



**Factors affecting the Academic Performance of Elementary Learners
under Nuclear, Extended, and Single Families**

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Abstract

The primary objective of this investigation was to evaluate the various factors that impact the academic performance of students belonging to nuclear, extended, and single-parent families. The research methodology employed in this study was Descriptive Correlational Research Design. A purposive sampling technique was utilized to extract the sample consisting of pupils enrolled in grades 4, 5, and 6. Statistical techniques such as frequency count, percentage mean, standard deviation, and Spearman rank correlation were employed to analyze the collected data and to investigate the correlation between family structure and academic performance. The study identified Parental Education as an essential contributor to students' achievements in the context of this research. The results highlight the intricate interaction between demographic factors and academic performance, emphasizing the need for customized educational policies and interventions that cater to various family models. Hence, it is concluded that the findings emphasize income's pivotal role, especially within Single-Parent profiles, impacting academic outcomes. Parental education significantly influences students' achievements, revealing the intricate interplay of demographics and academic performance. Hence further, recommendations were tailored educational policies targeting economic support, parental engagement, and diverse family structures are crucial for effective interventions and optimal academic outcomes.

Keywords: assessing learners, cultural diversity, economic dynamics, educational landscape, family dynamics

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Introduction

Academic performance encompasses the attainment of educational goals by institutions, teachers, or students, usually evaluated through continuous assessments and cumulative grade point averages (Halasa et al., 2020)). Assessing learners' skills and knowledge remains pivotal, prompting teachers to evaluate academic progress as evidence of effective learning (Liem, 2019). Schools can also receive financial support based on students' achievements surpassing expectations. However, family dynamics, defined as a unit through marriage, blood, or adoption, play a crucial role in learners' academic outcomes (Burns, et al., 2020). Three main family structures—single-parent, nuclear, and extended families—affect academic achievement due to potential struggles impacting children emotionally and behaviorally. While some studies, like Bartolome's research in 2021, find no direct correlation between family structure and academic performance, factors like socioeconomic status, parental education, involvement, and family size significantly influence children's educational success. The diversity within family structures highlights the complexity of their impact on academic achievement, emphasizing the need for considering broader family dynamics beyond structure alone. (Chuang et al., 2018).

Within single-parent households, financial struggles often loom larger compared to nuclear or extended families. The absence of a partner to share responsibilities and the need for single parents to juggle multiple jobs can strain their capacity to provide for their children (Rees et al., 2023). Maiya et al. (2024) highlighted financial hardships and feelings of loneliness as prevalent challenges among single mothers, emphasizing the crucial role of faith, community support, and employment in their coping strategies. In contrast, nuclear families benefit from shared parental responsibilities, while extended families draw strength from a broader support network, though each family's dynamics significantly affect children emotionally, physically, and behaviorally, impacting their academic performance. The family structure significantly influences academic success. Pribesh et al. (2020) noted that high parental involvement correlates with better academic performance, varying among family structures. Stable family setups and increased parental engagement often coincide with improved student achievements, as found by Rasool et al. (2023), whose research underscored the impact of parental education levels and family income on academic success. Higher-income families providing tutoring services and attending better-equipped schools further boost children's engagement and enthusiasm for learning. Nevertheless, disparities in income within family structures warrant further exploration for targeted strategies promoting economic stability. The education landscape is further complicated by poverty's ramifications, as elucidated by Blodgett and Lanigan (2018), where children born into poverty struggle due to limited access to education and resources. School closures exacerbate this, especially for students lacking parental support or resources for studying at home, a concern echoed by Parolin and Lee (2021). Martínez-Pampliega et al. (2019) shed light on the psychological toll of family structure changes, affecting children differently based on the level of conflict or stability within their homes. Family dynamics greatly influence a child's social, emotional, and academic development. Supportive, stable environments foster positive outcomes like higher academic achievements, fewer behavioral issues, and emotional resilience, whereas challenging environments often pose obstacles (Reyes & Gilliam, 2021). Children from families with limited resources may face difficulties accessing growth opportunities, ultimately impacting their long-term well-being. Overall, the multifaceted influence of family structures on children's academic journeys warrants comprehensive exploration for tailored support and interventions (Murry & Lippold, 2018).

This research paper focuses on analyzing the factors influencing the academic performance of elementary learners within nuclear, extended, and single-family structures. It seeks to explore the demographic profiles—such as income, educational background, occupation, race/ethnicity, and religion—of these family types. Additionally, it aims to assess the academic performance of learners within each family structure. The research intends to establish any significant correlations between learners' academic achievements and their respective demographic profiles within these family types. Ultimately, the study aims to propose intervention programs based on its findings to enhance academic outcomes in these family settings. Through this study, it seeks to contribute concrete evidence, aiding educators and policymakers in tailoring interventions for improved student achievement.

