

Family Structure and Academic Resiliency

Heidi J. Pamisa¹, Marie Emerald A. Cabigas²

¹Southern de Oro Philippines College, Cagayan de Oro City, Philippines

²DepEd Region 10, Cagayan de Oro City, Philippines



ABSTRACT: This paper investigated the contributions of family structure on students' academic resilience. Particularly, the study determined the family structure of the respondents and the academic resilience level of students. Also, it tried to determine whether there is a significant difference between family structure and academic resilience. The study utilized a quantitative-descriptive design. There were 198 Grade 11 Senior High School student-respondents from Talakag 1 and 2 Districts who were identified via stratified random sampling. The study used the Academic Resilience Scale-30 to collect the data, which were analyzed and interpreted using descriptive statistical tools such as Frequency and Percentage, Mean and Standard Deviation, and Analysis of Variance. Findings showed that most of the respondents have a nuclear family, and they are resilient in terms of perseverance. There is no significant difference between the respondent's family structure and academic resilience. Thus, academic resilience is not influenced by family structure. It can be recommended that developing and implementing initiatives may be done to enhance parental engagement and create a supportive and inclusive school environment that fosters resilience-building skills among students.

KEYWORDS: academic resiliency, family structure, perseverance

I. INTRODUCTION

Understanding how family dynamics shape a student's ability to overcome academic challenges is crucial in fostering educational success. This research delved into the connection between family structures and academic resilience, shedding light on how different family environments shape students' capacity to navigate and triumph over educational obstacles. By uncovering these relationships, the study aimed to provide valuable insights for educators and policymakers to support and enhance students' academic resilience.

The family plays a significant role in a person's movement and development as a pivotal agent of socialization. This profound influence also molds the child's sense of self-worth and educational achievements as they observe and absorb lessons from their parents, siblings, and environment. The interactions within the family environment can either bolster or impede the academic resilience of the child, stressing on the importance of fostering a supportive social environment.

According to Liu and Huang (2021), academic resilience is defined as the capability of students to rebound and attain high academic achievements despite facing challenges within the educational environment. The authors related academic resilience to self-determination theory (SDT). This theory provides a model of human agency to comprehend individuals' autonomy in achieving success across various domains.

Consequently, the authors elucidated that academic resilience enhances subsequent academic performance. Conversely, academic resilience has taken center stage in educational studies, underscoring the critical significance of grasping, and fostering students' innate abilities to surmount significant challenges and accomplish academic goals (Rudd et al., 2021). Moreover, this resilience empowers students to conquer academic obstacles and succeed despite encountering difficulties throughout their educational path (Abubakar et al., 2021).

Studies have shown that a cohesive and nurturing family setup inspired students, creating an environment conducive to academic success. However, it is important to acknowledge the diversity of family structures from which children originate. These may vary significantly regarding dynamics, relationships, and support systems relative to their academic resiliency (Yadav, 2021; Azpiazu et al., A& Palacios, 2021).

Yang & Wang (2022) highlighted the acknowledgment of the diverse elements that contribute to students' ability to bounce back from challenges. The authors emphasized the crucial role of educators and educational institutions in creating a

Family Structure and Academic Resiliency

supportive environment that fosters the realization of students' innate capacity for academic resilience. Accordingly, exploring the distinguishing traits that facilitate academic success remains a valuable pursuit for educational research and practice.

On the other hand, educators and researchers have maintained a continuous interest in students' academic resilience, seeking to uncover and understand the factors contributing to academic success. They have identified various variables. One of these factors includes the effect of family structure on students' academic resilience (Jayanti & Lestari, 2022). Exam outcomes typically gauge academic resilience, but this study encompasses overall performance in every semester of the school year, culminating in calculating a Grade Point Average (GPA).

A potential research issue arising from the intersection of family structure and academic resilience could involve understanding how various family arrangements influence students' ability to adapt academically. Exploring this topic can provide valuable insights into the intricate relationships between these factors, helping to develop strategies that support academic success among students from diverse family backgrounds.

However, despite the existing wealth of literature on family structure, there remains a significant gap in the comprehension of the resilience level of an individual in relation to his or her capability to handle problems, overcome obstacles, and resist the pressure caused by adverse situations (García-Crespo et al., 2021). Nonetheless, a dearth of studies exploring resilience relative to living in different family structures in the Philippines- encompassing aspects like dealing with problems, overcoming obstacles, and resisting the pressure caused by adverse situations is noticeable (Abay-Abay et al., 2024).

Similarly, there is a notable insufficiency in research that scrutinizes family structures and their effect on individual academic resilience. Such research endeavors would provide a deeper understanding of this multifaceted issue and assist in formulating robust policies and interventions, ultimately contributing to the welfare of students and the larger society (Pribesh et al., 2020). Therefore, these constructs provide a compelling rationale for conducting the present study. Addressing these gaps is crucial for achieving a comprehensive understanding of individual resilience and facilitating the development of more targeted and effective intervention strategies. Such research initiatives will not only deepen comprehension of this complex issue but also contribute to the formulation of robust policies and interventions, ultimately benefiting students and society at large.

The forthcoming quantitative study aimed to bridge existing gaps by thoroughly investigating the effects of students' different family structures in relation to academic resilience among senior high school students residing in the districts of Talakag, Bukidnon. Employing a quantitative approach, the study scrutinized the individual academic resilience of students about the individuals' varying family structure, contributing to a more comprehensive understanding of this complex issue. Therefore, these constructs provided a compelling rationale for the conduct of the present study.

This investigation presupposed that, students despite residing in their respective family structures, exhibit notable academic resilience. In the event of alterations to these variables, particularly a positive shift in academic resilience, there is an expectation that the overall academic performance of individuals would experience a corresponding enhancement. Thus, this study was anchored from the two equally substantial concepts: Social Learning Theory (Rumjaun & Narod, 2020; Bandura & Walters, 1977) and Resilience Theory (Bertsia & Poulou, 2023; Fullerton et al., 2021; Masten, 2018; Southwick et al., 2014).

Figure 1 on the next page, shows the interaction of the independent and the dependent variable. This study explores the influence of family structures on academic resilience. The family structure is the independent variable, encompassing various family types, including nuclear, extended, blended, and broken families. These diverse family configurations are proposed to have distinct impacts on the dependent variable, academic resilience. In this context, academic resilience is conceptualized as students' ability to adapt and persevere in the face of academic challenges. It includes perseverance, reflecting on one's learning process, seeking adaptive help, and managing negative emotional responses.

The primary objective of this research was to address a critical gap in existing literature by exploring the influence of family setups on students' academic resilience. The study employed Bandura and Walters's (1977) Social Learning Theory, which provided insights into how family structure influences students' academic resilience and performance. Cherry (2022) highlighted Bandura's theory by emphasizing that modeling behavior, shaping self-efficacy beliefs, observational learning, and the quality of social support and environment within the family context can significantly impact students' academic outcomes. The author accentuated the interconnectedness of these mechanisms in shaping behavior and outcomes within the family context.

Resilience theory provides a framework for understanding how students can develop and strengthen their academic resilience through experiences, interactions, and interventions that promote adaptive coping mechanisms, foster positive beliefs in their capabilities, build supportive relationships, and cultivate a growth-oriented mindset (Bertsia & Poulou, 2023; Fullerton et al., 2021).

Additionally, the relation between resilience theory and academic resilience lies in the understanding that resilience principles can significantly impact students' academic outcomes and overall well-being. The relationship between resilience theory and academic resilience underscores the significant impact of resilience principles on students' academic outcomes and overall

Family Structure and Academic Resiliency

well-being. By understanding and applying resilience theory within educational contexts, educators can create supportive environments that foster academic resilience, empower students to overcome obstacles, and ultimately thrive academically (Fullerton et al., 2021; Masten, 2018).

Overall, this study used Social Learning and Resilience theories. These theories offered a structure for grasping how students learned and cultivated resilience. By leveraging these mechanisms, individuals could acquire resilient behaviors, beliefs, and coping strategies that enable them to adapt, thrive, and bounce back from adversity.

II. METHODOLOGY

The research design selected for this study was a quantitative descriptive research design. According to McCombes (2023), descriptive research is primarily categorized as quantitative, although it can also serve qualitative purposes. A well-developed research design is essential to ensure the validity and reliability of the results, providing a clear framework for data collection and analysis. Descriptive research is particularly useful when the goal is to identify characteristics, frequencies, trends, and categories of a phenomenon or population. It is often the first step in understanding a topic before delving into the more complex question of why something occurs.

