibited significant relationships with family structure.

Specifically, parents' occupation demonstrated a moderate positive relationship with family structure ($V = 0.419$, $p = 0.000$), leading to the rejection of the null hypothesis. This finding indicates that the respondents' family structure was significantly associated with the type of occupation of their parents. Families with different structures may experience varying employment patterns and economic responsibilities, which could influence parental roles and family dynamics.

Likewise, sex showed a very weak but statistically significant relationship with family structure ($V = 0.176$, $p = 0.028$). Although the relationship was minimal, the result suggests that slight differences in family structure existed according to the respondents' sex.

On the other hand, age, parents' highest educational attainment, gross monthly family income, number of siblings, attitude toward family structure, and attitude toward learning all obtained p-values greater than the 0.05 level of significance. Consequently, the null hypothesis for these variables was accepted, indicating that they were not significantly associated with the respondents' family structure.

Table 5. Relationship Between Family Structure and the Student-Respondents' Perception Regarding Family Structure (N = 249)

Indicator	Spearman's rho	p-value	Decision	Interpretation
Parental Roles	-0.226	0.000*	Reject Ho	Significant (Weak Negative)
Decision-Making	-0.195	0.001*	Reject Ho	Significant (Very Weak Negative)
Emotional Support	-0.177	0.002*	Reject Ho	Significant (Very Weak Negative)
Discipline and Guidance	-0.125	0.032*	Reject Ho	Significant (Very Weak Negative)
Family Unity and Relationship	-0.172	0.003*	Reject Ho	Significant (Very Weak Negative)
Economic Support	-0.036	0.534	Accept Ho	No Significant Relationship

Significant at $\alpha = 0.05$.

Table 5 presents the relationship between family structure and the respondents' perception regarding family structure. The findings revealed that parental roles, decision-making, emotional support, discipline and guidance, and family unity and relationship were all significantly related to family structure, as evidenced by p-values less than the 0.05 level of significance.

Among these variables, parental roles exhibited the strongest relationship ($\rho = -0.226$, $p = 0.000$), although the correlation was still interpreted as weak and negative.

Similarly, decision-making ($\rho = -0.195$), emotional support ($\rho = -0.177$), discipline and guidance ($\rho = -0.125$), and family unity and relationship ($\rho = -0.172$) all showed statistically significant very weak negative relationships with family structure.

These negative correlations suggest that as family structure shifts from intact to non-intact arrangements, students' perceptions regarding parental involvement, emotional support, discipline, decision-making, and family cohesion tend to decline slightly.

Although the relationships were relatively weak, the findings emphasize that family composition may influence how students perceive the quality of family functioning.

Conversely, economic support did not demonstrate a statistically significant relationship with family structure ($\rho = -0.036$, $p = 0.534$). Accordingly, the null hypothesis for this indicator was accepted. This implies that regardless of family structure, respondents generally perceived similar levels of economic support from their families.

Table 6. Relationship Between Family Structure and Academic Performance of the Student-Respondents (N = 249)

Variable	Correlation Coefficient	p-value	Decision	Interpretation
Academic Performance	0.046	0.430	Accept Ho	No Significant Relationship (Very Weak)

Table 6 presents the relationship between family structure and the academic performance of the student-respondents. The findings revealed that the computed correlation coefficient of 0.046 indicated a very weak positive relationship, while the corresponding p-value of 0.430 exceeded the 0.05 level of significance.

Accordingly, the null hypothesis was accepted, indicating that family structure was not significantly related to the academic performance of the respondents. This finding suggests that students from different family structures achieved comparable academic performance during the first and second quarters of the School Year 2025–2026.

The result further implies that although family structure may influence certain aspects of students' perceptions regarding family functioning, it does not necessarily determine their academic achievement. Academic performance is a multifaceted outcome that may also be influenced by individual motivation, study habits, teacher support, school environment, peer relationships, and other socioeconomic and psychological factors beyond family composition alone.

Table 7. Challenges Encountered by the Student-Respondents Regarding Their Current Family Structure (N = 249)

Variable	Grand Weighted Mean	Verbal Interpretation
Challenges Encountered Regarding Current Family Structure	3.57	Highly a Challenge

Table 7 presents the challenges encountered by the student-respondents regarding their current family structure. The findings revealed that the respondents generally experienced significant challenges, as evidenced by the grand weighted mean of 3.57, which is verbally interpreted as "Highly a Challenge." This indicates that family-related circumstances posed considerable difficulties that could potentially affect the students' emotional well-being, social adjustment, and educational experiences.

