

Echoes of home: a qualitative study on the impact of broken families on Junior High School students

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Abstract: This study aims to explore the impact of a Broken family among junior high school students in Bantaawan IS and employ qualitative methods such as semi-structured interviews. This is grounded in interpretivism, which is attached to each family and their values and norms. Results indicate that having an affair with their parents presents significant difficulties, particularly in terms of academic performance, mental well-being, and financial stability. Many students from broken families can't participate in school activities because of financial problems. These challenges often lead to missed activities, or they can't attend school events. However, despite these obstacles, students from broken families also develop a mature mindset to face their problems or the consequences of being part of a broken family. Students managed to continue their education by finding part-time jobs and scholarships. The study suggests that a more welcoming environment and opportunities for students from broken families can help them overcome these challenges and achieve their educational goals.

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INTRODUCTION

Nowadays, some of the teenagers or the students have experienced frustration or poverty due to they belong to a broken family. They struggled with how to manage their time to use it properly and wisely, they're just wasting their time hanging out with their friends, which can

be influenced there to a bad habit. According to Erwin et al. (2023), students from broken families face financial, emotional, mental, social, and behavioral challenges, as well as limited support from divorced parents. Despite these challenges, students from broken families often cope with independence and optimism, gaining positive experiences such as personal growth and stronger relationships.

However, the behavior of the problems among adolescents in broken families often stems from a lack of parental support and guidance, leading to disrespectful and aggressive behavior. Some experts advise adolescents to be optimistic, express their emotions, engage in sports or organizations to discover self-worth, accept reality, and love themselves. By embracing their situations and embracing their emotions, adolescents can overcome emotional distress and improve their overall well-being (Magpantay et.al.,2016). In addition, the participants have average attachments with their parents, teachers, and God. Thematic analysis reveals closer relationships with teachers than parents and more significant similarities between teachers and God. Teachers' proximity to students shifts their roles from secondary to primary attachments (Unto et.al.,2023). Exploring the impact of a broken family among students is helpful to the students who understand their needs and the development of interventions to mitigate potential negative effects like depression, anxiety, behavioral issues, and poor academic performance.

Statement of the problem

This study aims to explore the impact of a Broken family among students in Bantaawan IS for the year 2024-2025. A Broken Family refers to a family unit where there are significant disruptions in relationships, often due to divorce and separation causing instability and a lack of emotional connection within the family. Students from Broken Family may experience emotional distress, low self-esteem, difficulty forming healthy relationships, academic challenges, and behavioral issues. Some coping mechanisms may include seeking support from friends, therapy, or engaging in healthy activities.

However, students from these families often find opportunities to persevere and gain positive experiences. Such as personal growth and stronger relationships. This research aims to answer the following questions:

- 1) What are the most common reasons for family breakdown among students in Bantaawan IS?
- 2) What factors does Broken Family affect among students in Bantaawan IS?
- 3) Why do some factors of students in Bantaawan IS experience depression while their parents are separated?

METHODOLOGY

Research design

This research utilized a phenomenological design to explore the lived experiences of junior high school students in Bantaawan Integrated School who have experienced a Broken Family. We will adopt a narrative approach, focusing on individual stories and journeys, to understand unique perspectives and interpretations. The primary data collection method is semi-structured interviews conducted individually with each participant. The researcher guided these interviews with open-ended questions exploring their experiences of broken family, its impact on their school life, their coping mechanisms, and their current well-being. The interview data will be transcribed verbatim for analysis. Thematic analysis was employed to identify, analyze, and interpret patterns and themes within the data, revealing key aspects of the students' experiences. The researchers used member checking, triangulation, reflexivity, and thick description in their analysis. This research focused on ethical considerations, including informed consent, confidentiality, anonymity, and the right to withdraw. The findings

contributed to a deeper understanding of the multifaceted impact of Broken families on students, informing the development of targeted interventions and support systems within the school environment.