Moreover, García et al. (2020) added that when little is known about a subject or issue, descriptive research offers a way to gather foundational information that provides insights into the basic details, such as what happens, when it happens, where it happens, and how it happens. This foundational knowledge is crucial for subsequent research or interventions aimed at exploring the deeper causes and effects of the phenomenon in question.

Descriptive research, according to Manjunatha (2019), is a method designed to outline the characteristics of a population or phenomenon under investigation. Unlike other types of research that might seek to explain the underlying causes of a situation, descriptive research focuses on capturing the current state or condition of the subject of study. The primary objective of descriptive research is to answer the what of the research topic, detailing the nature of the phenomenon without exploring its causes. This approach can be particularly valuable when researchers want to gain an understanding of the scope, prevalence, or variety of a specific phenomenon or group, without delving into the complexities of causality.

As Remler and Van Ryzin (2021) explained, descriptive research provides a thorough and detailed portrayal of the subject being studied, focusing on capturing the characteristics and nature of a demographic or phenomenon. It offers rich insights into what exists or occurs, without attempting to explain the reasons behind its existence or behavior. This method is particularly useful in the early stages of research, as it helps to establish a clear and comprehensive understanding of the subject matter. By presenting a well-rounded picture of the variables or population under investigation, descriptive research lays the groundwork for future studies that can explore the underlying mechanisms, causes, or relationships driving the observed patterns.

In addition, Haradhan (2020) cited Creswell (2011) in explaining that descriptive research aims to provide an accurate and systematic account of a population, situation, or phenomenon. The design of this research type revolves around answering questions such as "what," "where," "when," and "how," but it does not attempt to explain why these events or conditions occur. The focus is on observation and measurement rather than intervention, making it distinct from experimental research.

In a descriptive study, the researcher does not manipulate or control variables but instead observes and measures them as they naturally occur. This characteristic makes descriptive research particularly useful in situations where ethical concerns or practical constraints prevent the manipulation of variables, such as when studying the impact of family structure on academic resilience and performance. By relying on natural occurrences, this approach provides a more realistic and generalizable understanding of the phenomena in question, which can be crucial for informing educational policies or interventions.

Similarly, this study sought to offer an in-depth analysis of students from various family structures and examine how these structures impact their academic resilience and performance, all while abstaining from any manipulation or presumption of causality. The study's goal was not to establish cause-and-effect relationships but to observe the associations and patterns that exist naturally between family structures and academic outcomes. This approach allowed the researcher to explore the relationships between variables without prematurely concluding that one factor causes another. By focusing on descriptive data, the study provided valuable insights into how different family environments may correlate with varying levels of academic resilience and performance. These insights can guide future research or interventions aimed at improving educational outcomes for students from diverse family backgrounds.

Additionally, the descriptive research design will help provide insights into the naturally occurring relationships between the study's underpinning variables, offering a clearer understanding of the factors at play. The value of this type of research lies in its ability to inform the development of future studies or interventions that can address the issues identified. For instance, the findings from this study can serve as a starting point for further exploration into how family structure impacts academic achievement, resilience, and overall well-being.

Family Structure and Academic Resiliency

Moreover, by presenting an accurate and systematic portrayal of the students' family dynamics and academic experiences, this research can contribute to the development of educational strategies and policies tailored to support students from different family structures. The results may also shed light on areas where additional resources or interventions are needed to enhance the academic success and resilience of students in varying family contexts.

III. RESULTS AND DISCUSSION

Problem 1. What is the respondents' family structure?

Table 1: Family Structure

Family Structure	Frequency	Percentage
Nuclear Family	134	67.70
Extended Family	17	8.60
Blended Family	12	6.10
Broken Family	35	17.70
Total	198	100

Table 1 displays the family structures of the respondents. Among the 198 respondents, the majority, comprising 134 individuals or 67.70% of the total respondents, are from nuclear families. This highlights the prevalence of nuclear family structures compared to the other types. Additionally, 35 respondents, or 17.70%, are categorized under broken family structures. Meanwhile, 17 individuals, 8.60%, fall under extended family structures. Only 12 of the respondents, or 6.10% of the whole population, belong to blended family structures.

This result shows that the nuclear family is the predominant family arrangement in the Philippines. In this arrangement, students live exclusively with their families, which are comprised of their parents and siblings. The results show that the majority of Filipino households follow the nuclear model. It only shows that interdependence remains among members across different households. The prevalence of the nuclear family in this study validates the concept of instrumental and expressive roles in sociology.

This supports Nickerson's (2023) idea that the nuclear family structure is considered the primary type of family in many countries, including the Philippines. Similarly, they divulged that a nuclear family consists of two parents and their children, providing a structured and dependable environment. This consistency fosters a sense of security, emotional stability, and strong attachment, all of which play a crucial role in building resilience.

Perera (2024) suggested that for children to develop stable adult personalities, they must be raised in a family where both parents perform instrumental and expressive roles. This idea pertains to conventional gender roles and duties commonly linked with men (instrumental roles) and women (expressive roles) in a family setting. He highlighted that discussions regarding instrumental and expressive roles frequently focus on acknowledging and appreciating varied contributions within the family, regardless of their alignment with traditional gender norms.

Meanwhile, a study by Rodriguez et al. (2024) supports the result found in problem 1. The researchers found that within the evolving social dynamics of today's society, two parental approaches impact children's academic success. One adheres to a traditional pattern, where parents transmit cultural wisdom to their children, while the other embraces a contemporary stance, offering children greater autonomy.

Furthermore, they highlighted that parents with traditional views possessing cultural insights actively engage in their children's education, especially at advanced levels, demonstrating expertise in university admissions. Conversely, parents with modern perspectives prioritize their children's independence, considering it essential for academic achievement and confident that their children can effectively manage their career paths independently.

Problem 2. What is the participant's level of academic resilience in terms of the following:

- 2.1 perseverance;
- 2.2 reflecting and adaptive help-seeking; and
- 2.3 negative affect and emotional response?

Family Structure and Academic Resiliency

Table 2 presents the overall academic resilience of student-respondents. The combined scores yielded an overall Mean of 3.96 with SD=0.46, affirming the students' significant moderate level of resilience concerning academic challenges. Based on these findings, it can be derived that senior high school students are Highly Resilient in terms of perseverance. This can be attributed to their willingness to accept feedback from their teachers, use these feedbacks to improve their work, continue their career plans despite the difficulty they experienced in the subject, work harder, try to think of new solutions when faced with difficulties, avoid blaming the subject for difficulties they experienced, keep trying to surpass difficulties, and look forward to improving their grades in Social Studies.

Meanwhile, in terms of reflecting and adaptive help-seeking, senior high school students are Resilient. Although they may be highly resilient in utilizing their previous achievements which motivated them in Social Studies, they are commonly resilient in other attributes. Likely, these students examine and assess their achievements and efforts, seek help from their teacher, encourage themselves while studying, explore various study methods and establish personal academic goals, seek encouragement from their family and friends to accomplish their tasks, think of their strengths and weaknesses to work better in tasks and provide reward and punishment systems for everybody based on their scholastic performances.

Table 2: Overall Academic Resilience of Students

Variable	Mean	SD	Description	Interpretation
Perseverance	4.21	0.19	Strongly Agree	Highly Resilient
Adaptability & Reflectivity	4.18	0.12	Agree	Moderately Resilient
Affectivity	3.29	0.31	Agree	Resilient
Overall Mean	3.96	0.46	Agree	Moderately Resilient

Note: 4.21-5= Highly Resilient; 3.41-4.20= Moderately Resilient; 2.61- 3.40= Resilient; 1.81- 2.60= Low Resilient; 1.0-1.81= Very Low Resilient

Lastly, senior high school students are Moderately Resilient with regards to aspects on negative affect and emotional response. They are likely to be content with their performance, view their prospects for university as promising, feel joyful while completing their tasks, and avoid experiencing disappointment in their achievements, think of their chances of getting their desired job in the future as good, stop themselves from panicking when doing tasks, and feel like everything was correct and well when doing their tasks in school.