The Framework of the Study

This study builds upon Bandura's Social Learning Theory (SLT), emphasizing observational learning, modeling, and imitation in acquiring behaviors, attitudes, and emotions (Rumjaun & Narod, 2020). SLT posits that people learn through observing others' behavior and its consequences, incorporating cognitive processes like attention and memory in shaping behaviors. In addition, SLT expands learning beyond direct reinforcement, highlighting social interactions' role. Bandura's SLT underscores social context interaction in learning, particularly observing and replicating others' positive experiences (Nabavi, 2012). The theory elucidates how individuals adopt behaviors, attitudes, and emotions through observation and modeling, influenced by their environment, especially the social milieu. Its practical applications span education, psychology, and criminology, aiding behavior change interventions and skill development (Lee, 2018).

Applying SLT to family structures' impact on young learners' academic performance delineates how children learn within their social environment. Family dynamics significantly shape a child's success, with SLT suggesting children learn behaviors, attitudes, and values by observing family members. For instance, a home valuing education cultivates positive school attitudes, fostering better academic outcomes. Conversely, negative attitudes toward education at home may hinder a child's motivation and academic performance. Understanding SLT mechanisms clarifies how family structures influence academic success. It informs interventions supporting academic achievement across diverse family setups. SLT's framework sheds light on how family dynamics impact learning, guiding strategies for promoting academic success among children from various family structures.

Methodology

This study used the descriptive-correlational research design. Descriptive-correlational research, according to Seeram (2019), uses quantitative methods to describe what is, describing, and recording, analyzing and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. This study is correlational in nature since it deals with the investigation of the possible relation of the family structures such as nuclear, single, and extended family in terms of their educational background, income, occupation, race/ethnicity and religion to the academic performance of the learners in Tomas, Oppus Central Elementary School.

The study was conducted in Tomas Oppus, a municipality in Southern Leyte, covering 3.11% of the total area, characterized by diverse geographical features like mountains, plateaus, and plains. Its primary industries encompass agriculture, fishing, livestock, carpentry, and vending, with various amenities like a covered court, barangay hall, church, and schools. Focused on Tomas Oppus Central School in Bandy along the national highway, it was chosen due to its centrality and accessibility, providing a broader range of students from nuclear, extended, and single-parent families. Its proximity to Southern Leyte State University Tomas Oppus Campus facilitated researcher access.

The study targeted intermediate learners from Tomas Oppus Central Elementary School, ensuring a sample size larger than 30 for meaningful results as per Fraenkel and Wallen (2009). Calculated at $n=210$ (grades 4-6), Gilbey et al. (2021) deemed it adequate considering $\alpha = 0.05$ and a power of 80%. Initially, a pilot group of 30 respondents was chosen for feasibility assessment, aligning with Aschbrenner et al. (2022) regarding pilot studies' purpose. Whitehead et al. (2016) suggested a pilot sample size between 25 and 100, while Casteel & Bridier, (2021) deemed 10 to 30 individuals sufficient. The preliminary survey aimed to determine students' demographic profiles, aiding in categorizing family structures through purposive sampling, ensuring respondents met predefined criteria.

The researcher utilized a self-made questionnaire; standardized questionnaire as the research instrument during the preliminary and the final survey. The data gathered from the preliminary survey served as the basis in choosing the appropriate respondents to the study. The identified respondents proceeded to the final survey. The final survey questionnaire was divided into parts according to its variables including income, using a close-ended type of questions in order to collect data from the respondents about their demographic profile. The data gathered was kept and treated with confidentiality including the personal data and was safely stored. The general weighted average of the students was collected and was analyzed together with various demographic factors including income, educational attainment of parents, race/ethnicity and religion; if there is a substantial link between the two.

The study obtained permissions from school authorities and learners, ensuring informed consent. Self-administered questionnaires were used for preliminary and final surveys. Respondents meeting specific criteria were purposively sampled, focusing on nuclear, extended, and single-parent family profiles. Forty-three grade four to six students participated, requiring parental guidance for sensitive queries. Surveys centered on demographics: family income, occupation, education, race, and religion. Post-survey, the researcher collected General Weighted Averages and statistically analyzed responses, prioritizing ethical considerations and comprehensive understanding of family structures' impact on academic performance.