Among the identified challenges, the statement "Lack of time with parents" obtained the highest weighted mean of 3.76, interpreted as "Highly a Challenge." This finding suggests that limited parental presence and reduced opportunities for meaningful interaction were the most prominent concerns among the respondents. The result may reflect parents' work obligations, economic demands, or other family responsibilities that limit the amount of quality time spent with their children. Since parental involvement plays a crucial role in adolescents' emotional development and academic motivation, insufficient parent-child interaction may affect students' sense of support and belonging.

Conversely, the statements "Absence of one or both parents" and "Lack of parental guidance in studies" both obtained the lowest weighted mean of 3.46, interpreted as "A Challenge." Although these concerns were rated lower than the other identified challenges, the findings indicate that they remain important issues experienced by a number of students. The relatively lower ratings suggest that while parental absence and limited academic guidance were evident among some respondents, they were perceived as less pressing than the challenge of insufficient quality time with parents.

Overall, the findings indicate that although many of the respondents came from intact families, they continued to experience family-related challenges, particularly those associated with parental availability and engagement. This implies that the quality of parent-child interaction may be as important as family composition in influencing students' experiences. The findings further highlight the need for parents and schools to strengthen family communication, promote meaningful parent-child relationships, and encourage parental involvement in both the personal and academic lives of learners to foster their holistic development.

SUMMARY OF FINDINGS

SUMMARY OF FINDINGS

This study determined the relationship between family structure and the academic performance of Junior High School students at Silanga National High School, Schools Division of Catbalogan City, during the School Year 2025–2026, with the end view of providing baseline information for the formulation of appropriate interventions that will strengthen family-school partnerships and enhance students' academic performance.

Based on the analysis and interpretation of the data, the following findings were obtained:

1. The student-respondents were predominantly 14 years old and female. Most respondents had fathers and mothers whose highest educational attainment was elementary education. The majority of fathers were engaged in farming and fishing, while most mothers were housewives. Most families had a gross monthly income ranging from ₱5,000 to ₱9,999, and the majority of the respondents had four to six siblings. The respondents generally demonstrated a positive attitude toward both their family structure and learning.
2. The family structure of the respondents was predominantly intact families, followed by separated or divorced-parent families, single-parent families, and guardian-led households. None of the respondents belonged to a widowed-parent family.
3. The student-respondents generally perceived their family structure positively. All dimensions of family structure, namely parental roles, decision-making, emotional support, discipline and guidance, family unity and relationship, and economic support, were assessed as evident. Among these dimensions, economic support obtained the highest assessment, while emotional support received the lowest, although both remained within the "Evident" level.
4. The academic performance of the respondents was generally Very Satisfactory, with the majority of students obtaining mean grades ranging from 85 to 89 during the first and second quarters of the School Year 2025–2026.
5. Among the respondents' profile variables, only sex and parents' occupation showed significant relationships with family structure. Parents' occupation exhibited a moderate significant relationship, while sex demonstrated a very weak but significant relationship with family structure. Conversely, age, parents' highest educational attainment, gross monthly family income, number of siblings, attitude toward family structure, and attitude toward learning did not show significant relationships with family structure.
6. Significant relationships existed between family structure and students' perceptions regarding family structure. Specifically, parental roles, decision-making, emotional support, discipline and guidance, and family unity and relationship all demonstrated significant negative relationships with family structure, although the correlations ranged from very weak to weak. In contrast, economic support did not exhibit a significant relationship with family structure.
7. No significant relationship was found between family structure and the academic performance of the respondents. The findings indicated that family structure alone did not significantly influence the students' academic achievement based on their mean grades during the first and second quarters of the School Year 2025–2026.
8. The student-respondents generally encountered considerable challenges related to their current family structure. Overall, these challenges were assessed as Highly a Challenge. The lack of time spent with parents emerged as the most prominent concern, while the absence of one or both parents and the lack of parental guidance in studies were identified as comparatively less serious, although they were still considered challenges by the respondents.

CONCLUSION

Based on the findings of the study, it is concluded that family structure remains an important aspect of students' home environment that shapes their perceptions of family functioning, although it does not necessarily determine their academic performance. The majority of the respondents came from intact families and generally exhibited positive attitudes toward both their family structure and learning. Likewise, the respondents perceived parental roles, decision-making, emotional support, discipline and guidance, family unity and relationships, and economic support to be evident within their families, indicating that most students recognized the positive influence of their families despite differences in household composition.