These findings suggest that senior high school students in the districts of Talakag and Bukidnon are academically resilient. Most of these students place paramount importance on academics because they value grades as a means to enter their desired university. They are committed to their studies and bounce back from stress through the guidance of their teachers, families, and friends. Ensuring good academic achievement gives them the power to stay strong despite the difficulties of distance learning during the pandemic.

Students who are more resilient recover faster from stress-related emotional and psychological reactions. Students have stronger commitment and response capability, and as a result, they enjoy pleasant occurrences daily. Non-resilient students also have a higher level of academic stress and a worse perception of academic accomplishment (Hernandez, 2019).

Problem 3. Is there a significant difference between academic resilience when grouped according to family structure?

To answer problem number 3, the analysis of variance ANOVA was employed to analyze the data. The frequencies of the identified family structures (blended, broken, extended, and nuclear) were statistically examined and interpreted using the Mean and Standard Deviation. Table 3 shows the ANOVA for the significance difference between academic resilience when grouped together according to family structure in terms of blended family. Data show that in terms of blended Family structure, the group gained a Mean of 4.19 with SD= 0.43. This indicates a relatively high level of academic resilience with moderate variability within this group.

Table 3: Academic Resilience in terms of Family Structure in terms of perseverance

Family Structure	N	Mean	Std. Deviation
Blended Family	17	4.19	0.43
Broken Family	134	4.26	0.54

Family Structure and Academic Resiliency

Family Structure	N	Mean	Std. Deviation
Extended Family	35	4.02	0.5
Nuclear Family	12	4.18	0.46
Total	198	4.21	0.53

It can be gleaned from the data that the Mean for academic resilience scores across different family structures are relatively high and close to each other, ranging from 4.02 to 4.26. The standard deviations indicate moderate variability within each group. These findings suggest that academic resilience is high among students regardless of their family structure. The small differences in Mean scores and the moderate standard deviations imply that family structure does not significantly impact academic resilience, supporting the conclusion that factors other than family structure may play a more crucial role in determining students' academic resilience. In connection to this, Table 7 presents the p-value for the significant difference between academic resilience when grouped together according to family structure in terms of blended family structure.

Table 4: ANOVA Between Academic Resilience and Family Structure

	Sum of Squares	Df	Mean Square	F	p
Family Structure	1.7	3	0.57	2.08	.104
Residual	52.87	194	0.27		
Total	54.58	197			

As shown in Table 4, the p-value of .104 is more than 0.05, which means the null hypothesis is accepted. There is no significant difference between family structure and academic resilience. This result suggests that the type of family structure (blended, broken, extended, or nuclear) does not significantly impact the outcome being measured. This could imply that factors other than family structure may be more important in influencing this outcome.

The analysis shows that the variability in the measured outcome across different family structures is not statistically significant. This suggests that family structure alone does not play a decisive role in influencing this outcome, and other factors should be considered when developing interventions or support mechanisms to enhance student outcomes.

This finding can be related to the results of the study of Azila-Gbetteor (2023), Romano et al. (2021), and Reeve et al. (2020), which are associated with student's self-motivation to learn. The authors asserted that students' academic diligence and self-learning motivation, as well as external support from parents, family, teachers, and peers, play significant roles in students' academic success. They emphasized that responsible, disciplined, diligent, and highly motivated students are likelier to achieve favorable outcomes. Moreover, Reeve et al., (2020) maintained that students' level of achievement in the learning process significantly hinges on their attitudes, interests, continuous motivation, and self-concept.

Krzensk's (2020) study significantly found that fostering academic resilience and self-regulated learning skills in classroom settings positively influences students' academic achievements. The research demonstrated that integrating these skills led to notable improvements, especially among academically weaker students. This study underscored the advantages of embedding academic resilience and self-regulated learning into education into the mathematics curriculum positively affected student outcomes by fostering greater ownership of their learning process. Notably, the study's findings emphasized the significance of self-regulated learning skills in classroom settings rather than external factors influencing students' academic resilience and performance.

However, this finding contradicts the results of some studies, particularly those conducted in Western countries. The study by Sloan (2021) found that children in blended families demonstrate impressive flexibility and resilience, particularly when nurtured in supportive surroundings. Implementing organized schedules, such as regular bedtime routines, collaborative tasks, communal bonding moments, and a stable household atmosphere, can significantly assist children in navigating familial changes. Studies suggest that these consistent frameworks promote better sleep patterns, emotional equilibrium, language proficiency, secure attachments, and sustained welfare for children in the long run.

Also, the study conducted by Oliver-Blackburn (2023) elucidated that resilience in blended families, which are formed through remarriage or cohabitation with at least one parent having a child from a previous relationship, may exhibit differences

Family Structure and Academic Resiliency

compared to resilience seen in other family structures due to their specific challenges and dynamics. Similarly, Walsh and McGoldrick (2023) disclosed that blended families commonly deal with complexities such as integrating diverse family systems, managing intricate relationships, and establishing roles and boundaries within stepfamilies.

Table 5 presents the Analysis of Variance (ANOVA) for the significant difference between academic resilience when grouped together according to family structure in terms of broken family structure. Data shows that the mean academic resilience score for students from blended families is 4.2, with a standard deviation of 0.47. This indicates a relatively high level of academic resilience and lower variability within this group than others.

Data shows that the Mean adaptability and reflectivity scores across different family structures are relatively high and close to each other, ranging from 4.19 to 4.2. The standard deviations indicate varying degrees of variability within each group, with blended families showing the least variability and nuclear families showing the most. These findings suggest that academic resilience is generally high among students regardless of their family structure. The small differences in mean scores and the moderate standard deviations imply that family structure does not significantly impact academic resilience, supporting the conclusion that factors other than family structure may play a more crucial role in determining students' academic resilience.

Table 5: Adaptability and Reflectivity and Family Structure

Family Structure	N	Mean	Std. Deviation
Blended Family	17	4.2	0.47
Broken Family	134	4.19	0.61
Extended Family	35	4.11	0.55
Nuclear Family	12	4.17	0.62
Total	198	4.18	0.59

Relatively, Table 6, presents the p-value of the significance difference between adaptability and reflectivity when grouped together according to family structure in terms of broken family structure. Data shows that the p-value of .904 is greater than the common significance level of 0.05. This indicates no statistically significant difference in adaptability and reflectivity between the family structure. Therefore, the null hypothesis is not rejected.

Table 6: Analysis of Variance (ANOVA) Adaptability and Reflectivity and Family Structure

	Sum of Squares	df	Mean Square	F	p
Family Structure	0.2	3	0.07	0.19	.904
Residual	67.47	194	0.35		
Total	67.67	197			

The data shows that Filipino students exhibit academic resilience even from broken families. This could be due to several key cultural and social factors, as cited by Tus et al. (2021). Based on the findings of their study, one major reason for Filipino students' resilience is the strong sense of community and extended family support prevalent in Filipino culture. Despite the challenges of a broken family, relatives, including grandparents, aunts, uncles, and cousins, frequently offer both emotional and practical assistance to students. This broader family support system acts as a safeguard, providing consistent guidance and motivation. Furthermore, the communal values ingrained in Filipino culture promote a strong sense of connection and shared responsibility, encouraging students to persevere in their academic endeavors for the sake of their family's pride and future prospects.

In line with this, another significant factor contributing to the academic resilience of Filipino students is their intrinsic motivation and value placed on education. The study of Botor (2023) revealed that education is highly regarded in the Philippines as a pathway to better opportunities and socioeconomic mobility. Even in the face of familial disruption, students are often driven by a strong desire to succeed and uplift their family's situation. Schools and teachers in the Philippines also play a crucial role in

Family Structure and Academic Resiliency

fostering resilience by providing a supportive and nurturing environment. Many schools have counseling services and extracurricular activities that help students develop coping mechanisms and maintain their focus on academic goals. These combined elements of community support, cultural values, and institutional assistance enable Filipino students from broken families to remain resilient and committed to their education.

Similarly, Lanozo et al. (2021) found that students from broken families are indeed prone to facing numerous challenges, including financial difficulties, emotional and mental health issues, social struggles, and behavioral problems, all of which contribute to their lower academic performance. Additionally, these children often lack the necessary attention, support, and financial resources for their education due to their parents' separation or divorce. However, despite these adverse conditions, students from broken families demonstrate resilience and adaptability, overcoming their circumstances. Moreover, these students can experience personal growth and form stronger relationships, finding positive aspects within their challenging family dynamics.

