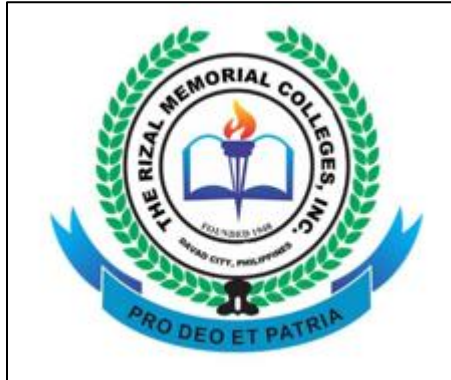# Family Structure: A Perspective of Classroom Advisers

A Thesis
Presented to
the Faculty of the Graduate School
THE RIZAL MEMORIAL COLLEGES, INC.
Davao City

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In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

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Ritchell C. Alcantara

APPROVAL SHEET

This thesis entitled "FAMILY STRUCTURE: A PERSPECTIVE OF CLASSROOM ADVISER" prepared and submitted by Ritchell C. Alcantara in partial fulfilment of the requirements for the degree Master of Arts in Educational Management, has been examined and recommended for approval and acceptance.

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Date of Examination	:	**OCTOBER 9, 2022**
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ABSTRACT

This study explored the perspectives of classroom teachers on their students' behavior and family structures. Using qualitative phenomenological approach, I purposively engaged in the in-depth interview 14 class advisers of Antonio O. Floirendo Elementary School II. The data which I had recorded during the interview were transcribed, clustered according to themes, presented in matrices, and discussed in response to the objectives of investigation. The results revealed that as to the perspectives of the classroom advisers on the family structure of their students which they perceive to have impacted or affected their classroom behavior, both nuclear and non-nuclear family structures have some positive and negative effects on their students' classroom behavior. As to the coping mechanism to address the negative effects of family structures on their students' classroom behaviors, the advisers have used some systems such as, building relationships and communication, establishing classroom rules, encouraging positive behavior and positive classroom climate, and flexibility. As regards the educational management, I have seen from the perspectives of the advisers the vitality of parental involvement, open communication, provision of sense of belongingness, conduct of regular conferences on peer mentoring programs or counseling services to students, parents/ guardians and teachers, provision of resources and support for disadvantaged students and their families through partnership with school communities and local government units.

Keywords:- *Educational Management, Family Structure, Phenomenology.*

ACKNOWLEDGEMENT

DEDICATION

This study is humbly dedicated to my beloved husband March Dave, my Mama Nene, and my ever-supportive siblings who helped me cheer and remain motivated in life.

Ritchell

The Rizal Memorial Colleges, Inc.

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ETHICS COMPLIANCE CERTIFICATE

This is to certify that the study entitled "FAMILY STRUCTURE: A PERSPECTIVE OF CLASSROOM ADVISER" prepared and submitted by: RITCHELL C. ALCANTARA a candidate for the degree of MASTER OF ARTS IN EDUCATIONAL MANAGEMENT has been examined by the RMC Research Ethics Committee (RMC-REC) and has been evaluated to comply with adequately the requirements for the research ethics protocol and is therefore, cleared for implementation using scientific procedures and international accepted guidelines.

Given this 21st day of December 2023 at the Rizal Memorial Colleges, Graduate School, Davao City, Philippines.

DR. GUILLERMO DIMALIGALIG

RMC-Research Ethics Committee

RELEASED
BY:
DATE: 303-12-21-23

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CHAPTER ONE
THE PROBLEM AND ITS SETTING

"Family is the first context in which children learn about their own abilities, interests, and values, and where they learn how to interact with others. The structure and quality of the family environment is crucial for children's social and emotional development, as well as their academic success. A positive family environment that is nurturing, supportive, and responsive to children's needs can foster healthy development and positive behavior, while a negative or stressful family environment can have the opposite effect."

- Urie Bronfenbrenner

I've been a classroom adviser and guidance advocate for five years. The usual cases which I have encountered in the Children's Development Center pertain to students' transfer or movement to other school and their return after a few months. Other cases concern with students' involvement in a fight. Looking at their Student Individual Profile, I have noticed that most of these students come from one-parent families or live with their guardians (grandparents or relatives).

Personally, I have found my encounter with them a challenging endeavor; hence, this prompted me to further investigate the perspectives of my co-teachers concerning the family structure of their students including their coping mechanism with the issues related to the behavior of their students.

Family is very important to a child's development and behavior. According to Thompson (2017), parents teach manners and values by how they live and behave as observed by their children. Family is therefore vital in the child's social and emotional development. Family relationships lay the foundation for all other relationships. Children learn to trust others and seek out friendship and comfort.

Felisilda and Torreon (2020) declared that a child's home has an impact on his/her life at the earliest age when he/she is most receptive. It gives him/her an impression that may last all through-out his/her whole life. The child often sees the importance of parents, siblings, and things in his or her surroundings as they are capable of promoting his or her self-worth and academic performance.

Family structure affects students' classroom behavior. Children from two-parent households tend to have better academic performance, higher self-esteem, and better behavior in the classroom compared to children from single-parent households. Children from single-parent households may experience more challenges and difficulties such as financial struggles, lack of parental care and support, and inadequate time spent with their parents because of work and other responsibilities. This can cause behavior problems in the classroom (Stack & Meredith, 2018).

Elementary students born to married mothers are less expected to behave disruptively (i.e., disobey a teacher, or be aggressive with other children) than those born to single or cohabiting mothers (Cavanagh & Houston, 2006). Children and adolescents in unbroken married families are more expected to do well in school, to do schoolwork, to do more than "just enough to get by," and to do their homework (Brown, 2004). Adolescents from blended families and stepfamilies are less involved in school than adolescents from unbroken biological families (Halpern-Meekin & Tach, 2008). Compared to adolescents from unbroken married families, those from divorced families and cohabiting families have more unexcused absences and skip more classes (Ham, 2003).

However, it is essential to note that family structure is just one factor that can influence a student's behavior. Other factors such as socioeconomic status, parental involvement, and the quality of the school environment can also influence students' behavior. Moreover, not all students from single-parent households have behavior problems and issues, and not all students from two-parent households have good behavior in the classroom.

Over 1 million American children experience the divorce of their parents every year. Children from broken homes have significantly higher rates of difficulty with all levels of education, from pre-kindergarten through college-age levels. These children were at higher risk for smoking, using drugs, and consuming alcohol (Schultz, 2006).

In the Philippines, separation among married couples is very rampant. Despite the absence of a divorce law, there is still a high rate of annulment among Filipino couples. The common reasons why Filipino couples separate include financial problems, lack of communication, infidelity, and domestic violence. Clinical and therapists note that children caught in the middle of parents' animosity during separation have attention and concentration problems, academic problems, anger issues, sleep disorders, and other psychological, behavioral, and spiritual problems (World Vision, n.d.).

An upward trend is also detected in data on annulment and nullity cases filed at the Office of the Solicitor-General (OSG), where cases increased from 4,520 in 2001 to 11,135 in 2014. Despite the lack of divorce law in the country and the high costs of obtaining an annulment, recent data shows that a growing number of Filipinos dissolve their marital unions, either legally or informally (Abalos, 2017).

In purview of this, I intended to investigate the perspectives of classroom advisers of Antonio O. Floirendo Elementary School II (AOFES II) of DepEd – Panabo City Schools Division on the student's family structure, its impact on classroom behavior, and the teacher's coping mechanism concerning learner's behavior.

A. Research Objectives

Primarily, I aimed to investigate the views of classroom advisers on their student's family structure, its impact on classroom behavior, and their comping mechanism towards their learner's behavior. Specifically, I attempted to accomplish the following objectives:

- To explore the outlooks of the participants on the family structure of their students;
- To navigate the issues on the student's behavioral concerns of the students; and,
- To draw out from the findings some insights on educational management.

B. Research Questions

In pursuit of the foregoing objectives, I sought to answer the following questions:

- What are the perspectives of the classroom advisers on family structure?
- How do they cope with the issues on the student's behavioral concerns of the students?
- What educational management insights can be drawn from the findings?

➢ *The Findings of my Study Would Benefit the Following People:*

At first, the Education Program Supervisor might consider using the findings as bases for his or her action to further strengthen the existing mechanism of the school in guidance and counseling.

Second, through this study, the School Head or the Master Teacher might consider the implications which I drew from the results in taking proper actions.

Third, through this study, the School Head or Master Teacher might allow me to conduct a forum to present my findings to my fellow teachers with his or her presence.

Finally, future researchers might use the findings of this study as an offshoot of his or her study. He or she might also contemplate on using another methods and strategies to meet his or her intentions.

To establish a common frame of references, the terms pertinent to the study are defined for a better understanding:

- Family Structure. This term refers to the nuclear and non-nuclear types of family structure which students of the classroom advisers at the Antonio O. Floirendo Elementary School II (AOFES II) of DepEd Panabo City Division have.
- Perspective. This term refers to the individual perception of the classroom advisers on the effect of family structure of their students on classroom behavior based on their direct experiences and observations.
- Classroom Advisers. This term refers to the participants who are given advisership at the AOFES II of DepEd Panabo City Division.

C. Review of Significant Literature

This section presents existing knowledge and findings from numerous sources relevant to my study in order to give the readers a better knowledge of the family structures, students' classroom behavior, and coping mechanisms on the issue related to behavior.

➢ *Family Structure*

Family, as a basic unit of society, involved an interaction between husband and wife, and their children. In a family, each individual plays a vital role in forming noble characters, because it is from good personalities that a harmonious and happy family can be developed. A family is a group of people who live in a household and have a consistent and strong relationship (Jamalludin, Ibrahim & Mohd Dagang, 2018).

Moreover, based on my readings, family is typically the major source of the necessities of life and health, love and tenderness, adequate food, clean water, a place and time for rest, clothing, and sanitation, which is made possible by the prevailing socio-economic, environmental, and sometimes political conditions. Likewise, the family is responsible for the care and upbringing of all its members. It's a consistent unit that ideally provides economic, social, and psychological security to all its members. It defines social and moral norms and safeguards both material and spiritual customs and traditions as well as providing role models preparing the way for adulthood (Ndung'u, 2012).

Family structure has undergone important changes (Jafee, Moffitt, Caspi & Taylor, 2003). These changes are influenced by other changes in the population: lesser and later marriages, marriages of shorter duration, more divorce/ separation followed by remarriage, more nonmarital unions (cohabitation), more children born outside marriage, and more women employed outside the home even with very young children (Pasley & Petren, 2015).

D. Types of Family Structures
The following subsections discuss the different types of family structures:

- *Nuclear Family*. The nuclear family is the traditional type of family structure. This family type consists of a mother, a father, and children. The nuclear family was long held in esteem by society as being the ideal in which to raise children. Children in nuclear families receive strength and stability from the two-parent structure and generally have more opportunities due to the financial ease of two adults (Jafee et al., 2003).

Lotha, Pauls, and Setia (2008) supplemented that the "nuclear family", also known as the elementary family in sociology and anthropology, is a group of people who are joined by ties of partnership and parenthood and involving a pair of adults (preferably male and female) and their socially recognized children living in the same home. It is the basic, most common, and preindustrial unit of societies until today. Typically, but not always, the adults in a nuclear family are married. Children in a nuclear family may be the biological or adopted offspring of a certain couple. Conversely, according to Olaitan (2017), the intactness of a nuclear family may not necessarily mean or guarantee that it functions well or that the children are being well catered for, as all manners of normal conflicts and problems as well as life-threatening issues do occur in intact families.

Nuclear families have changed over time, and the outdated idea of a nuclear family only including parents of opposite sexes is no longer seen as the norm. Today a nuclear family includes parents who identify as LGBTQ+. This means that parents in a nuclear family may or may not be legally married, but have chosen to raise a child or children together. Moreover, there can be any number of children in the family, and one or both parents may work outside the home. Within a nuclear family, there can be a mother and a father, parents who may identify as LGBTQ+, biological or adopted children, legally married parents, or parents who aren't married but are committed to each other and their family (Appleburry, 2021).

Single-parent Family. Single-parent family consists of one parent raising one or more children on his own. This family may include a single mother with her children, a single dad with his kids, or a single person with their kids. The single-parent family is the biggest change society has seen in terms of the changes in family structures. One in four children is born to a single mother. Single-parent families are generally close and find ways to work together to solve problems, such as dividing up household chores. When only one parent is at home, it may be a struggle to find childcare, as only one parent is working. This limits income and opportunities in many cases, although many single-parent families have support from relatives and friends (Blessing, 2019).