The study further established that among the respondents' profile characteristics, only sex and parents' occupation were significantly associated with family structure, while age, parents' educational attainment, gross monthly family income, number of siblings, attitude toward family structure, and attitude toward learning were not significantly related. These findings suggest that family structure is more closely associated with certain demographic and socioeconomic characteristics than with students' personal attitudes or family background variables.

Moreover, significant relationships were found between family structure and students' perceptions of parental roles, decision-making, emotional support, discipline and guidance, and family unity and relationships. Although these relationships were weak to very weak, the results indicate that changes in family composition may slightly influence how students perceive the quality of family interactions and support. Conversely, family structure did not significantly influence students' perceptions of economic support, suggesting that families, regardless of their composition, generally strive to provide the basic needs of their children.

The findings also revealed that family structure was not significantly related to the academic performance of the respondents. This implies that students from different family structures were generally capable of attaining comparable levels of academic achievement. Hence, academic performance appears to be influenced not only by family composition but also by other factors such as individual motivation, study habits, teacher support, school environment, peer influence, and access to educational resources.

Despite the generally positive perceptions of family functioning, the respondents reported that they experienced considerable challenges related to their current family structure, particularly the lack of quality time with their parents. This finding underscores the importance of parental presence, communication, and meaningful family interaction in supporting adolescents' emotional well-being and educational development.

Therefore, while family structure alone does not determine students' academic success, the quality of family relationships, parental involvement, and emotional support remain essential in fostering positive learning experiences and holistic development. Strengthening family-school partnerships, promoting open communication within families, and providing appropriate guidance and support to students from diverse family structures may contribute to improved student well-being and sustained academic success.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. Parents should strengthen open communication, emotional support, and quality time with their children to foster stronger family relationships and create a more supportive home environment that promotes students' emotional well-being and academic development.
2. Parents and guardians, regardless of family structure, should actively participate in their children's education by monitoring academic progress, providing guidance in school-related activities, and encouraging positive learning habits at home.

3. Teachers should remain sensitive to the diverse family backgrounds of learners and provide appropriate academic guidance, encouragement, and emotional support, particularly to students who may experience challenges associated with their family structure.
4. School guidance counselors and advisers should develop and implement guidance programs, counseling services, and family-life education activities that strengthen students' coping skills, resilience, emotional well-being, and healthy family relationships.
5. School administrators should strengthen school-family partnerships by conducting regular parent education seminars, family engagement activities, and parenting programs that emphasize effective communication, positive parenting practices, and active parental involvement in students' learning.
6. The Schools Division Office may formulate and implement a Family Engagement Enhancement Program that promotes stronger collaboration among schools, families, and communities to support students from diverse family structures and improve their overall educational experiences.
7. Local government units and community organizations should collaborate with schools in providing family-centered interventions, parenting assistance programs, and psychosocial support services, particularly for learners from single-parent, separated, guardian-led, and other vulnerable family situations.
8. Schools should establish regular monitoring and support mechanisms for students experiencing family-related challenges through mentoring programs, peer support groups, and periodic guidance interventions to ensure that their emotional, social, and academic needs are adequately addressed.
9. Future researchers may investigate other factors influencing students' academic performance, such as parenting styles, parental involvement, home learning environment, peer influence, motivation, self-efficacy, study habits, mental health, and school climate, to provide a more comprehensive understanding of academic achievement.
10. Future studies may employ qualitative or mixed-methods research designs to obtain deeper insights into the lived experiences, perceptions, coping mechanisms, and family dynamics of students from different family structures.
11. Researchers are encouraged to expand the scope of future investigations by including respondents from other schools, districts, divisions, or regions to improve the generalizability of findings and provide broader evidence regarding the influence of family structure on students' educational outcomes.
12. Future investigations may include parents, guardians, teachers, and school counselors as additional respondents to triangulate the findings and obtain a more comprehensive understanding of family functioning and its relationship with students' academic performance.
13. Researchers may incorporate classroom observations, interviews, focus group discussions, and case studies to complement survey data and provide richer evidence regarding the influence of family relationships on students' academic experiences and achievement.
14. Comparative studies may be conducted to determine whether significant differences exist in family functioning, student well-being, and academic performance among learners from intact families, single-parent families, separated or divorced-parent families, widowed-parent families, and guardian-led households across different educational settings.

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