Contrariwise, Felisilda and Torreon (2020) and Okoree et al. (2020) revealed a different result. According to the authors, the impact of broken families on children extends across emotional, social, and psychological domains, potentially leading to various negative outcomes in their development and overall life trajectory. These effects can significantly affect children's well-being, influencing their emotional resilience and social interactions and potentially shaping their long-term life outcomes.

Table 7: Negative Affectivity and Emotional Responsiveness and Family Structure.

	n	Mean	Std. Deviation
Blended Family	17	3.36	1.01
Broken Family	134	3.22	0.81
Extended Family	35	3.49	0.78
Nuclear Family	12	3.28	0.86
Total	198	3.29	0.83

Table 7 presents the negative affectivity emotional responsiveness and family structure. Data show that the Mean values indicate that students from extended families have the highest average academic resilience (Mean = 3.49), followed by those from blended families (Mean = 3.36), nuclear families (mean = 3.28), and broken families (Mean = 3.22). the differences in Means suggest that students from extended families might have slightly higher academic resilience compared to those from other family structures. Also, the standard deviations reveal the variability in academic resilience within each family structure group. Blended families have the highest variability (SD = 1.01), indicating a wide range of academic resilience levels among these students. In contrast, extended families have the lowest variability (SD = 0.78), suggesting more consistency in academic resilience within this group.

Table 8: Analysis of Variance (ANOVA) Negative Affectivity and Emotional Responsiveness and Family Structure

	Sum of Squares	df	Mean Square	F	p
Family Structure	2.1	3	0.7	1.03	.382
Residual	132.58	194	0.68		
Total	134.68	197			

Table 8 presents the Analysis of Variance (ANOVA) negative affectivity and emotional responsiveness and family structure. Data shows that in terms of extended family structure, the p-value of .382 exceeds the standard significance threshold of 0.05. This result suggests no statistically significant difference among the groups: Blended Family, Broken Family, Extended Family, and Nuclear Family. Blended Family, Broken Family, Extended Family, and Nuclear Family. In other words, the variability between the groups of Family Structure is not significantly greater than the variability within the companies, based on the data provided. Therefore, the null hypothesis is not rejected.

Family Structure and Academic Resiliency

It can be gleaned from the result that being a member of an extended family has no significant relationship to academic resilience. However, such a situation could be advantageous to students due to the influence and support they could get from family members. Students can have a lot of support from their surroundings. However, it is noteworthy that the overall resilience among these students, based on the data, is not drastically lower than that of other groups, suggesting that individual resilience and external support systems do play a significant role. While there are some variations in academic resilience among students from different family structures, the overall differences are minor. This indicates that family structure alone does not solely dictate academic resilience. Rather, factors such as individual characteristics, the school environment, and external support systems significantly contribute to students' resilience levels.

Such finding substantiates the result of a research study conducted by Li and Yeung (2019). Accordingly, the observable inconsistency in the academic resilience of students in diverse family structures can be attributed to multiple factors, including familial support systems, cultural influences, and individual coping mechanisms. Also, research conducted by Dilworth-Anderson (2019) indicated that extended families often provide a broader support network, which can enhance resilience through collective support and shared responsibilities. This could explain why students from extended families show higher and more consistent levels of academic resilience.

According to Maniscalco (2021), modernization has affected a lot of Asian youth including Filipinos. The author cited that resiliency is expected a certain in Japan, being both independent-minded and dehumanized by modern technology. Also, Sernau (2021) elucidated that the negative effects of modernity to human being is the basic social price paid for by modernization and abusiveness the offers of high-technology resulting to the young generation's independent-mindedness. Moreover, Habito et al. (2021) warned that if there is an abusive mindset within the extended family, it can pose as much of a risk as a protective barrier for children. Therefore, making simple assumptions about the features of family structure and their impact on child maltreatment is not advisable.

IV. CONCLUSIONS

Based on the research findings, the following conclusions can be drawn regarding the impact of different family structures on students' academic resilience:

1. There are fewer instances of family reconstitution due to remarriage among the respondents.
2. There is a display of perseverance which shows unwavering determination and persistence in tackling academic difficulties, remaining highly motivated despite encountering various challenges.
3. Regardless of whether students belong to nuclear, extended, blended, or broken families, their perseverance, reflective and adaptive help-seeking, and emotional regulation persist to be stable. Thus, in this context, family structure does not seem to have a substantial impact on students' academic resilience.

V. RECOMMENDATIONS

Based on the findings and conclusions generated from this study, the researcher has formulated recommendations for the following:

1. The education department and the schools may formulate or strengthen existing programs and initiatives to increase parental engagement, fostering open communication and collaboration between educators and parents. This could involve offering family education programs and workshops on effective parenting techniques and prioritizing the identification and utilization of community resources to address family-related challenges.
2. Education authorities and policy-makers may create programs, activities, and policies that would encourage and promote inclusive educational policies that would cater the diverse needs of students from various family backgrounds, further develop students' academic resiliency through programs and activities that will enhance their personal skills in dealing with academic challenges with perseverance, reflective and adaptive help-seeking, and developing positive emotional response to negative situations.
3. Since the present study sought to determine whether there are significant differences to students' academic resilience when grouped according to family structures, the researcher encourages future researchers to conduct parallel or related investigations related to family structure and academic resiliency in different context.

REFERENCES

- 1) Abay-Abay, L. E. B., Badion, W. A., Lopez, J. M., Mangahas, M. E., Ramiro, A., & Sengco, B. T. (2024). Parental Involvement and Its Effect on College Students' Academic Motivation and Self-Concept.

Family Structure and Academic Resiliency

- 2) Abdelaziz, E. M., Mohammed, S., Elsharkawy, N. B., El-Monem, A., & Mohamed, O. (2024). Problem Solving Skills and Its Relation to Parental Authority Among Technical Secondary Schools Students. *Menoufia Nursing Journal*, 9(1), 277-291.
- 3) Abrantes, L. F., & Casinillo, L. F. (2020). The impact of broken homes on students' academic performance. *Indonesian Journal of educational Research and review*, 3(3), 113-122.
- 4) Abrantes, L. F., & Casinillo, L. F. (2020). The impact of broken homes on students' academic performance. *Indonesian Journal of educational Research and review*, 3(3), 113-122.
- 5) Abubakar, U., et al. (2021). The relationship between academic resilience and academic performance among pharmacy students. *Pharmacy Education*, 21, 705–712. <https://doi.org/10.46542/pe.2021.211.705712>.
- 6) Adedoyin, B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2020.1813180>.
- 7) Adeoye, M. A. (2024, January). Education in flux: nurturing minds for the future. In *Proceeding Of International Conference On Education, Society And Humanity* (Vol. 2, No. 1, pp. 73-82).
- 8) Adler-Baeder, F., & Higginbotham, B. (2020). Efforts to design, implement, and evaluate community-based education for stepfamilies: Current knowledge and future directions. *Family Relations*, 69(3), 559-576.
- 9) Afifi, T. D., Mazur, A., Otmar, C., Wagner, A. C., Papernow, P. L., Methikalam, B., & Peightal, B. M. (2022). Coparenting: A focus on divorced families, stepfamilies, intergenerational families, and families with a child on the autism spectrum.
- 10) Agaton, C. B., & Cueto, L. J. (2021). Learning at Home: Parents' Lived Experiences on Distance Learning during COVID-19 Pandemic in the Philippines. *International Journal of Evaluation and Research in Education*, 10(3), 901-911.
- 11) Aghazade, S., et al. (2021). Investigating the Relationship Between Optimism and Emotional Intelligence with Academic Self-Efficacy in Orumia High School Students. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(13), 7775-77485. <https://doi.org/10.17762/turcomat.v12i13.11150>.
- 12) Akinde, et al. (2024). The Effects of Broken Home On the Academic Performance of Students in Tertiary Institutions in Nigeria: A Study of the Federal Polytechnic, Ilaro. *International Journal of Sociology and Anthropology Research*, 10(1), 1–12.
- 13) Al-Balas, M., et al. (2020). Distance learning in clinical medical education amid COVID-19 pandemic in Jordan: Current situation, challenges, and perspectives. *BMC Medical Education*, 20(1), 341. <https://doi.org/10.1186/s12909-020-02257-4>.
- 14) Aliyev, R., et al. (2021). Mediating Role of Internal Factors in Predicting Academic Resilience. *International Journal of School & Educational Psychology*, 9(3), 236–251. <https://doi.org/10.1080/21683603.2021.1904068>.
- 15) Amin, A., et al. (2022). Analysis of the Relationship of Religious Character, Perseverance and Learning Motivation of Junior High School Students. *Journal of Innovation in Educational and Cultural Research*, 3(4), 536–547. <https://doi.org/10.46843/jiecr.v3i4.233>.
- 16) APA Table Guidelines Made Simple. (2020, August 7). *Bibliography.com*. https://www.bibliography.com/apa/apa-table-guidelines-made-simple/#goog_rewarded.
- 17) Azpiazu Izaguirre, L., Fernández, A. R., & Palacios, E. G. (2021). Adolescent life satisfaction explained by social support, emotion regulation, and resilience. *Frontiers in psychology*, 12, 694183.
- 18) Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall: Englewood cliffs.
- 19) Barrera, K. (2022). Academic resilience and self-efficacy of Grade 7 students in Social Studies in a science high school in the Philippines [Review of Academic resilience and self-efficacy of Grade 7 students in Social Studies in a science high school in the Philippines]. *International Research Journal of Social Sciences*. doi:10.13140/RG.2.2.18633.62566
- 20) Barzilay, R., Moore, T. M., Greenberg, D. M., DiDomenico, G. E., Brown, L. A., White, L. K., ... & Gur, R. E. (2020). Resilience, COVID-19-related stress, anxiety and depression during the pandemic in a large population enriched for healthcare providers. *Translational psychiatry*, 10(1), 291.
- 21) Beley, D., et al. (2018). THE RELATIONSHIP BETWEEN FAMILY STRUCTURES AND ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS OF... *ResearchGate*. <https://doi.org/10.13140/RG.2.2.13430.24649>.
- 22) Bello, B., Flynn, E., Geldhof, G. J., Yu, D., Mueller, M. K., Licardi, K., & Morris, K. N. (2024). Measuring social and emotional functioning as a facet of positive youth development among children and adolescents in special education and mental health treatment. *Social Development*, e12738.
- 23) Berdida, D., & Grande, R. (2021). Quality of life and academic resilience of Filipino nursing students during the COVID-19 pandemic: A cross-sectional study. *International Journal of Nursing Education Scholarship*, 18(1). <https://doi.org/10.1515/ijnes-2021-0115>.