Consequently, single-parent or one-parent families are defined in which children live with their mother or father who is unmarried, divorced, annulled, or widowed. This unit of the family was greatly influenced by the change in culture in this current era of marriages. The ideal nuclear family generated different structures and have become more popular during the 1970s. Commonly, a single–parent family is an outcome of the death of a spouse. Now, this family structure is the result of divorce and some are formed when unmarried mothers bear children. I have learned that more than one out of 4 children lived with only one mother, usually the mother. Most of these single-parent families became two-parent families through remarriage (Simpson, 2008).

Berryman, Power, and Hollitt (2016) defined three common types of single-parent families. First, those who resulted from divorce/ separation, parents who were never married, and lastly, the widowed parents. In these structures, the other parent who is not living with the family has less or no involvement with his/her children.

Divorced female parents have the largest percentage of single-parent families. Children from divorced parents are probably to yield "poorly socialized, cognitively deficient children". They likely experience poor parent-child relationships. Moreover, children with divorced parents have a greater possibility to experience injury, asthma, headaches, and speech defects that could significantly affect the student's performance in educational institutions (Dawson, 2016). Most likely all of the situations may be like this but results from these relationships may still vary.

Richards (2007) suggested that children who have experienced these things can mold to have a better understanding of life by being helpful, caring, and tolerant because of their experiences. It can also be a way for them to learn practical skills such as problem-solving skills. Furthermore, children who lived with their mothers are better raised than their fathers for a reason that most of their fathers detach and become disinterested in their children.

Wallerstein & Blakeslee (2002) mentioned that more than 60 percent of fathers did not visit their children or had contact with them throughout the year. One problem found among the children of single parents has been the absence of male adults in the family. This implies that because of fathers' detachment from their children after divorce, mothers took the role of being a father, as well, to better raise their children.

A contrasting view from another study suggested that the father's presence and self-esteem have shown a significant positive. Father-present youths exhibited stronger scholastic achievement and more stable peer relations and the father-son relationship facilitated the adoption of an adequate self-concept because boys were able to model their fathers (Muthoni, 2013).

Alternatively, the population of never-married motherhood families was greatly influenced by the cultural shift of this era's marriages for a reason that weddings and other significant ceremonies are already not considered. Berk (2000) stated that "it has been thought that children in these kinds of families are shielded from marital strife". He added that children of never-married parents showed improvements in academic performance than that of children from divorced or remarried parents. He then further explained that children in first-marriage families do well than that in two-reared-parent families. However, children with this kind of family experienced less attention, difficulties in social interactions, academic low performance, and behaviors associated with a lack of male or female parental inspiration.

Due to the dramatic changes in family structures, it was clear that several changes also occur in the students that could also affect negatively their academic performance especially if they are in their adolescence. Also, some researchers proposed that much family structure research is inconclusive because it has failed to differentiate among various types of single-parent families such as whether they result from marital disruption (divorce or separation), parental death, or a never-married parent.

With these, there are researches conducted in the Philippines to develop, expand, and refine the body of knowledge that has already been made. Likewise, the greater public would gain awareness, broaden their views, and contribute ideas about this topic.

- *Long-Distance Family*. This family structure is another type that has become progressively common globally. A long-distance family is a structure type in which members live far away from each other and are not able to frequently see each other in person due to a variety of reasons such as work, education, military service, immigration, or personal choice.

From my readings, Lee and Cho (2018) characterized the long-distance family structure as physical distance, limited face-to-face contact, and a dependence on communication technologies to sustain relationships. The study notes that long-distance families may face challenges in maintaining a sense of togetherness and shared identity, particularly over time. They also defined the positive and negative effects of this family structure. Long-distance families may experience increased independence and flexibility, as well as opportunities for personal growth and development. However, these families may also experience emotional stress, loneliness, and a sense of disconnection from one another.

The long-distance family structure is also common in the Philippines. Filipinos migrate to other places in the country or overseas for work and other opportunities. According to De Jesus and Medina (2017), long-distance family structure is common because of economic reasons, particularly the search for better-paying jobs and higher living standards. They also noted the significant impacts on family relationships and dynamics in the Philippines. For example, family members who are left behind may experience emotional stress and isolation due to physical separation, while those who migrate may experience challenges in sustaining their relationships with their loved ones. This is where communication technologies, such as mobile phones and social media, played a vital role in enabling communication and keeping relationships among long-distance Filipino families. However, they reminded us that these technologies are not a substitute for face-to-face communication and that they may also create new forms of stress and conflict within families.

- *Blended Family (Step Family)*. From my readings, more than half of all marriages end in divorce, and many of these individuals choose to get remarried. This creates the step or blended family which involves two separate families merging into one new unit. It consists of a new husband, wife, or spouse and their children from previous marriages or relationships. Stepfamilies are about as common as the nuclear family, although they tend to have unique challenges, such as adjustment periods and discipline issues. Stepfamilies need to learn to work together and also work with their exes to ensure these family units run smoothly (Blessing, 2019).

A blended family, also known as a stepfamily or reconstituted family, is a type of family where at least one parent has children that are not genetically related to the other spouse or partner (The Step Family Foundation, 2018). In blended families, either parent may have children from a previous relationship. Despite the appealing notion of an ideal way in which to create a successful blended family, research shows that the blending of families occurs in a variety of different ways (Gould, Fisher, and Bikel, 2013).

In the Philippines, blended families are created due to the diversified ways families are constituted today. According to a study by the UP-Population Institute (2014), single parents, annulled, and legally separated spouses who decided to remarry or cohabit take the form of blended families.

As a result of changes in conjugal norms, the family experience of children born at the end of the twentieth century bears little resemblance to that of their parents (Juby, Bourdais, and Marcil-Gratton, 2001). Thus, making the children experience more complexities and social pressure based on their family background.

Moreover, stepparents are always caught between imposing authoritative parenting and authoritarian parenting yet end up being authoritarian parents as children from the other parent become resistant to the stepparent. Stepparents are inherently drawn towards an authoritarian parenting style with their stepchildren. This happens for several reasons since stepparents do not have a long history of emotional attachment with their stepchildren as their partners do. This impacts how they interact with and parent their stepchildren. What a stepparent sees as wild and uncontrollable behavior, a parent may regard as their child being excited. What a stepparent sees as 'back-chat', the parent may regard as the child speaking up for him- or herself (Njoreh &Kirori, 2018).

King, Boyd, & Thorsen (2015) discussed that children are resistant and indifferent toward stepparents because their biological parents know who they are but their stepparents do not. Expectations of parents are different. This can result in a stepparent disciplining a child in circumstances or for behaviors that a biological parent may not. There are times that stepchildren seem ungrateful and unappreciative of efforts despite everything the stepparents do for the family and stepchildren.

According to Papernow (2017), authoritarian parenting, as a way of parenting for stepparents, is almost always damaging to stepchild-stepparent relationships. It is because the children and the whole family need a positive parent-and-child relationship, not a relationship characterized by walls and barriers.

- *Grandparent Family*. I have gained from my readings that most grandparents today are raising their grandchildren for a variety of reasons. One in fourteen children is raised by their grandparents, and the parents are not present in the child's life. This could be due to parents' death, addiction, abandonment, or being unfit parents. Many grandparents need to go back to work or find additional sources of income to help raise their grandchildren (Blessing, 2019).

Filipinos are people who are known to have close family ties, wherein it would be deemed unusual for one to be distant and to live alone. As studied by Cruz, Cruz & Saito (2019), "only 4 percent of the elderly live alone and the percentage for both sexes of all ages is less than 5 percent." Filipinos co-residing and supporting family members verify that the bond of Filipino families runs deep, ranging into generations. A survey (as cited in Arnilla, 2017) "proved some of the observations on the caregiving role played by grandparents wherein it was observed that 27.1% of grandchildren co-reside with their grandmothers and an overwhelming 78.0% of the grandchildren received grandmothers' care." Filipinos depend on their family and relatives for support and guidance. It is due to the great sense of filial piety and responsibility that most Filipinos embody which drives one to support their family in times of prosperity and bliss and even in adversity and sorrow.

Naturally, children are raised by their loving parents, however, due to certain circumstances, not many get to enjoy this kind of life. There are children whose grandparents act as their parents from birth or at a very young age. According to Saxena, Brotherson & Query (2013), "There are several potential reasons why grandparents raise their grandchildren, it may be because the parents are having physical or mental health challenges or are facing problems such as abuse, abandonment, teen pregnancy, military deployment, unstable home life or incarceration." Grandparents may also face many new challenges when the job of raising their grandchildren is handed to them. Yet, despite the obstacles they face, grandparents gain an irreplaceable opportunity to spend time with their grandchildren. Robinson, Smith & Segal (2020) stated that "raising grandchildren may be challenging but it is also rewarding." They also stated that grandparents will have a much greater connection with their grandchildren and may also find themselves rolling back to their years.

- *Extended Family*. Found to readings, the extended family structure consists of two or more adults who are related, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising children and keeping up with household duties. Many extended families include cousins, aunts or uncles, and grandparents living together. This type of family structure may form due to financial difficulties or because older relatives are unable to care for themselves alone. Extended families are becoming increasingly common all over the world (Blessing, 2019).

In a Filipino household, it is common to find three generations living together. Often, grandparents play a large role in raising their grandchildren. Extended families will often live relatively close to one another and will come together during large celebrations. It is common to find families in the Philippines that have some members who return to their family home on weekends after spending a week in major cities for work or study (Scroope, 2017).

Mostly, children in Filipino families who become adults would still stay home with their parents. Research suggests that the traditional Filipino family tends to be characterized by strong cohesion among immediate and extended family members (Garcia & de Guzman, 2020).

Economic factors such as household income, education, housing tenure, and employment status are associated with extended family structure. Families with less economic capacity (e.g., less education, lower income, and job loss) may form extended family households to pool and more effectively use limited economic resources (Pilkauskas, 2012).

The needs of family members are also correlated with living in an extended family. In particular, the mother's age at the child's birth, the age of a child, whether a child lives with both, one, or neither parent and the health status of parents and other household members may influence the decision to co-reside. Young parents, especially single parents of young children, may be more likely to live in extended families so that they can get additional help with childrearing (Pilkauskas, 2012). Similarly, parents or extended family members in poor health may also choose to co-reside, either because they need extra assistance, or because they help with childcare and/or provide aid to other family members (Cross, 2018).

Cultural norms and preferences are also likely to be related to the decision to live in an extended family. Families that place greater emphasis on familism — the needs of the family take precedence over individual needs —are more likely to co-reside (Baca Zinn & Wells, 2000). This cultural ideal may valorize co-residence in a way that makes it a functional and attractive strategy for organizing household living arrangements and promoting family connectedness. Prior research suggests that religious preference, language spoken at home, and immigrant status are useful indicators of familism (Oropesa & Landale, 2004; Sarkisian, Gerena, & Gerstel, 2006). While my nationally representative data allow me to include rich measures of economic capacity and family needs, they do not permit the inclusion of a robust set of indicators of cultural norms and preferences.

Family environment plays an important role in a child's development and parents are seen to have a substantial influence on a child's life. Most children in the United States today will experience one or more changes in family structure which is likely to shape their transition into young adulthood (Ryan & Claessens, 2013).

Children who experience multiple transitions in family structure such as parental separation, remarriage of a single parent, or the disruption of remarriage may face worse developmental outcomes than children raised in stable and consistent, two-parent families. They may also experience outcomes worse than children raised in stable, single-parent families (Fomby & Cherlin, 2007). Disruption in the family results in negative developmental outcomes as family transitions cause stress (Hadfield, Amos, Ungar, Gosselin & Ganong, 2018) and instability (Ryan et.al., 2015).

The family is the primary group because it is in the family that the child develops his basic attitude through training and teaching (Amalu, 2017). Each child is born into a family composed of parents and possibly others and because the children's lives are centered initially within their families, the family then becomes the primary agent of socialization. A family structure like; monogamy (nuclear), polygamy, divorced parents, re-married parents, single parents, or blended parents (Amalu & Bassey, 2022).

The nuclear family consists of two parents and a child or children. Students in this family type have been perceived to be more stable and stronger in character formation. Single parent family consists of one parent raising one or more children. It involves a mother with her child(ren) or the father (Amalu & Bassey, 2022). Some students from such homes are easily delinquent because they are most often deprived of security, protection, and love that should come from both parents, and this impacts negatively their behavior formation (Billings, 2019).

Stone (2012) stated that some children from single-parent families are more likely to show to a great extent, the effect of undernourishment, illness, insufficient rest as well a negative attitude toward school, which is a factor that can influence deviant behavior. However, Amalu & Bassey (2022) are aware of some children who are from single-parent homes and have excelled academically and in their professional pursuits.