The collected data underwent analysis utilizing specific statistical tools. Frequency count and percentage were employed to discern learners' demographic profiles concerning income, parental education, occupation, race/ethnicity, and religion, offering insight into respondent categorization. Standard deviation gauges dataset variability, signifying how values deviate from the mean, with high deviations indicating wider dispersion. However, its applicability is limited in skewed or outlier-rich categorical data (Mertler et al., 2021). Spearman's rank correlation coefficient, denoted as ρ (rho) or r_s , assesses the correlation strength between variables, particularly rank relationships (Schober et al., 2018). Additionally, arithmetic mean calculation summarizes academic performance for 2022–2023 by determining the aggregate value ratio to the total number of values. These statistical methodologies enable comprehensive data interpretation, offering a deeper understanding of learner demographics and academic performance trends.

Results

Demographic Profile of Parents/Guardian

Table 1 shows the demographic profile of parents/guardians of nuclear, extended, and single types of parents in their family. The data offers a comprehensive insight into income, educational background, parents'/guardians' occupation, ethnicity, and religion distribution across three distinct family profiles: Nuclear, Extended, and Single Parent. This analysis is instrumental in understanding the economic dynamics, educational landscape, economic stability, cultural diversity, and belief system within different family structures and can provide valuable information for policy formulation and targeted interventions.

In the context of income of a Nuclear Family profile exhibits a relatively balanced distribution across income brackets. Approximately half of the families (50%) fall within the lowest income bracket (₱11,350 and below), while 45.45% fall within the middle-income range (₱12,000 to ₱45,000). A small proportion (5.55%) of nuclear families possess an income falling within the highest bracket (₱46,000 to ₱199,000). This profile's income distribution suggests a moderate level of economic stability across a diverse range of income levels. Conversely, the Extended Family profile displays a distinct concentration within the middle-income bracket, with an overwhelming 64.29% of families falling within the ₱12,000 to ₱45,000 range. A minority of extended families (35.71%) have an income of ₱11,350 and below, indicating a comparatively lower prevalence of very low-income households. However, no extended families in the sample possess an income within the highest bracket (₱46,000 to ₱199,000), which is a notable observation. The Single Parent profile presents a different income distribution pattern. A significant majority of single parent families (57.14%) have an income of ₱11,350 and below, suggesting a higher prevalence of lower-income households in this family structure. Additionally, 28.57% of single parent families fall within the ₱12,000 to ₱45,000 bracket, indicating a notable presence in the middle-income range. The highest income bracket (₱46,000 to ₱199,000) contains 14.29% of single parent families.

In terms of educational backgrounds of parents or guardians across three distinct family profiles, the Nuclear Family profile, the majority of parents have attained a college degree (45.45%), indicating a relatively high level of educational achievement. A substantial proportion have also completed some college coursework (27.27%). This profile demonstrates a notable emphasis on higher education. Interestingly, there are no parents with an elementary-level education or who have only graduated from elementary school. In the Extended Family profile, the distribution of educational backgrounds is more diverse. While a notable proportion of parents have completed some college coursework (42.86%) or graduated from high school (14.29%), there is also representation from other educational levels. This profile suggests a range of educational experiences among parents in extended families. In the Single Parent profile, a different pattern emerges. A significant proportion of parents have attained a high school diploma (42.86%), indicating a relatively high prevalence of parents with this level of education. College graduates and those with some college experiences are also represented, though to a lesser extent. Notably, there are no parents in this profile who have only completed elementary education.

In the aspects of their occupations held by parents or guardians within three distinct family profiles, in the Nuclear Family profile, the majority of parents are categorized as Unemployed/Housewives (36.36%). This indicates a substantial number of parents who are primarily focused on domestic responsibilities. Other occupations represented include Cooks

(9.09%), Vendors (18.18%), and various professional roles such as School Teachers (5.55%), Doctors (5.55%), Nurses (5.55%), and Social Workers (5.55%). This profile exhibits a diverse range of occupations, with a significant number of parents engaged in professions related to education and healthcare. In the Extended Family profile, the distribution of occupations among parents is also varied. Business Men/Women (21.43%) and Unemployed/Housewives (21.43%) are the most prevalent occupations in this profile. Additionally, Office Personnel (7.14%) and Crime Registrars (7.14%) are represented. This profile suggests a broader range of economic activities and professional roles among parents within extended families. In the Single Parent profile, a different pattern emerges. The majority of parents fall into the category of Unemployed/Housewives (71.43%), signifying a significant proportion of single parents who may face economic challenges due to their employment status. Other occupations include Business Men/Women (28.57%) and Office Personnel (7.14%). Notably, there are no parents in this profile engaged in professions such as School Teaching, Medicine, or Nursing.