Family Structure and Academic Resiliency

- 24) Beri, N., & Kumar, D. (n.d.). Predictors of Academic Resilience among Students: A Meta Analysis. ERIC. <https://eric.ed.gov/?id=EJ1184165>.
- 25) Bernardo, A. B. I. (2019). Social and emotional learning in Philippine schools: Implications for teacher education. *Philippine Journal of Education*, 98(1), 7-20.
- 26) Bertsia, V., & Poulou, M. (2023). Resilience: Theoretical Framework and Implications for School. *International Education Studies*, 16(2), 1-12.
- 27) Bonanno, G. A. (2021). The resilience paradox. *European Journal of Psychotraumatology*, 12(1), 1942642.
- 28) Botor, N. J. B. (2023). Family Resilience in the Context of Migration: Exploring the Lived Experience of Filipino Migrants' School-Going Older Adolescent Children. *Journal of Human Ecology and Sustainability*, 1(1), 3.
- 29) Bradley, G. L., et al. (2021). Parental Support, Peer Support and School Connectedness as Foundations for Student Engagement and Academic Achievement in Australian Youth. *Springer Series on Child and Family Studies*, 219–236. https://doi.org/10.1007/978-3-030-70262-5_15.
- 30) Braithwaite, D. O., & Oliver-Blackburn, B. M. (2024). Communication and Resilience in Stepfamilies. *Modern Relationships: Romance, Friendship, and Family in the 21st Century*, 291.
- 31) Brewer, M. L., et al. (2019). Resilience in higher education students: A scoping review. *Higher Education Research & Development*, 38(6), 1105–1120. <https://doi.org/10.1080/07294360.2019.1626810>.
- 32) Brown, K. (2020). The Long-Term Biopsychosocial Effects of Children Reared in Blended Families (Doctoral dissertation, Walden University).
- 33) Bryan, J., Williams, J. M., & Griffin, D. (2020). Fostering educational resilience and opportunities in urban schools through equity-focused school–family–community partnerships. *Professional School Counseling*, 23(1_part_2), 2156759X19899179.
- 34) Bryceson, D. F., & Vuorela, U. (2020). Transnational families in the twenty-first century. In *The transnational family* (pp. 3-30). Routledge.
- 35) Carolline, O. A. (2024). The Association between Broken Home Adolescents' Social Behavior and Parental Communication. *Health Research Journal*, 1(6), 205-209.
- 36) Carsone, B., Bell, J., & Smith, B. (2024). Fostering academic resilience in higher education. *Journal of Perspectives in Applied Academic Practice*, 12(1).
- 37) Casillano, N. F. B. (2019). Challenges of Implementing an E-learning Platform in an Internet Struggling Province in the Philippines. Google Scholar.
- 38) Cassidy, S. (2016). The academic resilience scale (ARS-30): a new multidimensional construct measure. *Front. Psychol.* 7, 1–11. doi: 10.3389/fpsyg.2016.01787.
- 39) Celis, M. L. (2019). Millennials' Perspective: Case studies of children belonging to blended families. *Blended Families Research Papers*. Academia.edu. <https://www.academia.edu>.
- 40) Cengiz, S., & Peker, A. (2022). Adaptation of The Academic Resilience Scale (ARS-30): Turkish Version Validity and Reliability Study. *Turkish Psychological Counseling and Guidance Journal*, 12(65), 215-228. <https://doi.org/10.17066/tpdrd.1138267>.
- 41) Chambers, D., & Gracia, P. (2021). A sociology of family life: *Change and diversity in intimate relations*. John Wiley & Sons.
- 42) Cherry, K. (2022). How social learning theory works. Verywell mind.
- 43) Chou, C. Y., & Chang, C. H. (2021). Developing adaptive help-seeking regulation mechanisms for different help-seeking tendencies. *Educational Technology & Society*, 24(4), 54-66.
- 44) Chowdhury, S., & Halder, S. (2019). Academic help-seeking: a constructivist approach in learning and achievement. *International Journal of Education and Management Studies*, 9(4), 227-231.
- 45) Cross, C. J. (2020). Racial/ethnic differences in the association between family structure and children's education. *Journal of Marriage and Family*, 82(2), 691-712.
- 46) Cruz, R. (2020). Siblingship beyond siblings? Cousins and the shadows of social mobility in the central Philippines. *Journal of the Royal Anthropological Institute*, 26(2), 321-342.
- 47) Danilo, B., et al. (2021). Personal Profiles, Family Environment, Patterns of Smartphone Use, Nomophobia, and Smartphone Addiction across Low, Average, and High Perceived Academic Performance Levels among High School Students in the Philippines. *International Journal of Environmental Research and Public Health*, 18. <https://doi.org/10.3390/ijerph18105219>.
- 48) Darabi, N., et al. (2022). Comparison of executive function, working memory, and academic performance of female students from nuclear and single-parent families. *Journal of Child Mental Health*, 9(1), 176–191.
- 49) Das, M. S., & Bardis, P. D. (Eds.). (2023). *The family in Asia*. Taylor & Francis.