Perry (2009) also observed that children of female-headed families (single mothers) are at a greater risk of irregular behaviors because some mothers have very low incomes and inability to provide for the basic needs of the students. A favorable environment is essential to create good behavior formation.

Kessler (2013) identified that children in blended families are having irregular behaviors. Mostly, parents who divorce opt to remarry. This type of family constitutes two separate families merging into one unit (a new husband or new wife and their children from previous marriage or relationship). Some students from this kind of family most often become depressed and may want to compensate for themselves through bad activities. This is maybe connected with the fact that the home atmosphere is not likely conducive.

Various researchers have carried out studies on the influence of family structure on student behavior. Naboth and Ikpah (2020) examined the influence of family structure on the incidence of juvenile delinquency among senior secondary school students in Rivers State, Nigeria. They concluded that students from single-parent family structures had a significant influence on the incidence of juvenile delinquency among public senior secondary school students in Rivers State, Nigeria. They also recommended that parents should be strict on the implementation of rules and regulations guiding their homes.

In the same view, Ogbu and Akintonye (2018) showed that a relationship exists between family structure and juvenile delinquency. They recommended amongst others that governments, counselors, social workers, and concerned agencies should routinely develop programs aimed at sensitizing parents and caregivers on their roles and obligations towards their children.

The instability of family structure is linked with behaviors in children and adolescents that potentially lead to disadvantaged entry into adulthood. While the family is an essential component of the social context that shapes children's and adolescents' behavior, extrafamilial relationships that youth establish with other adults and with peers also have a significant influence on the likelihood of engaging in behaviors that are prosocial or carry some risk to overall well-being (Bearman & Brueckner, 2001).

Sandstrom & Huerta (2013) confirmed that family instability is associated with problem behaviors and some academic outcomes, even at early ages. Children's problem behaviors further increase with multiple changes in family structure. Family transitions that occur early in children's development, before age 6, and in adolescence appear to have the strongest effects. While young children need constant caregivers with whom they can form secure attachments, adolescents need parental support, role models, and continuity of residence and schools to succeed. Children demonstrate more negative behaviors when they lack the emotional and material support at home that they need to smoothly handle a family transition.

E. On Coping Mechanisms of Teachers in the Classroom Setting

Policymakers, educators, and teachers are accountable for the growth of a nation's human resources. Teacher coping and handling approaches in the classroom are generally recognized as important factors in defining teacher effectiveness and efficiency (Rajesh, Ashok, Rao, Kamath, Kamath, Sekaran, Devaramane & Swamy, 2022).

Austin, Shah & Muncer (2005) added that teachers with inadequate and ineffective coping responses struggle with stress. This could lead to emotional fatigue, physical health problems, and low levels of job fulfillment, resulting in exhaustion and its consequences: distrust and doubt, depersonalization of students, and professional weakening.

In a classroom setting, it is unavoidable that teachers encounter several types of misbehavior of students. Misbehaviors inside the classroom intimidate teachers and students Misbehaviors in the class may devastate the class atmosphere and environment, the teaching-learning progression, and avoid students and teachers from attaining their goals and lead to problems in time management (Şüheda, 2010).

Sternberg & Williams (2002) argued that when students are troublesome and off-task, learning stops; when students disregard instructions and contest their teacher's authority, learning takes a backseat; and when students fight with other students and make an intimidating environment occupied with anxiety and restlessness, learning is the last thing on anyone's mind.

Classroom management problems and student misbehavior have been insistent causes of teacher stress that affects job fulfillment, relationships with students and colleagues, and frequently leading teachers to leave their careers (Mearns & Cain, 2003). Moreover, classroom management, as mentioned by Lewis, Romi, Ramon & Salkovsky (2014), is the blend of methods and processes that teachers utilize to attain and sustain a positive classroom environment to teach and instruct, using tools and strategies to produce behavioral development, and avoid discipline difficulties.

Şüheda (2010) also stated that teachers display several coping strategies relative to gender and experience. It is essential to prevent discipline problems; and it can be guaranteed through the collaboration between the school administration, family, and teachers. The most common coping methods in the classroom are the least intervention principle: prevention (exhibit enthusiasm, various activities, and tasks, keep students involved and interested); nonverbal cues (eye-to-eye contact, gestures, physical proximity, or touching used to connect without disturbing verbal discourse); praise of correct behavior that is unsuited with misbehavior; admiration for other students; voiced reminders; constant reminders and consequences.

It is also necessary and important to have mutual respect among students in the classroom and from teacher to student to avoid misbehaviors. Teachers need to accept preventive discipline and constructive strategies. Students should feel good and cared for (Sternberg & Williams, 2002).

F. Theoretical Lens

In this study, I employed the family system theory because it highlights the interrelation of family members and their influence on one another. A change in family structure (such as divorce or remarriage) can disturb the family system and lead to stressors that affect students' classroom behavior.

Family systems theory was a scientific theory of human behavior formulated by Dr. Murray Bowen (1946-1959). This theory is conceptualized by the classification of the family structure as an emotional unit wherein every family member impacts others to some extent (Pollard & Boyd, 2021).

Family Systems Theory arises from the Functional Theory umbrella and shares the practical approach concerning the dysfunctions and functions of complex groups and organizations. This theory also discourses the issue of boundaries. Boundaries are discrete emotional, psychological, or physical differences between individuals, roles, and subsystems in the family. Boundaries are vital to healthy family functioning (Hammond & Cheney, n.d.).

Hammond, Cheney & Pearsey (2015) also added that the Family Systems Theory supposes that a family is best understood by inspecting the family as one whole system. This one system is a complex, deeply-connected shifting collection of parts, subsystems, and family members, where each member has an identified purpose or function.

Ray & Johnson (2016) defined family systems theory as the family is seen as the main relationship framework in which different character traits and developing patterns of behavior are learned and strengthened. He added that the connections and interactions among family members are regarded as vital in understanding the behavior and emotions of personalities. For example, avoidant behaviors involved by family members are seen in the situation of family interactions, and emotions such as anxiety and stress in terms of wider family dynamics. It also supports evaluating the nature of a relationship by inspecting the interactions that occur between individuals.

Additionally, according to Strong Bonds (n.d.), family dynamics are the patterns and forms of connecting and interactions among family members. Each family system and its dynamics are unique and exclusive though there are some similar patterns. All families have some helpful and some unhelpful dynamics. Frequently, family dynamics have a strong influence and impact on the way children see themselves, others, and the world, as their relationships, behaviors, and their well-being.

A family system theory simplifies the occurrence of diverse family structures which execute diverse capacities in a manner that every family member interacts and is interdependent on family members. Children's development inevitably occurs in definite situations, and mostly for children, the family unit is of primary importance and critical situation for physical and psychological growth (Schaffer, 1996). Conventionally, the family is regarded as a continuous unit comprising a couple and their children (Schaffer, 1996).

The circularity of influence is an important degree of the essential standards of system theory. Within a system, the form of influence is circular rather than linear. All elements are normally dependent; an alteration in one has an impact on all others. From this theory, the structure of the family is recognized with the child's development, on the thought that a stable family is positively associated with satisfactory academic performance and good behavior of children.

Hence, the theoretical framework demonstrates the relationship between family structure and the student's classroom behavior. Elementary students usually stay with their parents in a specific family structure (nuclear or nonnuclear families). Regardless of the type of family structure of students, some important aspects can also affect the classroom behavior of students such as supervision, time, parenting styles, and communication (Astone & McLahanan, 1991).
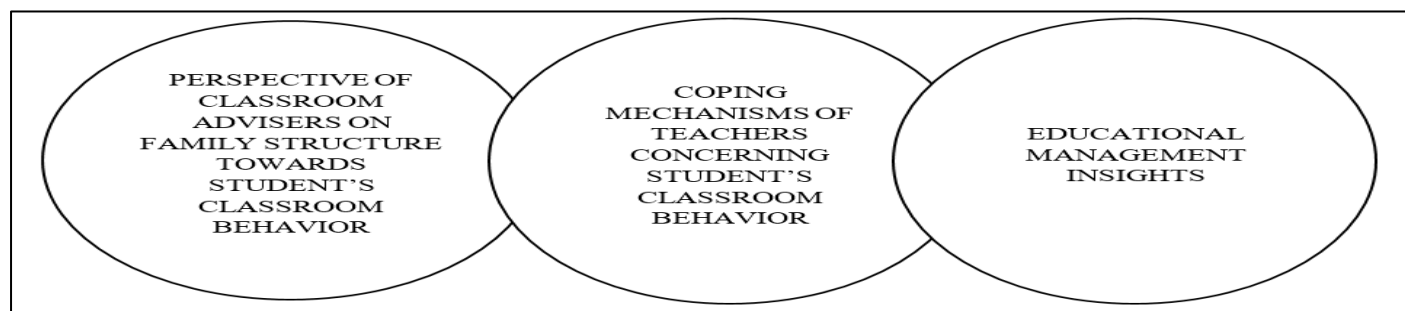

Fig 1: Theoretical Framework on the Study

CHAPTER TWO
METHOD

This chapter presents the methodology used in this qualitative study. This includes the philosophical and qualitative assumptions, research design and procedures that are used, ethical considerations, and the role of the researcher in the conduct of the study.

A. Philosophical Assumptions

Philosophical assumptions about the effect of family structure on a student's classroom behavior are based on different schools of thought and theoretical frameworks. Here are some key assumptions from a few different philosophical perspectives:

Structural functionalism. From this perspective, family structure is critical in molding and shaping a student's classroom behavior. The family serves as a primary social institution that encourages values, norms, and expectations that guide the behavior of its members. For example, a stable, two-parent family structure with clear rules and boundaries may support in creating of a more disciplined and respectful student, while a chaotic or single-parent family structure may cause more disruptive behavior in the classroom.

Behaviorism. It views behavior as a product of environmental factors, such as reinforcement and punishment. The family structure can influence a student's classroom behavior through the types of rewards and punishments that are used at home. For example, if a student is frequently rewarded for disruptive behavior at home, they may be more likely to engage in similar behavior in the classroom.

Attachment theory. According to attachment theory, a child's early relationships with their primary caregivers (usually parents) shape their later relationships and behaviors. If a child has a secure and safe attachment to their caregivers, they are more expected to feel secure and confident in their interactions with others, including in the classroom. However, if a child has an insecure attachment due to inconsistent or unreliable caregiving, they may struggle with behavioral issues in the classroom.

Social constructionism. This perspective argues that reality is constructed through social interactions and language. Therefore, family structure can influence a student's classroom behavior through how family members talk about and construct their roles and relationships. For example, if a family places a high value on assertiveness and independence, a student may be more likely to exhibit those traits in the classroom, while a family that values obedience and conformity may lead to a more compliant student at school.

Overall, philosophical assumptions about the effect of family structure on a student's classroom behavior are shaped by different perspectives on human behavior and how social institutions, such as family, shape that behavior.

B. Qualitative Assumptions

There are several qualitative assumptions about the effect of family structure on a student's classroom behavior. Here are a few:

- Family stability: Children from stable families tend to display better classroom behavior than children from unstable families. This is because stable families provide a secure and nurturing environment, which benefits children to develop emotional stability and self-confidence.
- Parental involvement: Students whose parents are engaged and involved in their education tend to display better classroom behavior than those whose parents are not involved. This is because parental involvement shows the child that education is important and provides additional support and encouragement.
- Parenting style: The parenting style of a child's parents can also affect their behavior in the classroom. Authoritarian parents who are very strict may produce children who are obedient but lack creativity and initiative, while permissive parents who are too lenient may produce children who are unruly and lack discipline.
- Family socioeconomic status: Children from families with higher socioeconomic status tend to exhibit better classroom behavior than children from families with lower socioeconomic status. This is because higher socioeconomic status is associated with greater access to resources, such as quality education and extracurricular activities, which can positively impact a child's behavior.
- Family structure: Children from single-parent households or blended families may exhibit more disruptive behavior in the classroom than children from two-parent households. This is because single-parent households and blended families may experience greater stress and instability, which can negatively impact a child's behavior. However, it's important to note that this is a generalization and many factors can impact a child's behavior, regardless of their family structure.

However, it is important to note that these assumptions are not universal and there are many exceptions. Each child is unique and their behavior is influenced by a wide range of factors, including their personality, experiences, and environment.

C. Design and Procedures

I used qualitative phenomenological approach in exploring the perspectives of my participants on family structure. Phenomenological tradition is a qualitative approach that tries to understand people's perceptions, viewpoints, and understanding of a particular situation or phenomenon (Creswell, 2013).