In the racial and ethnic composition within three distinctive family profiles, in terms of the Nuclear Family profile, the overwhelming majority of families identify as Cebuano People (90.90%). This indicates a high prevalence of families with roots in the Cebuano cultural group. There is also a small representation of Tagalog People (4.55%) and Negrito (4.55%) families within this profile. This suggests a degree of cultural diversity, with some families identifying with other ethnic groups in addition to being Cebuano. In the Extended Family profile, all families identify as Cebuano People (100%). This indicates a high degree of cultural homogeneity within extended families in this dataset. It's worth noting that there are no families in this profile that identify with other ethnic groups, suggesting a relatively uniform ethnic composition among extended families in this sample. In the Single Parent profile, the majority of families also identify as Cebuano People (85.71%). Similar to the Nuclear Family profile, there is a smaller representation of Tagalog People (14.29%) families. Notably, there are no families in this profile that identify as Negrito.

In reference to the religious affiliations within three distinct families in the Nuclear Family profile, the majority of families identify as Roman Catholic (77.25%). This indicates a strong presence of the Catholic faith within nuclear families in this dataset. Additionally, there are smaller representations of other Christian denominations, including Baptist (4.55%), Seventh Day Adventist (4.55%), Assembly of God (4.55%), and Born Again (4.55%). In the Extended Family profile, a similar trend is observed. The majority of families also identify as Roman Catholic (78.57%). Like in the Nuclear Family profile, there is a smaller representation of other Christian denominations, including Baptist (7.14%), IFI (7.14%), Seventh Day Adventist (0%), Jehova's Witness (7.14%), and Assembly of God (0%). In the Single Parent profile, the majority of families identify as Roman Catholic (85.71%). This indicates a strong presence of the Catholic faith within single parent families in this dataset. Additionally, there is a smaller representation of the Assembly of God (14.29%).

Table 1: Demographic Profile of Parents/Guardians of Nuclear, Extended, and Single Type of Parents in their Family

Profile	Descriptive Response					
	Nuclear		Extended		Single	
Income	f	%	f	%	f	%
₱11,350 – below	11	50.00	5	35.71	4	57.14
₱12,000 - ₱45,000	10	45.45	9	64.29	2	28.57
₱46,000 - ₱199,000	1	5.55	0	0	1	14.29

	Total	22	100	14	100	7	100
Educational Background							
Elementary Level	0	0	0	0	0	0	0
Elementary Graduate	1	5.55	0	0	0	0	0
High School Level	1	5.55	2	14.29	1	14.29	
High School Graduate	4	18.18	2	14.29	3	42.86	
College Level	6	27.27	6	42.86	1	14.29	
College Graduate	10	45.45	4	28.57	2	28.57	
Total	22	100	14	100	7	100	
Parents'/Guardians' Occupation							
School Teacher	1	5.55	0	0	0	0	
Office Personnel	0	0	1	7.14	0	0	
Doctor	1	5.55	0	0	0	0	
Nurse	1	5.55	0	0	0	0	
Unemployed/Housewife	8	36.36	3	21.43	5	71.43	
Cook	2	9.09	1	7.14	0	0	
Clerk	1	5.55	0	0	0	0	
Business Man/Women	1	5.55	3	21.43	2	28.57	
Call Center Agent	1	5.55	0	0	0	0	
Social Worker	1	5.55	0	0	0	0	
Crime Registrar	0	0	1	7.14	0	0	
Vendor	4	18.18	0	0	0	0	
Dressmaker	0	0	1	7.14	0	0	
Babysitter	0	0	1	7.14	0	0	
Manicurist	1	5.55	0	0	0	0	
Bank Accountant	0	0	1	7.14	0	0	
OFW	0	0	2	14.29	0	0	
Total	22	100	14	100	7	100	
Ethnicity							
Cebuano People	20	90.90	14	100	6	85.71	
Tagalog People	1	4.55	0	0	0	14.29	
Negrito	1	4.55	0	0	0	0	
Total	22	100	14	100	7	100	
Religion							
Roman Catholic	17	77.25	11	78.57	6	85.71	
UCCP	1	4.55	0	0	0	0	
Baptist	1	4.55	1	7.14	0	0	
IFI	0	0	1	7.14	0	0	
Seventh Day Adventist	1	4.55	0	0	0	0	
Jehova's Witness	0	0	1	7.14	0	0	
Assembly of God	1	4.55	0	0	1	14.29	
Born Again	1	4.55	0	0	0	0	
Total	22	100	14	100	7	100	

Academic Performance of the Students under Nuclear, Extended, and Single-Parent Families

The presented data, illustrated in Figure 1, highlights the General Weighted Average (GWA) as an indicator of students' academic performance across different family structures. Single-parent families exhibit the highest GWA of 92.43, followed by extended families at 91.71, and nuclear families at 89.79. This data prompts a significant inquiry into the factors contributing to the heightened academic achievements of students from single-parent households. One potential explanation lies in the available time and attention single parents are able to dedicate to their child's educational needs. This could stem from a focused approach to child-rearing, encompassing moral development, nurturing, and a holistic emphasis on the child's overall well-being. These findings emphasize the influence of family structure on academic success and underscore the unique strengths within single-parent families that contribute to their children's educational accomplishments. Figure 1 shows the academic performance of students.