- 50) De Feyter, J., et al. (2020). The early academic resilience of children from low-income, immigrant families. *Early Childhood Research Quarterly*, 51, 446–461. <https://doi.org/10.1016/j.ecresq.2020.01.001>.
- 51) Denckla, C. A., Cicchetti, D., Kubzansky, L. D., Seedat, S., Teicher, M. H., Williams, D. R., & Koenen, K. C. (2020). Psychological resilience: An update on definitions, a critical appraisal, and research recommendations. *European Journal of Psychotraumatology*, 11(1), 1822064.
- 52) Digon, K. C. O. (2023). Behind the Eyes of Adolescents from Broken Families.
- 53) Dilworth-Anderson, P. (2019). Extended kin networks in black families. In *Families and aging* (pp. 57-65). Routledge.
- 54) Dominguez, M. G., & Brown, L. D. (2022). Association between adverse childhood experiences, resilience and mental health in a hispanic community. *Journal of Child & Adolescent Trauma*, 15(3), 595-604.
- 55) Dommaraju, P. (2023). Transformation of the family structure in Southeast Asia: trends and implications. ISEAS Publishing.
- 56) Eales, L., Ferguson, G. M., Gillespie, S., Smoyer, S., & Carlson, S. M. (2021). Family resilience and psychological distress in the COVID-19 pandemic: A mixed methods study. *Developmental Psychology*, 57(10), 1563.
- 57) Enverga, M. (2021). Blended family in the Philippines. Studocu. <https://www.studocu.com/ph/document/manuel-s-enverga-university-foundation/bachelors-of-accounting-and-finance/blended-family-in-the-philippines/23048867>.
- 58) Felisilda, M. M. A., & Torreon, L. C. (2020). Effects of Broken Family on Pupils' Behavioral Development and Academic Success. *International Journal of Research-GRANTHAALAYAH*, 8(10), 216-223.
- 59) Felix, C., et al. (2023). Examining the influence of sibling structure on academic performance: A comparative study of younger and elder siblings. *World Journal of Advanced Research and Reviews*. <https://doi.org/10.30574/wjarr.2023.18.3.1131>.
- 60) Finol, M. O. (2020). Asynchronous vs. Synchronous Learning: A quick Overview. Available online at: <http://www.brynmawr.edu/blendedlearning/asynchronous-vs-synchronous-learning-quick-overview>.
- 61) Fitriani, Y., & Gina, F. (2022). Academic Resilience in Post Pandemic Covid-19 Among College Students. *Asian Social Work Journal*, 7(5), 20-27.
- 62) Fullerton, D. J., Zhang, L. M., & Kleitman, S. (2021). An integrative process model of resilience in an academic context: Resilience resources, coping strategies, and positive adaptation. *Plos one*, 16(2), e0246000.
- 63) García-Crespo, F. J., Fernández-Alonso, R., & Muñiz, J. (2021). Academic resilience in European countries: The role of teachers, families, and student profiles. *Plos one*, 16(7), e0253409.
- 64) Gautam, P. (2020). Advantages and Disadvantages of Online Learning - eLearning Industry. Available online at: <https://elearningindustry.com/advantages-and-disadvantages-online-learning>.
- 65) Gogoi, G. S., & Bora, S. (2021). Academic Perseverance as a non-cognitive skill: Role of classroom. *Ilkogretim Online*, 20(5).
- 66) Göknur, E. G. E., Youssouf, M. M., & Darnadji, D. (2022). Fragmented Families in Djibouti: A Study on Single Parenting. *New Trends in Social, Humanities and Administrative Sciences*, 237.
- 67) Granada, C., & Luzano, R. (2023). Family Support and Academic Performance of Learners. *International Journal of Research Publications*. <https://doi.org/10.47119/ijrp1001271620235042>.
- 68) Guetto, R., et al. (2022). Non-intact families and Children's Educational Outcomes: Comparing native and migrant pupils. *European Journal of Population*, 38(5), 1065–1094. <https://doi.org/10.1007/s10680-022-09638-z>.
- 69) Habito, C. M., Morgan, A., & Vaughan, C. (2021). Early union, 'disgrasya', and prior adversity and disadvantage: pathways to adolescent pregnancy among Filipino youth. *Reproductive health*, 18(1), 107.
- 70) Han, M. (2023). Influence of Family Structure on Children's Well-being – Challenges and Pathways to Promote Positive Development. *SHS Web of Conferences*, 180, 02008.
- 71) Harris, C. C. (2021). The family: an introduction. Routledge.
- 72) Hayes, A. (2023, March 23). How Stratified Random Sampling Works, with Examples. Investopedia. https://www.investopedia.com/terms/stratified_random_sampling.asp.
- 73) Horwath, J., & Platt, D. (2019). Assessing Family and Community Support. In *The Child's World: The essential guide to assessing vulnerable children, young people and their families* (pp. 617-648). Jessica Kingsley Publishers.
- 74) Hunsu, N. J., Kehinde, O. J., Oje, A. V., & Yli-Piipari, S. (2022). Single versus multiple resilience factors: an investigation of the dimensionality of the academic resilience scale. *Journal of Psychoeducational Assessment*, 40(3), 346-359.
- 75) Hyder, M., Zafar, S., & Mustafa, S. (2022). Parental intervention in nurturing resilient society in Pakistan. *Global Journal for management and Administrative Sciences* 97. ISSN (P):2788-4821 & ISSN (O): 2788-483X. Volume 3, Issue 1, Page 97-111.
- 76) Irwin, J. T. (2022). College Students' Perceptions regarding High School Influences on Academic Buoyancy (Doctoral dissertation, Walden University).

- 77) Ishak, N. H. F. B., Yusoff, N. F. B. M., & Madihie, A. (2020). Resilience in mathematics, academic resilience, or mathematical resilience?: An overview. *Universal Journal of Educational Research*, 8(5), 34-39.
- 78) Jabar, M., Kasilag, R., Collado, Z., & Jamoral, R. (2023). Family capital and parental involvement among parents in public elementary and secondary schools in the Philippines: perspectives of parents and children. *Asia Pacific Journal of Education*, 43(2), 555-571.
- 79) Jamil, Z., et al. (2023). Nuclear and Joint Family System: Youth Perspective in Quetta, Balochistan. *Qlantic Journal of Social Sciences*, 4(4), 197-205. <https://doi.org/10.55737/qjss.699721149>.
- 80) Jayanti, K., & Lestari, F. D. (2022). Phenomenological Study of Interpersonal Communication and the Resilience of Adolescent Victims of Parental Divorce. *Journal of Digital Media Communication*, 1(2), 59-68.
- 81) Jensen, T. M., & Sanner, C. (2021). A scoping review of research on well-being across diverse family structures: Rethinking approaches for understanding contemporary families. *Journal of Family Theory & Review*, 13(4), 463-495.
- 82) Jaynes, W. H. (2000). The Effects of Several of the Most Common Family Structures on the Academic Achievement of Eighth Graders. *Marriage & Family Review*, 30(1-2), 73-97. https://doi.org/10.1300/j002v30n01_06.
- 83) Jin, S., Fang, G., Cheung, K. C., & Sit, P. S. (2022). Factors associated with academic resilience in disadvantaged students: An analysis based on the PISA 2015 BSJG (China) sample. *Frontiers in Psychology*, 13, 846466.
- 84) Karabiyik, C. (2020). Interaction between academic resilience and academic achievement of teacher trainees. *IOJET*.
- 85) Karlen, Y., Hirt, C. N., Jud, J., Rosenthal, A., & Eberli, T. D. (2023). Teachers as learners and agents of self-regulated learning: The importance of different teachers competence aspects for promoting metacognition. *Teaching and Teacher Education*, 125, 104055.
- 86) Khalid, B., Rehman, M. U., Zareen, S. J., Choudary, A., & Sultana, N. (2023). Relationship Between Academic Resilience and Academic Achievements of Students: A Case of Government College of Education (Mirpur AJ&K). *Journal of Asian Development Studies*, 12(4), 784-795.
- 87) Krzensk, A. (2020). Influencing academic resilience and self-regulation in students: An intervention in mathematics.
- 88) Kuruvilla, A. (2020). Virtual Learning: The 'New Normal' in Imparting Lessons to the Students. Available online at www.indianexpress.com.
- 89) Lanozo, J. G., Tabieros, L., Solmiano, E. L., Paras, N., & Tus, J. (2021). Buhay estudyante: The lives of students from broken families amidst the pandemic. *International Journal Of Advance Research And Innovative Ideas In Education*, 7(1), 10-6084.
- 90) Lasaiba, D. (2023). Anticipating The Future: The Paradigm Of Foster Care In Society. *Jendela Pengetahuan*, 16(2), 116-127.
- 91) Lau, J., Khoo, A. M. G., Ho, A. H. Y., & Tan, K. K. (2021). Psychological resilience among palliative patients with advanced cancer: A systematic review of definitions and associated factors. *Psycho-Oncology*, 30(7), 1029-1040.
- 92) Lawrence, K. C., & Adebowale, T. A. (2023). Adolescence dropout risk predictors: Family structure, mental health, and self-esteem. *Journal of Community Psychology*, 51(1), 120-136.
- 93) Leung, D. Y., Chan, A. C., and Ho, G. W. (2022). Resilience of emerging adults after adverse childhood experiences: a qualitative systematic review. *Trauma Violence Abuse* 23, 163-181. doi: 10.1177/1524838020933865.
- 94) Li, C. C., Li, S. M., and Wei, C. F. (2019). The development and validation of academic resilience scale for undergraduate in Taiwan: Rasch analysis. *Adv. Soc. Sci. Educ. Hum. Res.* 369, 205-208. doi: 10.2991/ichess-19.2019.41.
- 95) Li, H., & Yeung, W. J. J. (2019). Academic resilience in rural Chinese children: Individual and contextual influences. *Social Indicators Research*, 145, 703-717.
- 96) Li, P. (2022). Influence of Family Structure on Students' Academic Performance in Public Secondary Schools in Kiambu County, Kenya. <http://ir-library.mmarau.ac.ke:8080/handle/123456789/10970>.
- 97) Libretexts. (2021, February 20). 12.1C: Family structures. Social Sci LibreTexts. [https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Sociology_\(Boundless\)/12%3A_Family/12.01%3A_Family/12.1C%3A_Family_Structures](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Sociology_(Boundless)/12%3A_Family/12.01%3A_Family/12.1C%3A_Family_Structures).
- 98) Liquigan, M. L. B., Ortiz, V. I., Sian, D. R. V., & Robles, V. D. (2023). Effects of home environment to the academic performance of the grade 10 students at Sto. Nino National High School, Cagayan, Philippines. *International Journal of Contemporary Issues in Social Sciences*. ISSN (E) 2959-2461 (P) 2959-3808, 2(1), 31-44.
- 99) Liu, Y., & Huang, X. (2021). Effects of basic psychological needs on resilience: A human agency model. *Frontiers in psychology*, 12, 700035.
- 100) Makara, K. A., & Kuusinen, C. M. (2023). Academic help seeking as a process of seeking formative feedback on learning. In *Remembering the Life, Work, and Influence of Stuart A. Karabenick* (Vol. 22, pp. 69-90). Emerald Publishing Limited.
- 101) Makipour, S., Shafiabady, A., Falsafinejad, M. R., & Khodabakhshi-Koolaei, A. (2021). Female Managers' Experiences of Work-family Enrichment Realization: A Grounded Theory Study. *Journal of Client Centered Nursing Care*, 7(2).