Using this approach, I investigated the perspectives of my participants especially their experiences and insights. I used in-depth interview to gather from them relevant information concerning the phenomenon (Nyumba et al., 2018). The result of this approach, according to Holloway (1997), is a description of the vital structure of the participants.

D. Research Participants

The participants of my study were identified as the classroom advisers of Antonio O. Floirendo Elementary School II (AOFES II) of DepEd Panabo City Division in SY 2022 – 2023. Subject selection in qualitative research was purposeful as the participants who involved in the study could have provided relevant information as they were assigned as classroom advisers. They themselves could explain vividly their experiences and observations for a better understanding of the phenomenon under study (Kuper, Lingard, Levinson, 2008). Meanwhile, a recording device was used during the interview so that the data gathered would be well documented. Ethically, the personal circumstances of the 14 participants were held confidential during the in-depth interview.

E. Ethical Considerations

The main concerns of my study were individuals who were in the custody of the codes of ethics. At present, they are the classroom advisers of AOFES II. Therefore, I have to guarantee their safety and provide full protection so that they will not lose their trust in me. I will follow ethical standards in conducting this study by giving due respect for persons, beneficence, justice, consent, and confidentiality (Boyatzis, 1998).

Respect for persons is my responsibility not to exploit the weakness of my research participants. Self-reliance was avoided to retain the friendship, trust, and confidence among the participants and the researcher. Beforehand, I asked permission from the DepEd Panabo City Division Office and School Administration of AOFES II. These were done to pay respect to the individuals concerned in the study (Creswell, 2012).

Beneficence entails a commitment to minimizing risks to my research participants rather than maximizing the profits that are due to them. The anonymity of the interviewee was kept in order not to put each participant at risk. At all times, participants were protected, so every file of information was not left unattended or unprotected (Bryman & Bell, 2007).

Justice requires a reasonable allocation of the risks and benefits as a result of the research. It is very important to acknowledge the contributions of all my participants as they are generally part of the success of the research. They must be given due credit for all their actions. They were able to spend any amount during the interview. Sensible tokens were given to them as a sign of recognition for their efforts in the study. I am hoping that through my study, they were set free from whatever negative experiences in dealing with their students and maintain a good name in what positive contributions they could offer in my study (Bloom & Crabtree, 2006).

Consent is another important way of showing respect to persons during research. This is to let all my participants become aware of the purpose and objectives of my research study in which they are going to involve. Written consent was provided for them to get their approval. After getting the nod, they actively participated in in-depth interviews and focus group discussions. Of course, they were also informed of the results and findings of the study (Creswell, 2012).

Confidentiality towards the results and findings including the safeguard of my participants and coding system was used. Meaning, my participants' identities were hidden. All materials including videotapes, encoded transcripts, notes, and others should be destroyed after the data were analyzed (Maree & Van Der Westhuizen; 2007).

F. Role of the Researcher

My role as the researcher in qualitative research is a very vital consideration in the successful investigation of any social phenomenon. In my study, I am highly inclined and qualified to pursue this investigation because I am also a classroom adviser of AOFES II. As an interviewer, I first established a relationship and camaraderie with my participant. I used personal empathy to make the participants feel more willing to tell their stories. During the interview and observations, I applied some techniques like asking probing questions, then listening and thinking, then asking more probing questions to get to deeper levels of the conversation. As a transcriber and encoder, I transcribed all the recorded interviews, translated them correctly, and organized them into a Standard English statement. Lastly, as an analyst, I employed suitable analysis methods and procedures fitted for qualitative research, such as thematic analysis, numeration, and cross-case analysis. I must interpret the meaning of hidden data because I am the primary instrument for data collection and analysis (Strauss & Corbin, 1990; Creswell & Plano Clark, 2011).

G. Data Collection

I submitted a letter of endorsement on January 13, 2023 and signed by the Dean of Graduate Education Program of Rizal Memorial Colleges. I also give the letter to DepEd Panabo City Division Office on February 20, 2023. A letter of approval to conduct the study was also released and signed by the Schools Division Superintendent of Panabo City on February 27, 2023.

The identified participants for my research study were asked for their consent on March 1, 2023 to participate in this research and stipulate the conditions therein. In producing information from the participants about how the family structure affected the student's classroom behavior and academic performance, the researcher utilized an in-depth interview method. My study used the face-to-face mode of interview. It is a communicatively rich approach to exchange in which gestural aspects of the discourse are feasible to the participants (Gibson & Brown, 2009).

During the formal interviews with the participants about their actual experiences on March 9 and 10, 2023; I used pen and paper to take note of information aside from voice recording to enable clear data collection and analysis. My researcher made questions in a flexible manner and with contextually appropriate wording. This aimed to ask all the questions sensitively to the conversational structure but not necessarily in order. As stated, semi-structured interviews guided the conversation and allowed participants to provide information that is important to them but not necessarily reflected in the interview questions (Walshaw, 2015).

H. Data Analysis

The data were analyzed according to the recommended analysis procedure. After data collection thru the in-depth interview, the recorded voice was transcribed and the recorded notes were translated including all the angles in the investigation to obtain factual findings of the research study.

After transcription of the different responses of the 14 respondents, the data were analyzed for theme identification. Accordingly, thematic analysis is a process of analyzing information based on commonalities, relationships, and differences. It also relates to the aim of searching for aggregated themes with the data. Three steps were taken during the data analysis like data reduction, verification, and conclusion (Gibson & Brown, 2009).

The themes were identified based on the responses and descriptions of the participants which were also anchored on the research questions that were formulated beforehand. Since a qualitative study held no restrictions as other concerns that were shared by the participants were also taken into consideration during the interview. However, only the significant data were put into writing as requested by most of the participants, and the research's account of this study was also discussed during the investigation to concretize the result of the study.

When a certain phenomenon that refers to the existing results and theories arose to test whether such claims were coherent with the existing principles or a manifestation of new evidence in the study's field of focus, I recorded the observations during the in-depth interview and perform further research on the impact of the answers.

Data reductions were used in analyzing the data, which means deleting unnecessary data and modifying them into useful material for easy understanding. The interpretive analysis is in three stages was conducted like deconstruction, interpretation, and reconstruction. Deconstruction refers to breaking data into parts to see what is included. It requires reading and reading an interview transcript and then breaking down data into categories or codes that describe the content. Interpretation follows deconstruction and refers to making sense of understanding the coded data. It involves comparing data codes and categories within and across transcripts and across variables deemed important to the study. Reconstruction refers to recreating or repacking the prominent codes and themes in a manner that shows the relationship and insights derived in the interpretation phase and that explains them broadly in light of existing knowledge and theoretical perspectives (Bogdan & Biklen, 2003; Corbin & Strauss, 2007).

I. Analytical Framework

According to Smith, Flowers and Larkin (2009), Interpretative Phenomenological Analysis (IPA) is particularly useful when exploring the subjective experiences and meanings individuals attribute to their experiences, allowing for a nuanced understanding of the phenomena being studied.

This approach is valuable in this study for delving deeply into individual experiences and perceptions, which is crucial when examining how family dynamics and structures influence a student's behavior and attitudes. In this study, I explored the effects of family structure on students' behavior according to the perception of classroom advisers through IPA lens. I conducted in-depth interviews with classroom advisers, allowing them to express their lived experiences, perceptions, and interpretations of their students' family dynamics. This method enables a profound understanding of how these family structures impact their students' behavior, emotions, and attitudes within an educational context.

➢ *I Observed Following Steps in Utilizing IPA:*

- Participant Selection: I selected the classroom advisers as my participants to interpret family structures of their students to provide diverse perspectives.
- Data Collection: I conducted In-depth interviews that would allow my participants to share their personal experiences, perceptions, and interpretations of how the family structure of their students influenced their behavior, interactions, and academic performance.
- Thematic Analysis: I immersed in the interview transcripts, identifying recurrent themes and patterns within the individual accounts which included family dynamics, emotional experiences, identity development, and coping mechanisms related to different family structures.
- Interpreting Findings: I examined how these themes relate to and are influenced by the students' family structures.
- Conclusions and Implications: The analysis highlighted the varied ways in which family structures impact students' behavior, potentially revealing emotional resilience, coping strategies, or challenges related to different family setups.
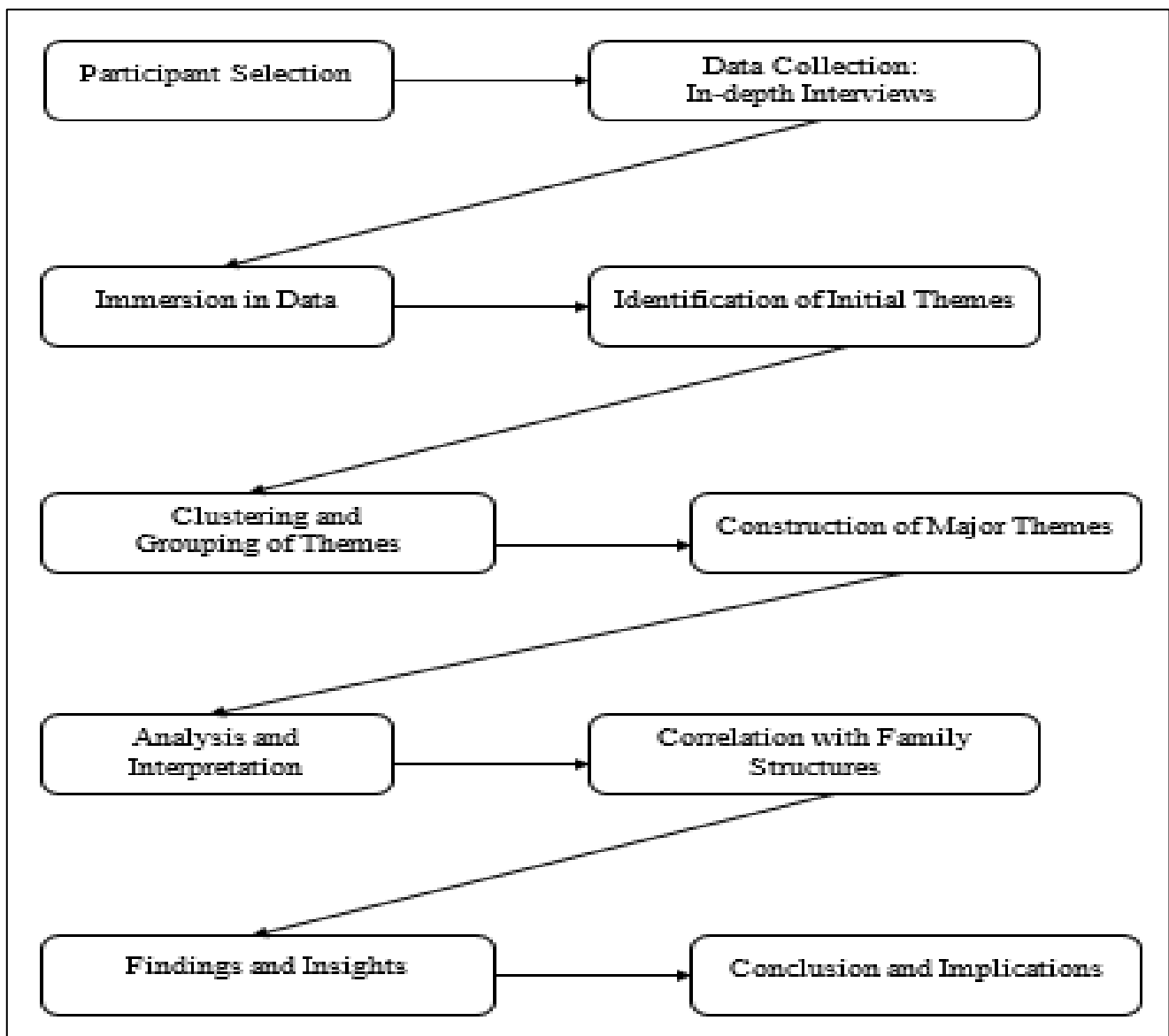

Fig 2: Analytical Framework of the Study

J. Trustworthiness of the Study

One of my roles as a researcher was creating trustworthiness with my participants, and it was to establish a relationship with them. I made sure that I put into account their responses comprehensively. In addition, I ensured that my participants were well aware of the extent of my study and its purpose. Moreover, I also saw to it that they understood the premise of each question and its rationale. The very basic issue concerning trustworthiness is simple, how can a researcher convene his/her readers so that the findings of the research were worth paying attention to or worth taking into account. Just as a qualitative research study could not be valid unless it's reliable, a qualitative study could not be transferable unless it is credible, and it could not be credible unless it is dependable (Merriam, 2009; Veal, 2011).