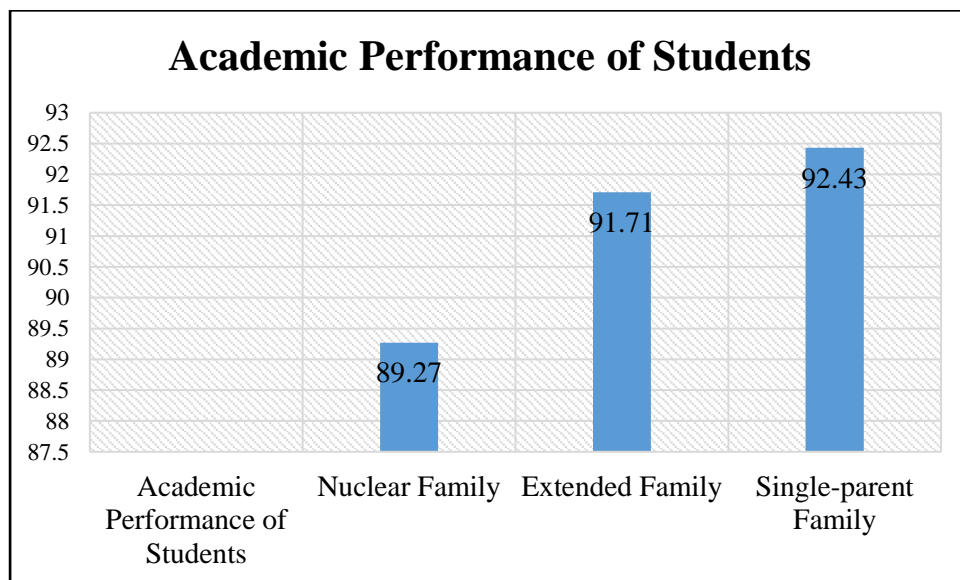


Figure 1: Academic Performance of Students

Significant Relationships between Students Academic Performance and their Demographic Profile

The presented data explores the relationship between students' academic performance and various demographic factors within three distinct family profiles: Nuclear, Extended, and Single-Parent (Table 2). The correlations are indicated along with their associated p-values, with significance set at $p < 0.05$. In terms of income, the Nuclear and Extended families show

positive correlations, though they are not statistically significant. This suggests a weak positive association between income and academic performance in these profiles. Conversely, in Single-Parent families, there is a strong negative correlation between income and academic performance, though it's not statistically significant. This indicates a potentially significant negative relationship, suggesting that lower-income might impact academic performance in single-parent households. The educational attainment of parents exhibits notable patterns. In Nuclear families, there's a strong and statistically significant positive correlation (0.473), indicating a substantial link between parental education and academic performance. Extended families show a weak and non-significant positive correlation, suggesting a less pronounced connection. In Single-Parent families, a strong and significant positive correlation (0.500) underlines the significant impact of parental education on academic achievement in this profile.

Table 2: Significant Relationship between Students' Academic Performance and their Demographic Profile

Profile	Descriptive Response					
	Nuclear		Extended		Single-parent	
	Correlation	p-value	Correlation	p-value	Correlation	p-value
Income	0.223 ^{ns}	0.319	0.375 ^{ns}	0.186	-0.667 ^{ns}	0.214
Educational Attainment	0.473*	0.026	0.101 ^{ns}	0.731	0.500 ^{ns}	0.214
Parents' or Guardians' occupation	-0.236 ^{ns}	0.291	-0.386 ^{ns}	0.173	-0.331 ^{ns}	0.095
Ethnicity	-0.233 ^{ns}	0.297	0.384 ^{ns}	0.175	-0.167 ^{ns}	0.095
Religion	0.136 ^{ns}	0.547	-0.077 ^{ns}	0.899	0.642 ^{ns}	0.120

Note: ns-not significant; *-Significant if the p-value < 0.05.

Discussion

Income

The Nuclear Family profile displays a balanced distribution of income across various brackets. A substantial portion of families belong to the lowest income category, while a significant percentage falls within the middle-income range. A small minority of nuclear families are situated in the highest income bracket. These observations suggest a fairly stable economic balance across a diverse spectrum of income levels within this profile.