Family Structure and Academic Resiliency

- 102) Malik, A. S., Javed, N., & Mahmood, A. (2022). Influence of Single Parenting on Self-Efficacy of Adolescents: A Comparative Study of Broken and Intact Households. *Pakistan Languages and Humanities Review*, 6(3), 373-384.
- 103) Maniscalco, J. (2021). *The Classical Bildungsroman: A Failed Framework for Empire in the 20th Century in Dangarembga's Zimbabwe and Mishima's Japan*. Clark University.
- 104) Martin A. J., Marsh H. (2006). Academic resilience and its psychological and educational correlates: a construct validity approach. *Psychol. Sch.* 43 267–281. 10.1002/pits.20149.
- 105) Manjunatha, N. (2019). Descriptive research. *Journal of Emerging Technologies and Innovative Research*, 6(8), 863-867. www.jetir.org.
- 106) Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory & Review*, 10(1), 12-31.
- 107) Mayfani, S., Adiwinata, A. H., & Nadhirah, N. A. (2022). Resilience and Self-esteem of Broken Home Teenagers. *Journal of Education and Counseling (JECO)*, 34-45.
- 108) Mayowa, I. O. (2021). Impact of Broken Homes on Education of Children: A Sociological Perspective. *International Journal of Criminology and Sociology*, 10, 1342-1348.
- 109) McCombes, S. (2023, June 22). Descriptive Research | Definition, Types, Methods & Examples. Scribbr. Retrieved November 11, 2024, from <https://www.scribbr.com/methodology/descriptive-research/>
- 110) McKinley, C. E., & Lilly, J. (2023). Family Communication (Re) Awakening Indigenous Resilience, Wellness, and Transcendence. In *Family Communication and Cultural Transformation* (pp. 19-35). Routledge.
- 111) Medina, B. T. G. (2001). *The Filipino family*. University of the Philippines Press.
- 112) Meneghel, I., Martínez, I. M., Salanova, M., and Witte, H. (2019). Promoting academic satisfaction and performance: building academic resilience through coping strategies. *Psychol. Sch.* 56, 875–890. doi: 10.1002/pits.22253.
- 113) Merriam-Webster. (n.d.). Perseverance. In Merriam-Webster.com dictionary. Retrieved June 6, 2024, from <https://www.merriam-webster.com/dictionary/perseverance>.
- 114) Miller-Graff, L. E. (2022). The multidimensional taxonomy of individual resilience. *Trauma, Violence, & Abuse*, 23(2), 660-675.
- 115) Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79.
- 116) Moghazy, M. (2021). The role of students motivation in teaching Arabic as a second language in Dubai. *International Journal of Research and Scientific Innovation (IJRSI)*, VIII, 2021, 151-57.
- 117) Muhtar, N. S. C., & Wijaya, H. E. (2024). Understanding the Dynamics of Social Support, Self-efficacy, and Academic Stress in the Context of Online Learning: Evidence from Undergraduate Students. *KnE Social Sciences*, 563-574.
- 118) Mwangi, S. (2021). 7 Types of family structure. Valnet Publishing Group. Moms.com. Retrieved from: <https://www.moms.com/family-structure-types/>.
- 119) Nickerson, C. (2023). Nuclear family functions in sociology. Simply Sociology.
- 120) Niel Francis B Casillano. (2019) Challenges of Implementing an E-learning Platform in an Internet Struggling Province in the Philippines. Google Scholar.
- 121) Nwanmuoh, E. E., Dibua, E. C., & Friday, E. C. (2024). Implication of Extended Family Culture in African Nations on Youth Development: Evidence from Nigeria. *International Journal of Public Administration and Management Research*, 10(2), 82-90. Retrieved from <https://journals.rcmss.com/index.php/ijpamr/article/view/1006>
- 122) Okoree, B. I. A., Sedegah, D. D. D., & Parku, E. (2020). How do they cope: Traumatic impact of broken homes on the academics of the children living in Ga East Municipality, Ghana. *Journal of Education, Society and Behavioural Science*, 33(7), 15-26.
- 123) Oliver-Blackburn, B. M. (2023). Stepchild-Stepparent Relationships and Resilience. In *Oxford Research Encyclopedia of Communication*.
- 124) Perera, S. (2024). Instrumental And Expressive Roles In Sociology. Simply Psychology. <https://www.simplypsychology.org/parsons-instrumental-and-expressive-roles.html>.
- 125) Perkins, K. L. (2019). Changes in household composition and children's educational attainment. *Demography*, 56(2), 525-548.
- 126) Perkins, K. L. (2024). Heterogeneous household change among children. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 10(1), 82-102.
- 127) Popham, C. M., McEwen, F. S., & Pluess, M. (2021). Psychological resilience in response to adverse experiences. *Multisystemic resilience*, 395-416.