Comprehensive instruction and reminders were given to each participant, especially on sharing information during the interview. Personal experience was encouraged to make sure that the data solicited would be credible. To protect their identities, the pseudonym was allowed and for privacy purposes as well.

- Credibility in qualitative research means the result of my study is considerable and reliable from the viewpoint of a participant in the research itself. As a researcher, I made sure that the participants in my study were the identified classroom advisers of AOFES II. A qualitative research attempts to describe or explain the event, or group of phenomena of awareness from the standpoint of the participants. Hence, the participants of my study were best positioned to judge the credibility and the quality of inspiring belief. Credible sources, therefore, must be reliable sources so much that they provided information that one could believe to be true (Miles & Huberman, 1994; Lincoln, 2010).
- Transferability is the extent to of this investigation can be applied or transferred beyond the bounds of the project. To allow transferability, I would share the result of my study at a public forum to promote awareness of the challenges, opportunities, and impact on students and classroom advisers. I must provide sufficient detail of the context of the fieldwork for a reader to be able to decide with which he or she was familiar and whether the finding could be justifiably applied to other settings (Merriam, 2009).
- Dependability is the assessment of the quality of the integrated processes of data collection, data analysis, and phenomenal explanation. As researcher, I would use overlapping methods to achieve dependability such as an in-depth interview. The procedures in my study were stated in detail, thus allowing future research to recap the work if unavoidably to achieve similar outcomes (Merriam, 2009).
- Confirmability is the degree to which the findings are the product of the inquiry and not the biases of the researcher. The notion of confirmability is the researcher's equivalent apprehension to neutrality. I performed the concept of neutrality by ensuring the data gathered were transcribed exactly based on the statements during the interview. Stages were engaged to help confirm as the study's result is the outcome of the involvements and notions of my participants, rather than the characteristics and fondness of the researcher. The role of triangulation in my study was emphasized to lessen the effect on the researcher during the entire period of the interview and accompanied by note-taking as a backup in case the recording device fails (Siegel, 2015).

CHAPTER THREE
RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the findings in response to the research questions pertaining to the perspective of the classroom advisers on the family structure of their students, coping mechanism, and educational management insights. The information drawn from the interviews is clustered into themes, discussed with direct statements of the participants, and supported with relevant literature and studies.

A. Perspectives of Classroom Advisers on Family Structure

This section presents the disclosures of the classroom advisers about the family structure which they perceive to have impacted or affected the classroom behavior of their students across grade levels from Kinder to Grade 6 at the Antonio O. Floirendo II Elementary School (AOFES II) during S.Y. 2022-2023. The classroom advisers unveiled some positive and negative effects to classroom behavior of students who come from nuclear family and non-nuclear family structures. In support to their disclosure, Amato, 2010, & Hofferth and Anderson (2003) found that family structure can have both positive and negative effects on children's behavior inside the classroom. Nuclear family structure (i.e., married parents with their children) tend to be linked with better outcomes. However, there are a great deal of differences within various types of family structures and individual experiences of children that can be widely based on factors such as family stability, parental involvement, and socioeconomic status.

B. Negative Effects of Nuclear Family Structure.

Based on the data gathered, there are some negative effects of nuclear family structure on the behavior of students as perceived by classroom advisers of AOFES II during S.Y. 2022-2023. These include students who are below average or average in academic standing, slow learners, hyperactive, attention seekers, and frequently absent from the class.

Below average or average in Academics. Participant #1 discussed some thoughts concerning students in nuclear family structure who have below average grades in their academic performance. She admitted:

"*Naa may maayo jud nga atimado ug kompleto ang ginikanan pero naa man pud ko estudyante nga atimado man pero wala man gapakita ug maayo sa iyahang mga grades. Ngano man nga ing-ana sila nga naa man unta ilahang ginkanan? Magdepende jud na sa pag-nurture sa balay, pag-follow up, kana jud ang daku nga makatabang sa outcome ug proficiency sa bata sa school.*" (I have students who are good in their academics because they are taken care of by both of their parents but I also have students of the same status yet they don't have good grades. Why is that so even if they have both their parents? It really depends on how parents nurture their children at home and make follow-ups with their studies. It helped with their outcome and proficiency at school.)

Slow Learner. There are students from nuclear families who are slow-learners in class as testified by Participant #4. According to her,

"*Naa koy bata nga kompleto ang pamilya pero grabe ka-slow jud. Gamay o bagsak jud sa akoa iyaha performance.*" (I have a student from a nuclear family but very slow in his academic. Low or even failed on his/ her performance.)

Hyperactive and Attention Seeker. Participant #10, moreover, discussed some experiences with students from nuclear families who are hyperactive in class.

"*Mostly, naa man koy attention seeking ng bata no nga naa man iyahang mga family diri, kompleto man. Based sa akoang interview sa ilahang mga ginikanan, ginatagad man sila. Atimado man. Kiat lang gyud. Natural gyud sa ilaha ang kiat.*" (Mostly, I have students who are attention-seekers even if they are living with their parents. They are complete. Based on my interview with their parents, they are treated well. They are taken care of. Maybe it's just natural for them to be hyperactive inside the classroom.)

Hyperactive and attention seeker. Some cases among the students living with nuclear family structure who commit frequent absenteeism at school. Participant #2 discussed one reason about this scenario.

"*Naay kompleto ang family pero dili maasikaso sa parent. Absenot kaayo kay pabantayon ug manghud tungod kay nagtrabaho ilahang parents.*" (There is this student living with both parents but was not really taken care of. He/ she is frequently absent from class to watch over younger siblings because their parents are at work.)

These findings are supported by Marks, Lambert, and Choi (2002). These authors discovered that students in nuclear families are more likely to experience high levels of stress and anxiety than those in extended families because of the pressure to adapting traditional gender roles and expectations within the nuclear family structure.

In the same vein, McMahon, Wernsman, and Rose (2009) mentioned negative effects of nuclear family structure such as, the lack of emotional support within families and validation from other family members. Due to the smaller family size and likely higher occurrence of individualism, students are led to feelings of isolation which may negatively impact their behavior and mental health.

C. Positive Effects of Nuclear Family Structure
On the other hand, there are positive effects of nuclear family structure to student's classroom behavior.

- *Above Average in Academic.* Most of these participants agreed that nuclear family structure affects good grades of students in conformity with the observation of Participant #8:

    "*When it comes sa performances pud, sa complete family ang angat jud.*" (When it comes to class performances, students living with both parents have better results.)

    Participant #3 also agreed from the previous statement of the positive effect of nuclear family structure as she declared:

    "*Kaning kompleto ang pamilya, dagku jud ni sila ug grades.*" (Students with complete families usually have higher grades.)

- *Responsible and Mature.* Another positive effect perceived by the classroom advisers is being a responsible and mature student. Participant #12 mentioned the following statement.

    "*Lahi ra gud tong gitutukan jud sa mga parents, kay mas responsible jud sila, mga matured sila.*" (There's a difference with students that are attended well both by their parents because they are more responsible and mature.)

These disclosures are supported by Amato (2013). According to him, students in nuclear families are expected to have better academic success and better emotional well-being than those in non-nuclear families. He discovered that this is due to the stability and consistency provided by the nuclear family structure.

McLanahan and Sandefur (2014) also mentioned that nuclear families are less likely to be involved in delinquent behavior and have better mental health than those in single-parent families. They added that it is brought about by the higher occurrence of parental supervision and involvement provided by the nuclear family structure.

D. Negative Effects of Non-Nuclear Family Structures
Easy to get into Conflict. Participant #1 mentioned the negative effect of non-nuclear family structures to student's behavior towards their classmates so much that they may easily get into conflict, being hot-headed and bullies.

    "*Makita jud nako nga gikan ni siya sa family nga kulang or wala iyahang ginikanan tungod sa mga misbehavior niya, easy to get conflict with others, init ug ulo, tapos bully.*" (I can determine if my students are from a single-parent or no-parent household because of their misbehavior, they can easily get into conflict with others, are hot-headed, and bullies to their classmates.)

- *Tardy and Frequently Absent from Class.* Participant #5 shared experience of students from non-nuclear families. She observed that these students are usually tardy attending classes and often commit absenteeism.

    "*Naay case sa akoang mga bata nga OFW ang mama, ang gabantay kay iyahang ate o papa, always late. Naa pud koy mga estudyante nga bulang ilahang mga parents, pirmente pud absent kay need niya mubantay sa manghud.*" (I have a case of my student with an OFW mother that has been taking care of elder sister or father, and is always late. I also have students with separated parents, they're often absent to take care of younger siblings.)

    Attention-seeker, Hyperactive and Talkative. Participant #11 concurred with the preceding observation regarding the absenteeism of students and their low grades. She said:

    "*Mostly sa mga bata nga kulang ug ginikanan sa balay, is naa jud sa mga line of 7 ilahang grades. Mga absenot man gud sila sa akoang klase.*" (Most of my students from incomplete parents in the family, their grades ranged 70 to 79. Because they're usually absent from classes.)

- *Hard-Headed/ Stubborn and Spoiled.* Attention-seeking attitude, being spoiled and talkative are also noticed by with students from non-nuclear families as testified by Participant #11:

"Usually, ang bata nga kulang ang parent kay spoiled, attention seeking, sigeg pangutana, sigeg istorya. Ang pinakacause jud ana kay ginahatag sa guardians ang ilahang gusto o ginapamper sila." (Usually, students with incomplete parents in their homes were spoiled, attention-seekers, they frequently asked questions, and were talkative. I think the main reason is the guardians always permit what they want or they are being pampered.)

Shy and Not Attentive. Participant #12 shared experiences of spoiled, attention seeking and mean students. She said:

"Maldita kasagaran nagdaku sa lola. Mga spoiled. Dali ra mosumbong ug maunsa ilahang mga gamit nga gamay rag issue. Papansin kaayo." (Students living with Lolas usually showed a mean or bad attitude. They're spoiled. They complained about simple things with their belongings. They're also attention-seekers.)

Insecure. Participant #13 shared about his/ her students being hard-headed and not attentive to their classes. She said:

"Badlungon, dili motuman sa mga balod sa klase, mga gahi ug ulo, ug usahay mao ang rason nga magkaproblema sa klasroom kay tungod kulang o wala silay giya sa ilahang mga panimalay... Bahin ilahang huna-huna kay dili sila ka-focus, sige ra ug absent." (Stubborn, not following classroom rules, hard-headed and usually I encountered problems inside the classroom because of them. This is due to no or lack of guidance in their homes… Mentally, they had no focus because they're often absent.)

Students from non-nuclear families are also observed to be shy (not expressive) and not attentive during classes. Participant #3 shared this observation:

"Dili ganahan magtingog, ulawon, dili na mutingog, tulala." (They don't want to talk, are shy and not attentive.)

Moreover, students with insecurities are also observed by Participant #10 as inferred from her statements:

"Kaning kulang pud ug parents, naa silay insecurities nga dili sila moexcel tungod kay siguro walay ginikanan muappreciate sa ilaha." (These students with incomplete parents, they had insecurities that they won't excel, maybe because they don't have parents that appreciate them.)

Below Average or Average in Academic. Lastly, poor academic achievements are observed by most of the participants among their students from non-traditional families. Participants #6, #13 and #14 discussed this observation.

"Mostly, line of 7 jud ning mga bata nako nga walay guidance sa ilahang isa ka parent labi na mama is naa sa abroad. Gagmay jud ni sila ug grado." (Mostly, these students had their grades range 70 to 79 because they lack guidance from either parent but especially mothers who are working abroad. They had low grades.)

"Ang kadalasan grado sa mga kulang ug ginikanan is line of 7 jud sila halos. Kay maapektohan man gud sila sa ilahang kahimtang." (The usual grades of students from incomplete parents ranged 70 to 79. They were affected by their situation.) – Participant # 13

"Dili jud daku ang usually grades sa mga bata nga kulang ug ginikanan sa balay. Naa man gani daku, pero pipila lang. Mostly jud gagmay. Ug ang kadalasan apil sa akoang mga remedial is kani jud mga bata nga wala o kulang ang ginikanan sa balay." (Low grades were usually achieved by these students with incomplete parents in their homes. There were some that got good grades but very few. And usually, these students were included with my remedial classes to cope with their studies.) – Participant #14

The disclosures of the participants as presented in the preceding matrix are supported by recent studies. Hofferth (2006) found that non-traditional families, particularly single-parent families, are more likely to experience economic struggle, which can lead to stress and depressingly affect children's academic achievement. Berger and Langton (2011) added that students from non-nuclear families may be at higher risk of behavioral problems such as aggression, substance abuse, and delinquency.