In relation to income distribution within the Nuclear Family profile shows a relatively even distribution of families across different income brackets, indicating a certain level of economic stability. Half of the families falling within the lowest income bracket suggest that a significant portion faces financial constraints, which may impact their access to resources and opportunities (Men et al., 2021). As a result of poverty, families may not be able to provide their children with other resources as well (Sánchez et al., 2024). Their homes may lack adequate space to create a quiet or private environment conducive to study, and they may lack

access to high-quality daycare or before-or after-school care. Additionally, the substantial representation in the middle-income range highlights a group of families that may have a more comfortable financial situation, potentially enabling them to meet basic needs and invest in education and other pursuits (Kahn, 2022).

Middle-income households boast better access to education and healthcare, often linked to higher educational attainment and better job opportunities. Their investments in children's education, such as private schooling and tutoring, contribute to their advantage (Banati et al., 2020). A minority in the highest income bracket indicates families with greater economic resources (Sing et al., 2023). This emphasizes the need for tailored interventions within the Nuclear Family profile, ensuring resources are allocated where most needed. Research shows that higher-income households have superior access to education (Li & Qiu, 2018), impacting students' academic performance. Parents' education levels and income significantly influence academic success, enabling access to top-tier schools and tutoring (Li & Qiu, 2018). This underscores how affluent families' investments in tutoring and quality education foster a positive learning environment. Exploring the factors behind income disparities within this profile could refine strategies for promoting economic stability. A deeper understanding could lead to more targeted and effective initiatives fostering economic well-being.

In examining the Extended Family profile, a notable trend emerges with most families falling within the middle-income bracket, suggesting relative financial stability (Singh & Singh, 2023). This concentration indicates a level of security and access to necessary resources, while fewer families exhibit very low incomes, indicating a lesser prevalence in this profile (Singh & Singh, 2023). Interestingly, no families in this sample belong to the highest income bracket, highlighting an absence in this category despite the overall middle-income trend. Extended families, characterized by multiple generations sharing responsibilities (Kuznets, 2019), potentially offer economic support and security among family members (Reyes, 2020). Maternal grandmothers in low-income families positively impact their grandchildren's education, showcasing the familial influence on education (Durmuş & Tunca, 2023). This is reinforced by Li (2023), who emphasizes the extended family's value of supporting its members when needed. Additionally, the extended family's financial support enables investment in careers, businesses, or savings (Wang & Squires, 2023). Some individuals, despite having families of their own, continue to live with wealthier family members, highlighting the financial safety net within extended families. Policymakers and support organizations need this insight to target interventions that enhance economic opportunities for extended families. Initiatives focusing on skill-building, employment support, or educational access could significantly benefit this group. Further research could explore why the middle-income bracket dominates and the absence of the highest bracket, offering deeper insights into the economic dynamics of extended families in this context. Understanding these nuances can inform more effective strategies to bolster economic stability and resources within extended family structures.

The income distribution in the Single Parent profile reveals significant trends. A prevalent majority falls into lower-income brackets, signifying potential financial struggles impacting their ability to support their families (Willson, 2022). While a segment resides in middle-income brackets, a minority reaches the highest bracket, highlighting limited access to higher economic resources among single-parent families. Single parents often face unique financial challenges due to sole responsibilities and limited shared support (Willson, 2022). Work-related struggles and fewer financial resources compound these challenges, especially for single mothers (Willson, 2022). These insights stress the urgency for targeted interventions

catering to single-parent households, addressing employment access, affordable housing, and childcare support. Policy and support programs need to acknowledge and rectify the specific economic hurdles faced by single parents. Research investigating income disparities within this profile can yield deeper insights, guiding more effective strategies to enhance economic stability and overall well-being for single-parent families.

Educational Background of Parents/Guardians

The Nuclear Family profile underscores significant educational achievements, with many parents holding college degrees, signaling a strong emphasis on higher education (Davis-Kean et al., 2021). This trend leans away from elementary-level education, suggesting a positive inclination toward advanced studies, potentially setting a robust foundation for their children's academic aspirations. Highly educated parents serve as role models and offer stability, impacting their children's academic success and career paths (Davis-Kean et al., 2021). This emphasizes how parental education positively influences children's achievements (Ludeke et al., 2021), emphasizing the household's value for education. It highlights the need for educational support and opportunities within nuclear families, especially for women, accentuating the potential benefits of policies aiding higher education and professional growth.