Respondents and locale of the study

The study focused on 12-17-year-old J.H.S. students enrolled in Bantaawan Integrated School during the academic year 2024-2025. Participants are selected using purposive sampling, specifically seeking individuals who have experienced family breakdown due to separation, divorce, or the death of parents. The sample will be diverse in terms of grade level (7th, 8th, 9th, 10th) and gender, ensuring a representation of various experiences within the school community.

Research instrument

The primary method of data collection for this study was semi-structured interviews conducted individually with each participant. These interviews were guided by open-ended questions focusing on several key areas. First, participants were asked about their personal experiences of family breakdown, including the circumstances surrounding the event, their emotional responses at the time, and the long-term effects it had on them. Second, the interviews explored the impact of the family breakdown on their school life, particularly in terms of academic performance, social relationships, and overall school experience. Third, the study examined the coping mechanisms and support systems the participants relied on, such as the support of family members, friends, teachers, or school counselors. Finally, the interviews assessed the participants' current well-being by exploring the long-term impact on their emotional, social, and psychological states.

Data analyses procedure

The transcribed interview data will be analyzed using thematic data will be analyzed using thematic analysis, a method for identifying, analyzing, and interpreting patterns and themes. This involves familiarization, coding, generating themes, interpreting themes, and writing a report that incorporates illustrative quotes and narratives.

FINDINGS AND DISCUSSIONS

What are the most common reasons for family breakdown among students in Bantaawan IS?

Having an affair

Most of the students had the same reasons for why their parents separated, which were having an affair and experiencing a breakdown in the relationship. Some of the students were affected positively; they stayed strong and studied hard. However, most were affected negatively, which caused them to suffer; emotional stress, lack of parental support, and seek attention from their classmates as well as teachers.

What factors broken family affect among students in Bantaawan IS?

Lack of financial support and concentration

The study sought to understand the financial struggles faced by students from broken families and how these issues impacted their ability to focus on academics and manage their well-being. Financial difficulties were a major concern for many students from broken families.

Why do some factors of students in Bantaawan IS experience depression while their parents are separated?

Underestimated and disrespected by their half-sisters and brothers

The inability to participate in school activities due to the lack of support for their daily needs, the theme emphasized the negative impact on students from broken families. This included their inability to focus in class and the experience of mental exhaustion. The responses highlighted that the students experienced exhaustion and stress.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study highlighted both the challenges and benefits experienced by students from broken families at Bantaawan Integrated School during the school year 2024–2025. Parental infidelity presented significant difficulties, particularly in terms of academic performance, mental well-being, and financial stability. Many students from broken families were unable to participate in school activities due to financial problems, often leading to missed events and reduced involvement in school life.

Despite these obstacles, some students from broken families developed a mature mindset to face their problems and the consequences of being part of a broken family. They managed to continue their education by seeking part-time jobs and applying for scholarships. The study suggested that creating a more welcoming environment and providing greater opportunities for students from broken families could help them overcome these challenges and achieve their educational goals.

Overall, while students from broken families faced significant hardships, their resilience and ability to adapt demonstrated their determination to succeed. However, further support from schools, families, and the community is needed to help address their educational challenges and support their social development more effectively.

The following recommendations are offered based on the findings and conclusions of the study:

For Families, should increase financial support through direct financial referrals. Additionally, strengthening family support systems is essential. This includes implementing parenting workshops and providing accessible family counseling to help families navigate their challenges effectively.

For Teachers, need for proper training to recognize and respond to students' mental health needs. Moreover, they play a vital role in delivering tutoring and mentoring programs that can support students both academically and emotionally.

For Classmates and friends, they should be encouraged to participate in peer support programs, which rely heavily on their involvement and understanding to create a positive and inclusive environment for students from broken families.

Schools are responsible for implementing financial aid programs and establishing part-time job opportunities to support students facing financial difficulties.

For Future researchers, it is encouraged to evaluate the long-term effects of these interventions and explore other related aspects of the issue to develop a more comprehensive understanding and further enhance support systems.

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