E. Positive Effects Non-Nuclear Family Structures

Based on the information from the participants, there are also some positive effects of non-nuclear family structures to students' classroom behaviors.

- *Mature Thinking.* In these disclosures, Participant #14 discussed observations on students from non-nuclear families. She said that even though they are silent, but still they are responsible in the class.

  "Ang kadalasan mga estudyante nako nga kulang ug ginikanan sa ilahang balay is, kasagaran hilomon, makit-an nako nga nagapaningkamot." (Most of my students from incomplete parents, usually they are silent but striving hard with their studies.)

  Participant #9 shared experiences of students from single-parent families. According to her, they are matured in class as inferred from her statements:

  "Naa pud single mom ang parent pero grabe ka matured sa ilahang mga bata. Mga buotan pud. Dili pud sila hilomon, dili pud tabian." (There are students from single-parent families but their children are very mature in class. They are not silent in class but at the same time, they are not noisy.)

  Nice and Kind. Some students also showed nice attitude in the class like the observation of Participant #8. She said:
  "Kaning mga bata na kulang ang parent sa balay is mga buotan, kay sa paminaw nako maam, dili nila gusto dal-on sa eskwelahan." (These students from incomplete parents in their homes are nice because I think they opted not to bring their situations at school.)

- *Above Average in Academic.* Lastly, there are still students from non-nuclear families who have earned above average grades in academic performances. Participant #1 shared his experience:

  "Pero naa man pud ko'y mga estudyante nga maayo man sa klase maski incomplete pud iyahang pamilya. Ang pinakadaku jud ug ambag sa pagmold sa attitude sa mga bata man gud is ang environment ug nurturing sa ginikanan." (But I also have students who are doing well in class even if they are from incomplete parents. I think the greatest contribution in molding children's attitude is their environment at home and how their parents nurture them.)

Hill and Torres (2010) supported the preceding findings. They stated that students from non-nuclear families can be more resilient and can acquire coping skills because of their experiences with more diverse family structures and situations. Students may also show greater independence (McLanahan & Sandefur, 2014) especially from single-parent families which can result in increased self-esteem and self-efficacy. From the study of Lansford, Ceballo, Abbey and Stewart (2010), students from non-nuclear families often develop stronger relationships with family members outside of the immediate family, such as grandparents, aunts, uncles, and cousins, leading to more social support.
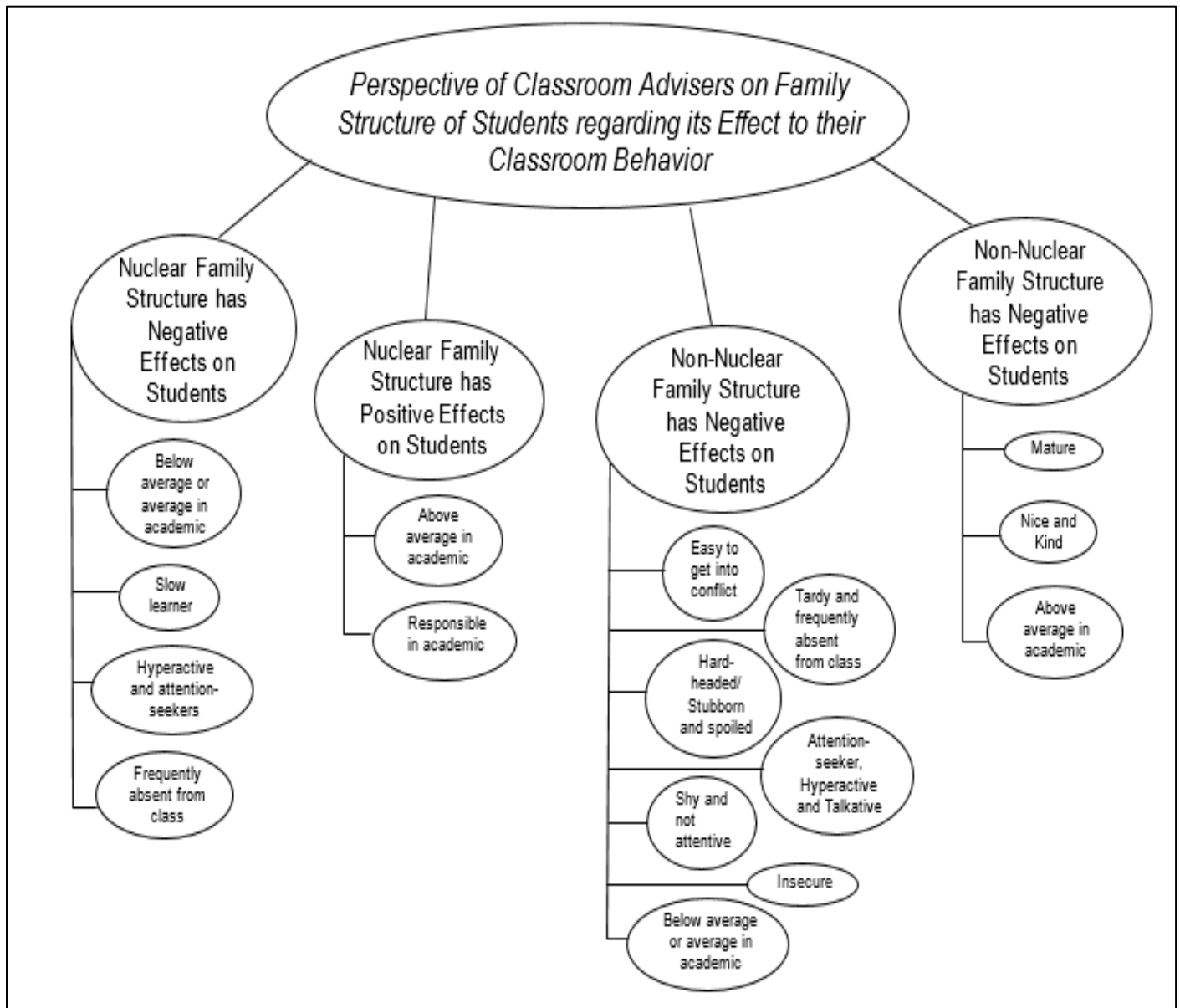
Fig 3: Perspective of Classroom Advisers on Family Structure of Students regarding its Effect to their Classroom Behavior

F. Coping Mechanisms of the Classroom Advisers

This section presents and discusses the information in themes according to the coping mechanism of the classroom advisers to address the negative effects of students' family structures on their classroom behaviors. These include building relationships and communication, establishing classroom rules, encouraging positive behavior and positive classroom climate, and flexibility.

- *Building Relationships and Communication.* This theme emerges from the shared opinions of the participants about their coping mechanisms to circumvent concerns related to the effect of their students' family on the behavior.
- *Investigating Students' Family Background and Environment at Home.* Participant #1 shared some insights about understanding the family backgrounds of students to understand their behaviors in the classroom.

"*…and know their family background so that we will be able to understand them. And after that, go with the flow. Be nice to them, dili kay fire nga mag-add sa ilaha kung unsa ba sila, ana gani. Calm lang ka.*" (…and know their family background so that we will be able to understand them. And after that, go with the flow. Be nice to them, do not add fire to what they are. Be calm.)

Know the Student Better Participant #7 added an opinion to know the students better for your intervention inside the classroom.

"*First, is akoa jud ila-ilahon ug maayo ang bata para sa kung unsa nga intervention akoang madapat sa iyaha as attention seeker.*" (First, know your students better to identify intervention style to attention-seeker or not.)

- *Understanding Students by Talking to them.* Some participants, moreover, mentioned about talking to students to understand their likes and wants inside the classroom just like what Participant #14 emphasized.

  "*Akoa pud gina-istoryahan ang mga bata nga grabe ka sungogan o maldito pud sa kung unsa ilang gusto ngano in-ana sila. Ginatan-aw pud nako kung lu-ag na raba ko kaayo o istrikta na ba kaayo pud sa ilaha.*" (I talked to students who are naughty in class on what they want by doing that. I also assessed myself if I am too strict or not.)

- *Parent Conference.* Lastly, the participants acknowledged the need to consult and inform the guardians/ parents about the students' behaviors and academic performance. Participants #2 and #12 opined:

  "*When it comes sa academic outcome sa mga bata, akoa jud gina called up ang bata kung naunsa iyahang grado. Or ipatawag ang parents para ma-aware sa academics sa maong bata.*" (When it comes to the academic outcomes of students, I talked to them personally if they fail or they have low grades. I also informed their parents of their academics.) – Participant #2

  "*Basta hina ang bata, naga-reach out jud ko sa ginikanan.*" (If a student is quite slow in class, I reach out to their parents.) – Participant #12

These findings are supported by Roorda, Koomen, Spilt, and Oort (2011). According to these authors, strong relationships among teachers and students are found to be valuable for students' academic and social-emotional growth. Teachers can utilize different tactics to build relationships with their students such as knowing the students personally, showing interest in their lives outside of class, and being responsive to their needs.

Epstein and Sheldon (2002) added that communication with students' families regularly may help establish positive relationships and share information about their students' progress and needs. Regular communication aided parents to be more involved in their child's academics and showed more support for students both inside and outside the classroom.

- *Establishing Classroom Rules:* The participants identified some classroom rules that they thought would help their students' behaviors.
- *Impose Buddy-Buddy System.* Among these are the buddy system, board works, quizzes and oral recitation. Buddy system is suggested by pairing slow-learner with fast-learner during class activities just like what the Participant #11 emphasized.

  "*Ganahan na sila hatagan ug task, responsibility, activity. Kung arangan ug utok, ipa-pair nimo sa hinay.*" (Students liked to perform tasks, responsibilities and activities. If you have an above average student, you pair them with quite slow students.)

- *Board Works during Classes.* Further, giving board works could also help the students to cope with classroom as opined by Participant #4. She said:

  "*In terms sa participation, gina-board work nako para magpuyo sa klase.*" (In terms of class participation, I gave students board work to keep them behaving in class.)

- *Oral Recitation.* Lastly, the participants conducted quizzes and oral recitation to help students give focus and attention during class. Participants #5 and #11 shared some views regarding this matter.

  "*Every Friday naa koy summative test, magpa-recitation pud ko.*" (Every Friday, I have a summative test. I also gave oral recitation.) – Participant #5

  "*Usually, performance akoang gina-kuhaan sa grades. Dili man gud reliable nga written lang kay pwede siya makasundog sa iyahang mga katapad. May manang oral o pa-perform sila.*" (Usually, I get grades from performance. Because I think it is not reliable to rely on writing only because they can copy with their seatmates. I think it's better to conduct oral exams or they perform some tasks.) – Participant #11

In support to the preceding views, Furrer and Skinner (2003) averred that teachers may help the students by creating clear rules and expectations for behavior. They concluded that classrooms with clear and consistent rules have lesser behavior problems and higher academic success.

G. Encouraging Positive Behavior and Positive Classroom Climate
The participants encourage positive behavior and positive classroom climate to cope with students' classroom behaviors.

- *Rebuke Unnecessary Attitude Inside the Classroom.* In this section, Participant #9 emphasized on rebuking the students' unnecessary behaviors inside the class.

  "*Pahilomon sa jud nako na sila tanan labi na ug mga saba na kaayo. Moingon jud ko nga paminawa sa ko. Ug kung naa man gani kaning papansin kaayo, ingnon nako ang klase nga dili siya tagdon.*" (I told everybody to keep silent if they're being very loud. I also told them to listen. But if somebody won't listen, I tell the rest to ignore them.)

- *Give Guidance to Students and Emotional Assistance.*Likewise, Participants #3 and #6 urged to give guidance and assist the students emotionally as inferred from their statements:

  "*Need jud ug guidance. Kanang kailangan jud sila ug assistance especially emotional. Dili tanan students parehas ug family structure.*" (They really need guidance. They need assistance especially emotionally. The students don't have the same family structure.) – Participant #3

  "*Naa pud times nga emotional ang bata. Dili ganahan magtingog, ulawon, tulala. Naa man pud mga sipat o papansin nga walay ginikanan sa balay pero mao lage pag mag-istoryahanay about sa pamilya, emotional pud. Istoryahon naku sila privately.*" (There are times that students are emotional. They don't talk, are shy, and not attentive. There are also naughty students or attention-seekers who don't have parents at home but when we talked about family, they were also emotional. I also talked to them privately.) – Participant #6

- *Show Calmness All the Time.* Furthermore, showing calmness all the time is identified to be a coping mechanism for these students negatively affected by their family structures as mentioned by Participant #13 in the succeeding page.