The Extended Family profile displays diverse educational backgrounds, with many parents having some college coursework or a high school diploma (Cross, 2018). This diversity suggests varied experiences and skills within extended families, fostering a rich family dynamic (Wijaya, 2023). Recognizing and valuing these diverse educational backgrounds can enhance knowledge exchange among family members. Educators and policymakers can use this information to tailor support for families with differing educational levels, ensuring equitable growth opportunities (Dong et al., 2020). Further research might uncover specific factors influencing education within extended families, shedding light on unique strengths and challenges. In the Single Parent profile, a significant proportion holds high school diplomas, potentially indicating a stronger educational foundation beneficial for employment (Maldonado & Nieuwenhuis, 2019). The presence of college graduates and those with some college experience suggests a varied educational spectrum, contributing to a resourceful family environment. The absence of parents with elementary education implies a focus on achieving at least a high school diploma, showcasing the determination of single parents to pursue higher education for better opportunities and stability (Williams-Johnson & Gonzalez-DeHass, 2022; Ghisiawan-Whittaker, 2023). Tailored programs should consider these dynamics to support and empower single-parent families, while further research could reveal more insights into their unique educational challenges and strengths.

These findings have important implications for policy and intervention efforts aimed at promoting educational attainment and opportunities for children within these different family structures. Tailored approaches that acknowledge the unique educational backgrounds and needs of parents or guardians within each profile can contribute to more effective strategies for improving overall educational outcomes and socioeconomic well-being. Further research into the specific challenges and opportunities associated with each family profile is warranted to inform targeted and impactful interventions.

Parents' Occupation

The Nuclear Family profile sheds light on parental roles, emphasizing domestic

responsibilities for a significant portion, possibly reflecting a traditional caregiver structure. Alongside, diverse occupations emerge, notably in education and healthcare (Sullivan & Al Ariss, 2021), showcasing parental contributions to these crucial sectors. Roles like School Teachers, Doctors, Nurses, and Social Workers underline their impact on education and healthcare, benefiting both the family and society (Sear, 2021). Understanding these dynamics is vital for policymakers aiming to support work-life balance and career growth for nuclear family parents. Further research into factors influencing occupational choices can unveil the motivations and challenges in balancing professional and family duties within this profile.

The data regarding the Extended Family profile reveals a rich occupational diversity among parents, carrying numerous noteworthy implications. The prevalence of Business Men/Women and Unemployed/Housewives as common occupations suggests a blend of entrepreneurial pursuits and domestic-focused roles within this profile. This diversity indicates a dynamic economic landscape where family members engage in various activities to support their households. Additionally, the presence of roles like Office Personnel and Crime Registrars highlights a range of professional responsibilities, contributing to the varied career paths of parents within extended families (Chaudhuri et al., 2019). Policymakers and support organizations should acknowledge this occupational diversity when designing initiatives for economic enhancement and parental support within extended families. Further research into the factors influencing occupational choices in this profile could provide deeper insights into the motivations and challenges faced by parents balancing work and family responsibilities within an extended family structure (Tsakissiris & Grant-Smith, 2021).

The Single Parent profile reveals insights into their occupational landscape. While many are Unemployed/Housewives, indicating potential economic challenges, some engage as Business Men/Women or Office Personnel, showcasing the entrepreneurial spirit and formal job market participation (Cantergiani, 2021). Absence in fields like Teaching or Medicine may suggest barriers hindering career pursuits (Chen & Edwards, 2023). This underscores the need for targeted support, employment opportunities, skill development, and affordable childcare for single-parent families. Policymakers must consider these dynamics to empower and aid single parents. Further research can unveil motivations and challenges in balancing work and family for single parents.

Ethnicity

The Nuclear Family profile illuminates cultural dynamics within families, notably the prevalence of the Cebuano People, reflecting strong ties to Cebuano traditions, language, and values. While predominantly Cebuano, the inclusion of Tagalog and Negrito families signifies cultural diversity. Contrary to Banda et al. (2023), no link exists between students' ethnicity or origin and academic performance; success hinges on dedicated study and effort. This underscores both Cebuano identification and the acknowledgment of other cultures within this framework (Hale, 2023). It stresses the need for cultural sensitivity and inclusivity, crucial for acknowledging and respecting diverse backgrounds in nuclear families. Policy and support entities should consider these dynamics for initiatives promoting cultural diversity (Herrera et al., 2020). Further research on factors shaping cultural identities in this context promises deeper insights into the strengths and challenges of culturally diverse families.

The data regarding the Extended Family profile provides crucial insights into the cultural makeup of families, carrying several significant implications. The fact that all families

identify as Cebuano People indicates an exceptionally high level of cultural homogeneity within extended families in this dataset (Caruz, 2023). This suggests a strong connection to Cebuano traditions, language, and values, potentially reflecting a cohesive cultural identity among these families. However, it's worth noting that there are no families in this profile that identify with other ethnic groups.