Family Structure and Academic Resiliency

- 128) Pradhan, R. K., & Kumar, U. (Eds.). (2021). *Emotion, well-being, and resilience: Theoretical perspectives and practical applications*. CRC Press.
- 129) Pribesh, S. L., Carson, J. S., Dufur, M. J., Yue, Y., & Morgan, K. (2020). Family structure stability and transitions, parental involvement, and educational outcomes. *Social Sciences*, 9(12), 1-14, Article 229. <https://doi.org/10.3390/socsci9120229>
- 130) Pribesh, S., et al. (2020). Family structure stability and transitions, parental involvement, and educational outcomes. *Social Sciences*, 9(12), 229. <https://doi.org/10.3390/socsci9120229>.
- 131) Qi, C., & Yang, N. (2024). An examination of the effects of family, school, and community resilience on high school students' resilience in China. *Frontiers in Psychology*, 14, 1279577.
- 132) Radhamani, K., & Kalaivani, D. (2021, July 1). Academic Resilience among Students: A Review of Literature. *International Journal of Research and Review*. <https://doi.org/10.52403/ijrr.20210646>.
- 133) Radhamani, K., & Kalaivani, D. (2021). Academic resilience among students: A review of literature. *International Journal of Research and Review*, 8(6), 360-369.
- 134) Ragusa, A., González-Bernal, J., Trigueros, R., Caggiano, V., Navarro, N., Minguez-Minguez, L. A., ... & Fernandez-Ortega, C. (2023). Effects of academic self-regulation on procrastination, academic stress and anxiety, resilience and academic performance in a sample of Spanish secondary school students. *Frontiers in psychology*, 14, 1073529.
- 135) Ramezanpour, A., Kouroshnia, M., Mehryar, A., & Javidi, H. (2019). Psychometric evaluation of the academic resilience scale (ARS-30) in Iran. *Iranian Evolutionary Educational Psychology Journal*, 1(3), 144-150.
- 136) Ramirez-Yee, K. M. (2023). At all costs: educational expansion and persistent inequality in the Philippines. *Higher Education*, 1-19.
- 137) Ravanilla, N., Davidson Jr, M., & Hicken, A. (2022). Voting in clientelistic social networks: Evidence from the Philippines. *Comparative Political Studies*, 55(10), 1663-1697.
- 138) Reeve, J., Cheon, S. H., & Yu, T. H. (2020). An autonomy-supportive intervention to develop students' resilience by boosting agentic engagement. *International Journal of Behavioral Development*, 44(4), 325-338.
- 139) Remler, D. K., & Van Ryzin, G. G. (2021). *Research methods in practice: Strategies for description and causation*. Sage Publications.
- 140) Reyes, C. M., & Galang, M. G. (2020). Support mechanisms for children from broken families in the Philippines. *Journal of Family Studies*, 16(2), 145-160.
- 141) Romano, L., Angelini, G., Consiglio, P., & Fiorilli, C. (2021). Academic resilience and engagement in high school students: The mediating role of perceived teacher emotional support. *European journal of investigation in health, psychology and education*, 11(2), 334-344.
- 142) Roussel, H. S. (2023). Structural family therapy. *Marriage and family therapy: A practice-oriented approach*, 203.
- 143) Rudd, G. (2023). *Measuring Academic Resilience in Quantitative Research: Exploring Researchers' Methodological Decisions* (Doctoral dissertation, ResearchSpace@ Auckland).
- 144) Rudd, G., Meissel, K., and Meyer, F. (2021). Measuring academic resilience in quantitative research: a systematic review of the literature. *Educ. Res. Rev.* 34:100402. doi: 10.1016/j.edurev.2021.100402.
- 145) Rumjaun, A., & Narod, F. (2020). Social Learning Theory—Albert Bandura. *Science education in theory and practice: An introductory guide to learning theory*, 85-99.
- 146) Russell, J. E., Smith, A., & Larsen, R. (2020). Elements of Success: Supporting at-risk student resilience through learning analytics. *Computers & Education*, 152, 103890.
- 147) Sahar, N. U., & Muzaffar, N. M. (2017). Role of family system, positive emotions and resilience in social adjustment among Pakistani adolescents. *Journal of Educational, Health and Community Psychology*, 6(2), 46-58.
- 148) Sassler, S., & Lichter, D. T. (2020). Cohabitation and marriage: Complexity and diversity in union-formation patterns. *Journal of Marriage and Family*, 82(1), 35-61.
- 149) Scanlon, C. L. (2021). *Social Support in Unprecedented Times: An Examination of Low-Income Adolescents' Stress, Social Support, and Affect Before and During the Coronavirus Pandemic* (Doctoral dissertation, University of Pittsburgh).
- 150) Schaffner, A. K. (2020). Perseverance in Psychology: Meaning, Importance & Books. *PositivePsychology.com*, 16.
- 151) Sebastião, A. S. P., et al. (2020). Intact Nuclear Families: Associations between Parental Styles and School Children's Behavior. *Psico-USF*, 25(1), 115–126. <https://doi.org/10.1590/1413-82712020250110>.
- 152) Sernau, S. (2021). *Global problems: The search for equity, peace, and sustainability*. Waveland Press.
- 153) Sharifi, A. (2020). Urban resilience assessment: Mapping knowledge structure and trends. *Sustainability*, 12(15), 5918.
- 154) Sharma, G. M., & Devi, K. S. *Personality and emotional intelligence among young adults belonging to nuclear and joint families*.

Family Structure and Academic Resiliency

- 155) Sharpe, J., Swartling, Å. G., Pelling, M., & Pearson, L. (2019). Social learning and resilience building in the emBRACE framework. *Framing Community Disaster Resilience*; Deeming, T., Fordham, M., Kuhlicke, C., Pedoth, L., Schneiderbauer, S., Shreve, C., Eds, 43-59.
- 156) Sihvola, S., Kuosmanen, L., & Kvist, T. (2022). Resilience and related factors in colorectal cancer patients: A systematic review. *European Journal of Oncology Nursing*, 56, 102079.
- 157) Singer, J., & Brodzinsky, D. (2020). Virtual parent-child visitation in support of family reunification in the time of COVID-19. *Developmental Child Welfare*, 2(3), 153-171.
- 158) Sloan, S. L. (2021). Long-Term Impact of Growing Up in a Blended Family: Emotional and Attachment Issues.
- 159) Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: interdisciplinary perspectives. *European journal of psychotraumatology*, 5(1), 25338.
- 160) Suryaningrum, C. (2024). Academic Resilience Profile: Study in Sampang District with the Lowest Human Development Index in East Java. *KnE Social Sciences*, 124-137.
- 161) Thadathil, A., & Sriram, S. (2020). Divorce, families and adolescents in India: A review of research. *Journal of Divorce & Remarriage*, 61(1), 1-21.
- 162) Tran, D. (2020). Effects of Parenting Efficacy, Partner Support, Parents' and Other Kin's Child Care Support on Child Problem Behaviors Within African American and Latino/Hispanic Families. University of Notre Dame.
- 163) Tus, J., Paras, N., Espiritu, N., Cruz, R., Bartolome, R., Aglamma, J., ... & Mohamitano, A. (2021). Amidst the New Normal of Education: The Resilience and Academic Burnout Among Filipino Tertiary Students. *International Journal of Psychology and Behavioral Sciences*, 11, 71-82.
- 164) Umberson, D., & Thomeer, M. B. (2020). Family matters: Research on family ties and health, 2010 to 2020. *Journal of Marriage and Family*, 82(1), 404-419.
- 165) Urbanowicz, A. M., Shankland, R., Turgon, R., Rance, J., Bennett, P., & Gauchet, A. (2024). The Living and Growing Together Program: Effects on Parental Self-Efficacy and Positive Parenting Practices. *The Family Journal*, 10664807241256135.
- 166) Walsh, F., & McGoldrick, M. (2023). A family systems perspective on loss, recovery and resilience. In *Working with the Dying and Bereaved* (pp. 1-26). Routledge.
- 167) Warshawski, S. (2022). Academic self-efficacy, resilience and social support among first-year Israeli nursing students learning in online environments during COVID-19 pandemic. *Nurse Education Today*, 110, 105267.
- 168) Wulandari, A. P. J. (2021, April). The effect of self-esteem and self-efficacy on the academic resilience of undergraduate students in Jakarta. In *IOP Conference Series: Earth and Environmental Science* (Vol. 729, No. 1, p. 012094). IOP Publishing.
- 169) Xu, Z., and Jianli, F. (2021). How to realize classroom teaching under the background of "Double Reduction" policy. *J. Chinese Soc. Educ.* 12, 1–5.
- 170) Yadav, M. K. (2021). Impact of parental bonding on academic resilience of students: a futuristic perspective. *CENTUM-ISSN 2231-1475*, 12.
- 171) Yang, F., & Stefaniak, J. (2023). A systematic review of studies exploring help-seeking strategies in online learning environments. *Online Learning*, 27(1), 107-126. <https://doi.org/10.24059/olj.v27i1.3400>.
- 172) Yang, S., & Wang, W. (2022). The role of academic resilience, motivational intensity and their relationship in EFL learners' academic achievement. *Frontiers in Psychology*, 12, 823537.
- 173) Zhang, Y., & Qin, P. (2023). Comprehensive review: Understanding adolescent identity. *Studies in Psychological Science*, 1(2), 17-31.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.