  "*Gina-balewala na jud na nako ang mga papansin. Kay basig mugara. Kalma lang ko sa pagbadlong saila pud.*" (I usually ignore those attention-seekers. They might continue their actions. I tend to keep calm in rebuking them.)

- *Reinforce Rewards System.* There are classroom advisers who impose reward system with their students to make them study harder just like what Participant #7 has done.

  "G*ina-reinforce pud nako ug rewards ang mga papansin nga mga bata. Gina-hatagan nako sila ug food, butang or stars para mapitol ilahang mga kasipat.*"   (I reinforced the reward system especially with my attention-seeker students. I gave them food, things or stars as a reward to control their behaviors.)

- *Give Classroom Responsibilities.*Lastly, the participants applied the giving of responsibilities to students as shared by Participant #12 in behalf of her fellow advisers.

  "*Siyempre, kay kulang man ug atensyon, akoang tagdon. Ganahan na sila hatagan ug task, responsibility, activity.*" (Of course, since they wanted attention, I gave them attention. They love to have tasks, responsibilities and activities.)

In support to the aforementioned opinions of the Participants, Maag (2001) emphasized that teachers can use positive support to inspire necessary behavior in the classroom. He added that adoring students for their efforts and actions can help establish their self-confidence and motivation to succeed. In the same vein, Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) discussed that teachers can contribute to a positive classroom climate by encouraging respect, inclusion, and social-emotional learning. They had shown that a positive classroom climate is linked with higher academic success and lower frequency of behavior problem.

- *Flexibility:* Flexibility trait of classroom advisers is part of their coping strategies to help minimize their students' classroom behaviors that are negatively affected by their family structures. In this strategy, the participants give remedial classes especially for slow-learners and formulate approaches to help them.
- *Remedial Classes for Slow Learners.* As regards the coping mechanism, Participants #4 and #10 shared some opinions. They said:

  "*Ug naay remedial labi na sa mga dili pa kaayo mosulat.*"(I gave remedial classes especially to those who still struggled in writing.) – Participant #4

  "*Naa koy remedial nga ginabuhat pud sa mga slow learners jud nako and mostly is kana jud naay kulang nga parent ni sila. Though naay isa nga kompleto pero naa pud lage sa layo iyaha papa jud ug naa sila'y daku na problem as a family karon.*" (I have remedial classes to my slow-learners and most of them are from incomplete

parents at home. Though I have one student from complete parents who is still slow-learner but the father works from a distant place and they have family problems now.) – Participant #10

- *Formulate and Identify Different Approaches.* Likewise, they suggested identifying different approaches to help students with their academics and cope with their classroom behaviors. Participant # 3 emphasized the following point.

  "*Naa jud na kanang mga sipat na bata. Dili man jud na mawala. Naa man ta multi-intelligences noh. Depende kung unsa ang approach nako sa ilaha base sa way sa ilahang pagkat-on.*" (I do have naughty students in class. It can't be denied. But since we have multi-intelligences as teachers, it will depend on what approach I will apply based on their learning capacities.)

In support to the preceding findings, Kaufman & Zigler (1987) stressed out that teachers can be flexible in their methods of teaching and behavior management to accommodate students' needs. A student who is undergoing stress at home may need extra support and understanding in the classroom.

In conclusion, those coping mechanisms identified above were just some strategies that can aid teachers manage the negative effects of family structures on their students' behavior to promote a positive and inclusive learning environment.
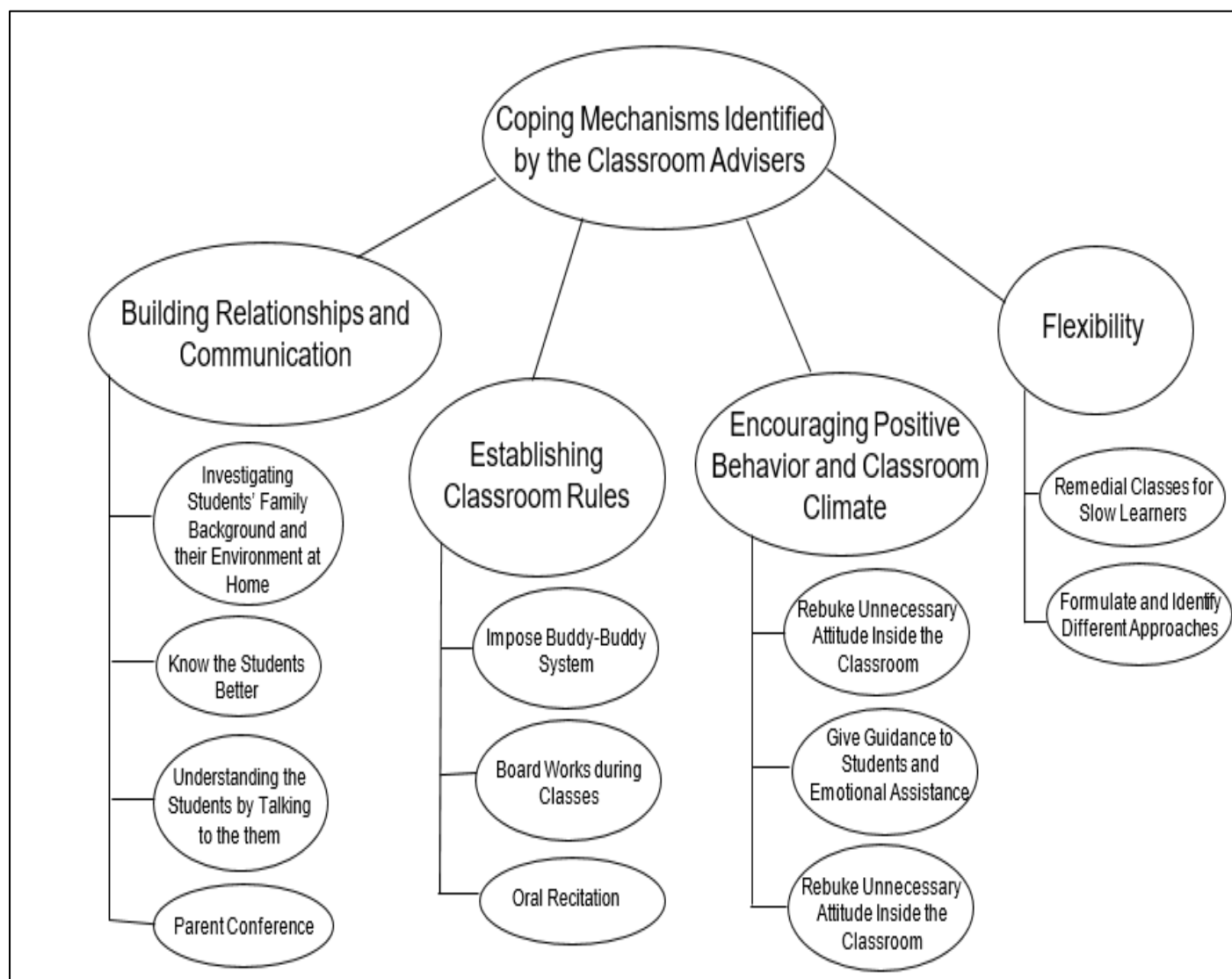
Fig 4: Coping Mechanisms Identified by the Classroom Advisers

H. Educational Management Insights
I discussed in this section the educational management insights which I developed from the perspectives and experiences of classroom advisers regarding the family structures of students and the effects identified to their classroom behaviors. The family structure of students can have a substantial influence on their classroom behaviors and academic performance.

➢ *The Following Items are Some Educational Management Insights Drawn from the Findings:*

- *Parental Involvement is Vital.* Students from nuclear families tend to accomplish better in school than those from single-parent families. I think it is important that schools and teachers should actively involve parents in their child's education and encourage their participation in school activities.

    There were studies conducted by Henderson & Mapp (2002), Fan & Chen (2001) and Desforges & Abouchaar (2003) that had consistently resulted in a strong relationship between the parental involvement in a child's education and the academic success.

- *Communication is Crucial.* I promote the creation of open communication channels with parents to give regular updates on their child's academic progress and to address any concerns as soon as they arise. Effective communication between teachers and parents is important in making a positive learning environment (Jeynes, 2011).

- *Providing a sense of Belongingness.* I urge that teachers must endeavor to cause a sense of belongingness inside the classroom. The students should feel accepted and valued for who they are. Students who come from non-traditional family structures may feel isolated or disconnected from their peers (Ryan & Deci, 2000).

- *Addressing Socio-Emotional Needs.* I suggest schools and teachers should have support systems in place to address socio-emotional needs. The school can conduct regular conferences on peer mentoring programs or can offer counseling services to students, parents/ guardians and teachers. According to Wentzel (2016), students from non-nuclear family structures such as blended families or single-parent households may have unique social-emotional challenges that can influence their classroom behavior.

- *Addressing Economic Inequality.* I think schools can address economic inequality by providing resources and support for disadvantaged students and their families; and by partnering with school communities and local government units. Students from low-income families are more likely to struggle academically and display challenging behaviors in the classroom (Reardon, 2011).

    Conclusively, understanding the family structure of students is very important in establishing a positive learning environment for students inside the classroom and the school campus. By the unique needs and challenges of students from different family structures, teachers and schools can deliver effective support and foster academic success.

CHAPTER FOUR
IMPLICATIONS FOR FUTURE DIRECTIONS OF THE STUDY

In this chapter, the implications and future directions of the study are presented.

Using qualitative phenomenological approach in exploring perspectives of 14 classroom advisers across grade levels from Kinder to Grade VI on the structural characteristics of the family of students at the Antonio O. Floirendo Elementary School II (AOFES II) during S.Y. 2022-2023, I discovered that there are negative and positive effects of family structures of students on their classroom behaviors according from the perspectives of classroom advisers. These included being good and bad in academic performance, fast and slow in learning capacity, hyperactive and talkative in class, bully and hot-headed, being easily involved in trouble, insecure, shy, not attentive in class, and stubborn, frequently absent and tardy, and being nice, responsible and mature. I further found that that there were more negative effects of non-nuclear family set-ups on students' behavior.

As regards the coping mechanisms which the advisers used to address issues involving their students, I found that they had applied strategies such as, Building Relationships and Communication, Establishing Classroom Rules, Encouraging Positive Behavior and Positive Classroom Climate, and Flexibility.

Lastly, based on the findings, I identified some educational management insights such as, the vitality of parental involvement, communication, promotion of sense of belongingness among students in order to address their socio-emotional needs and economic inequality.

A. Implications

The present study has implications to the existing mechanisms or strategies the school has adopted. At first, the findings suggest that the classroom behavior of students has been affected by the type of family structures which they live. Hence, it is vital for the classroom advisers to be educated about the impact of these structures on their students. By educating them, they shall can create and establish a classroom environment that is inclusive and sympathetic to all students.

Second, the results imply that classroom advisers are diverse in their strategy to address their students' concerns brought about by the kind of family structure they live. Hence, conducting training on guidance counseling may be considered so that the teachers handling advisership may be able to respond appropriately to their students' behavioral concerns or socio-emotional needs.

Lastly, the upshots indicate that students who live in either nuclear or non-nuclear family structures are negatively and positively affected. Hence, close supervision and monitoring of the in-charge of the Guidance Office is imperative. It is very necessary for the Guidance Counselor to ensure that friendly atmosphere in the classroom where empathy and respect is maintained.

B. Future Directions of the Study

For the sustainability of friendly environment and atmosphere of love and care for the children, the directions of the study are proposed.

The school head may consider using the findings as bases for actions to be taken to further promote a positive school climate among students, teachers and parents.

The school guidance advocate may continue to monitor the trend of the percentage of students of AOFES II of their family structures, and to formulate an annual plan to identify school-based intervention programs addressing student's classroom behavior and coping strategies to be utilized by teachers.

The classroom advisers can seek support from school heads, co-teachers, school guidance and school community in addressing unnecessary classroom behaviors of students and in understanding the student's family background.

The parents can ask help and support from school administration and teachers regarding their involvement in the behavior and academic success of their children.

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APPENDIX A

Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF PANABO CITY

February 27, 2023

MS. RITCHELL C. ALCANTARA
Researcher
Rizal Memorial Colleges, Inc.
Davao City

Dear Ms. Alcantara:

This is to inform you that your request for a permit to conduct a study entitled *Family Structure: A Perspective of a Classroom Advisers* has been approved.

You may proceed with the conduct of your study once all the required documents stipulated in the Guidelines for the Conduct of Research/Study are submitted to this Office through the Planning and Research Section. During the data gathering, you are reminded of items d, e, and f indicated in Section 3 General Guidelines, stating that you are to brief/debrief all your respondents regarding the topic, scope, and nature of your study, provide them a copy of the Confidentiality Agreement, and that the participation of the respondents to the study is voluntary.

Please see attached copy of the guidelines for the conduct of research for your perusal and guide in the proper conduct of the study.

Very truly yours,

JINKY B. FIRMAN PhD, CESO VI
Assistant Schools Division Superintendent
OIC- Schools Division Superintendent

CC SEPS for Planning and Research

Schools Division Office of Panabo City
City Hall Drive, Brgy. JP Laurel, Km 31, Panabo City
Tel. Nos. (084)823 1469, (084) 628 4066
Email: panabocity.division@deped.gov.ph

Republic of the Philippines

Department of Education

Region XI
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February 27, 2023

MS. RITCHELL C. ALCANTARA
Researcher
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Please see attached copy of the guidelines for the conduct of research for your perusal and guide in the proper conduct of the study.

Very truly yours,

JINKY B. FIRMAN PhD, CESO VI
Assistant Schools Division Superintendent
OIC- Schools Division Superintendent

CC: SEPS for Planning and Research

Schools Division Office of Panabo City
City Hall Drive, Brgy. JP Laurel, Km 11, Panabo City
Tel. Nos. (084)823 1469, (084) 628 4066
Email: panabocity.division@deped.gov.ph

THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL

RMC Buildings, Purok 5, Lopez Jaena & F. Torres, Sts,
Barangay 8-A Poblacion District, Davao City

OFFICE OF THE DEAN GRADUATE SCHOOL

JINKY B. FIRMAN, CESO VI
OIC-Schools Division Superintendent
Division of Panabo City

Madam:

This is to respectfully endorse the request for permission of **MS. RITCHELL C. ALCANTARA** a candidate for Master's degree to conduct a study entitled **"FAMILY STRUCTURE: A RESPECTIVE OF CLASSROOM ADVISER"** in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).

Ms. Alcantara will coordinate with the school heads to avoid disruption of classes endeavor during these pandemic times.

Your support and concern for the educational growth of **Ms. Alcantara** is greatly appreciated.

Very truly yours,

PABLO F. BUSQUIT, PhD, FRIEdr-
Dean, Graduate School

APPENDIX B
INTERVIEW GUIDE

Name (Optional) _____ Date _____
Time Started _____
Time Ended _____
Venue _____

Research Questions	Interview Guide		Probing Questions	
1. What are the perspectives of the participants on family structure?	1.1.	How do you describe your class family structure?	1.1.1.	Tell me about your class family structure?
2. How do they cope with the issues of the learner's behavioral concerns?	2.1.	Tell me of your challenges which you encounter in your in coping of learner's behavioral concerns?	2.1.1.	How did you manage the different behaviors of your students from their different family structures?
			2.1.2.	What are your strategies in coping with the negative effects of students' family structures to their classroom behaviors?
3. What educational management insights can be drawn from their experiences?	3.1.1.	Are there insights from the findings?	3.1.2.	What insights are drawn from the findings?

APPENDIX C

Transcription of the Interview Office of the Graduate School
FAMILY STRUCTURE: A PERSPECTIVE OF CLASSROOM ADVISERS
RITCHELL C. ALCANTARA

Research Questions	Guide Questions	Probing Questions
1. What are the perspectives of the participants on family structure?	1.1 What is a family structure in your own perception? A child has a guardian; Mother and father.. as long as there is someone who can guide her/him. – respondent #14 Based on textbooks, family structure has a mother, father and child/children but based on current trends, as long as a child has a guardian or someone who can take care him/her that can be called already as a family. - respondent #4 When it comes to family structure, there should have an organized environment.. which can we called HOME. There should be a mother, father and a child. – respondent#13 A family structure is composed of a mother, father and a child. respondent #5, #1, #8 For me, where does the child came from? From an environment with both biological parents, living with lolas and lolo, extended family.. – respondent #7	1.1.1 Tell me about your class family structure. I have students who are good in their academics because they are taken care of by both of their parents but I also have students of the same status yet they don't have good grades. Why is that so even if they have both their parents? It really depends on how parents nurture their children at home and make follow-ups with their studies. It helped with their outcome and proficiency at school – respondent #1 I have a student from a nuclear family but very slow in his academic. Low or even failed on his/ her performance – respondent #4 Mostly, I have students who are attention-seekers even if they are living with their parents. They are complete. Based on my interview with their parents, they are treated well. They are taken care of. Maybe it's just natural for them to be hyperactive inside the classroom. – respondent #10 There is this student living with both parents but was not really taken care of. He/ she is frequently absent from class to watch over younger siblings because their parents are at work – respondent #2 When it comes to class performances, students living with both parents have better results – respondent #8 Students with complete families usually have higher grades – respondent #3 There's a difference with students that are attended well both by their parents because they are more responsible and mature – respondent #12 I can determine if my students are from a single-parent or no-parent household because of their misbehavior, they can easily get into conflict with others, are hot-headed, and bullies to their classmates – respondent #1 I have a case of my student with an OFW mother that has been taking care of elder sister or father, and is always late. I also have students with separated parents, they're often absent to take care of younger siblings – respondent #5 Most of my students from incomplete parents in the family, their grades ranged 70 to 79. Because they're usually absent from classes – respondent #11 Usually, students with incomplete parents in their homes were spoiled, attention-seekers, they frequently asked questions, and were talkative. I think the main reason is the guardians always permit what they want or they are being pampered – respondent #11

		Students living with Lolas usually showed a mean or bad attitude. They're spoiled. They complained about simple things with their belongings. They're also attention-seekers – respondent #12
		Stubborn, not following classroom rules, hard-headed and usually I encountered problems inside the classroom because of them. This is due to no or lack of guidance in their homes… Mentally, they had no focus because they're often absent – respondent #13
		They don't want to talk, are shy and not attentive – respondent #3
		These students with incomplete parents, they had insecurities that they won't excel, maybe because they don't have parents that appreciate them – respondent #10
		Mostly, these students had their grades range 70 to 79 because they lack guidance from either parent but especially mothers who are working abroad. They had low grades – respondent #6
		The usual grades of students from incomplete parents ranged 70 to 79. They were affected by their situation – respondent #13
		Low grades were usually achieved by these students with incomplete parents in their homes. There were some that got good grades but very few. And usually, these students were included with my remedial classes to cope with their studies – respondent #14
		Most of my students from incomplete parents, usually they are silent but striving hard with their studies – respondent #14
		There are students from single-parent families but their children are very mature in class. They are not silent in class but at the same time, they are not noisy – respondent #9
		These students from incomplete parents in their homes are nice because I think they opted not to bring their situations at school – respondent #8
		But I also have students who are doing well in class even if they are from incomplete parents. I think the greatest contribution in molding children's attitude is their environment at home and how their parents nurture them – respondent #1
2. How do they cope with the issues of the learner's behavioral concerns?	2.1. Tell me the challenges which you encounter in your coping with learner's behavioral concerns? Easy to get into conflict. – respondent #14	2.1.1 How did you manage the different behaviors of your students from their different family structures? Since we have multi-intelligences as teachers, it will depend on what approach I will apply based on their learning capacities – respondent #3 I talked to students who are naughty in class on what they want by doing that. I also assessed myself if I am too strict or not. – respondent #14

	I do have naughty students in class. It can't be denied. – respondent #3 They're being very loud. – respondent #9 There are times that students are emotional. They don't talk, are shy, and not attentive. There are also naughty students or attention-seekers who don't have parents at home but when we talked about family, they were also emotional. - respondent #6 I usually ignore those attention-seekers. They might continue their actions. – respondent #13 They were stubborn and spoiled. – respondent #6	If a student is quite slow in class, I reach out to their parents – respondents #12 They really need guidance. They need assistance especially emotionally. The students don't have the same family structure – respondent #3 2.1.1. What are your strategies in coping with the negative effects of students' family structures to their classroom behaviors? First, know your students better to identify intervention style to attention-seeker or not. – respondent #7 I rebuke my attention seekers students. - respondent #13 I also talked to them privately. – respondent #6 Know their family background so that we will be able to understand them. And after that, go with the flow. Be nice to them, do not add fire to what they are. Be calm. – respondent #1 When it comes to the academic outcomes of students, I talked to them personally if they fail or they have low grades. I also informed their parents of their academics – respondent #2 Students liked to perform tasks, responsibilities and activities. If you have an above average student, you pair them with quite slow students – respondent #11 In terms of class participation, I gave students board work to keep them behaving in class – respondent #4 Every Friday, I have a summative test. I also gave oral recitation – respondent #5 Usually, I get grades from performance. Because I think it is not reliable to rely on writing only because they can copy with their seatmates. I think it's better to conduct oral exams or they perform some tasks – respondent #11 I reinforced the reward system especially with my attention-seeker students. I gave them food, things or stars as a reward to control their behaviors – respondent #7 Of course, since they wanted attention, I gave them attention. They love to have tasks, responsibilities and activities – respondent #12 I have remedial classes to my slow-learners and most of them are from incomplete parents at home. Though I have one student from complete parents who is still slow-learner but the father works from a distant place and they have family problems now – respondent #10 I gave remedial classes especially to those who still struggled in writing – respondent #4
3. What educational management insights	3.1. Are there insights from the findings?	3.1.1. What insights are drawn from the findings?

can be drawn from their experiences?	Yes.	Students from nuclear families tend to accomplish better in school than those from single-parent families. I think it is important that schools and teachers should actively involve parents in their child's education and encourage their participation in school activities.
		I promote the creation of open communication channels with parents to give regular updates on their child's academic progress and to address any concerns as soon as they arise.
		I urge that teachers must endeavor to cause a sense of belongingness inside the classroom. The students should feel accepted and valued for who they are.
		I suggest schools and teachers should have support systems in place to address socio-emotional needs. The school can conduct regular conferences on peer mentoring programs or can offer counseling services to students, parents/ guardians and teachers.
		I think schools can address economic inequality by providing resources and support for disadvantaged students and their families; and by partnering with school communities and local government units.

APPENDIX D

Validation Sheet for Research Instrument

Name of Evaluator: *Dr. Angelita H. Balantac, Ph. D*

Degree: *Ph. D in Leadership and Management*

Number of Years in Teaching: *25*

ID Number for International/National Peer Review: _____

To the Validator: Kindly check the appropriate box for your validation.

Points of Equivalent

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the item suit to the level of participants. The directions and items are written in clear understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.		✓			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item requires only one specific answer that measures only one behavior and no aspect of the questionnaire has been suggested by the researcher.	✓				
7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.	✓				

Remarks: _____

Balantac

ANGELITA H. BALANTAC

Validator

APPENDIX D

Validation Sheet for Research Instrument

Name of Evaluator: *Dr. Roxan R. Remorozas Ph.D*

Degree: *Ph.D in Development Research and Administration*

Number of Years in Teaching: *18 years*

ID Number for International/National Peer Review: _____

To the Validator: Kindly check the appropriate box for your validation.

Points of Equivalent

5 – Excellent   4 – Very Good   3 – Good   2 – Fair   1 – Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the item suit to the level of participants. The directions and items are written in clear understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.		✓			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item requires only one specific answer that measures only one behavior and no aspect of the questionnaire has been suggested by the researcher.	✓				
7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.		✓			

Remarks: _____

DR. ROXAN RUBIC - PENAOROSA

Validator

APPENDIX D

Validation Sheet for Research Instrument

Name of Evaluator: *Dr. Roxan R. Ramoroxas Ph. D*

Degree: *Ph. D in Development Research and Administration*

Number of Years in Teaching: *18 years*

ID Number for International/National Peer Review: _____

To the Validator: Kindly check the appropriate box for your validation.

Points of Equivalent

5 – Excellent   4 – Very Good   3 – Good   2 – Fair   1 – Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the item suit to the level of participants. The directions and items are written in clear understandable manner.	✓				
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5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item requires only one specific answer that measures only one behavior and no aspect of the questionnaire has been suggested by the researcher.	✓				
7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.		✓			

Remarks: _____

DR. ROXAN RUBIC- PEMODOSA

Validator

APPENDIX D

Validation Sheet for Research Instrument

Name of Evaluator: _Dr. Egan C. Trabelo, Ph.D_

Degree: _Ph. D in Educational Administration_

Number of Years in Teaching: _16_

ID Number for International/National Peer Review: _____

To the Validator: Kindly check the appropriate box for your validation.

Points of Equivalent

5 – Excellent   4 – Very Good   3 – Good   2 – Fair   1 – Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the item suit to the level of participants. The directions and items are written in clear understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.	✓				
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7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.	✓				

Remarks: _____

Egan C. Trabelo

Validator