The significance of group composition within schools emerges from studies. Low diversity prompts students of different races to engage more in extracurriculars, boosting academic performance. Yet, high diversity fosters nonconformity, potentially leading to conflicts (Civitillo et al., 2023). Gabaldón-Estevan (2020) delves into homogeneity's impact on classroom interactions, revealing how exclusion and diversity influence friendships, decision-making, beliefs, and behaviors. This underscores the need to acknowledge and celebrate cultural richness within extended families, even amid potential homogeneity (Ahl & Dunham, 2019). Within single-parent families, a majority identifying as Cebuano People signifies a strong tie to Cebuano culture, potentially shaping traditions and values (De Aquino et al., 2023). The presence of Tagalog families hints at cultural diversity, while the absence of Negrito families suggests underrepresentation. Studies suggest socioeconomically different students face challenges in low-diversity settings, impacting happiness, social acceptance, and academic performance (Whalley & Barbour, 2020). Understanding these dynamics is crucial for policymakers and support groups aiming to promote inclusivity and cultural understanding within families. Further research into cultural identities can offer insights into the unique challenges and strengths of culturally similar families.

This information underscores the importance of recognizing and respecting diverse cultural backgrounds within single-parent households, even in cases where one cultural group predominates. Policymakers and support organizations should consider these cultural dynamics when developing initiatives aimed at promoting cultural understanding and inclusivity within single-parent families. Further research into the factors influencing cultural identities within this profile could provide deeper insights into the unique strengths and challenges faced by families with diverse cultural backgrounds.

Religion

The Nuclear Family profile provides insights into familial religious affiliations, carrying significant implications. The prevalence of Roman Catholicism among nuclear families in this dataset, representing 78.8% of the Philippine population (Cornelio & Aldama, 2020), signifies a strong adherence to this faith. This dominance likely shapes family values, traditions, and cultural practices. Additionally, the presence of diverse Christian denominations like Baptist, Seventh Day Adventist, Assembly of God, and Born Again indicates religious diversity within this profile. This diversity suggests openness to varied Christian interpretations, contributing to a dynamic religious environment (Asha, 2023). Recognizing this religious variety is crucial for policymakers and support groups aiming to foster religious inclusivity and understanding within nuclear families. Similar observations emerge from the Extended Family profile. Here, a majority also identify as Roman Catholic, reflecting a strong adherence to Catholicism within extended families. This religious framework likely influences their values and traditions. Furthermore, smaller representations of Baptist, IFI, Jehova's Witness, and Assembly of God denominations underline religious diversity. This diversity, aligning with findings that spirituality motivates academic focus (Lima das Chagas & Muñoz-García, 2023), suggests openness to diverse Christian interpretations within extended families

(Granqvist, 2020). Acknowledging and respecting these varied beliefs is vital for initiatives promoting religious inclusivity within extended families. Understanding the factors shaping these religious affiliations can illuminate the unique strengths and challenges within families of diverse religious backgrounds. Policymakers and support organizations should prioritize these dynamics for effective initiatives promoting religious inclusivity and understanding in both nuclear and extended family settings.

Insights from the Single Parent profile reveal significant implications regarding family religious affiliations. The prevalence of Roman Catholicism within these families signifies a strong adherence to this faith, likely shaping their values and traditions. Additionally, the presence of Assembly of God represents a smaller denomination within this profile (Dollahite & Marks, 2020). The study by Hortwitz (2020) highlights religion's mixed impact on student academic performance. While religious students tend to achieve higher GPAs and complete college, behavioral influence solely based on religious affiliation remains debated. This diversity in religious affiliations suggests an openness to varied Christian interpretations, contributing to a dynamic religious environment within single-parent families. Recognizing and respecting these diverse beliefs is crucial for initiatives promoting religious inclusivity and understanding in single-parent families. Exploring factors influencing these affiliations could provide deeper insights into the challenges and strengths within families of diverse religious backgrounds.

Academic Performance of the Students

The information displayed in Figure 1, detailing the general weighted average (GWA) or academic performance of pupils across various family profiles, showcases intriguing trends. Specifically, single-parent families lead in GWA, followed by extended families and nuclear families. This indicates a noteworthy increase in academic accomplishments for students from single-parent households. The findings suggest that there might be specific factors within single-parent families that contribute to this heightened academic performance. It is plausible that the single parents in these households, due to the unique structure of their families, have more dedicated time to devote to their child's academic needs. Additionally, they may place a strong emphasis on moral and character development, as well as their own well-being, which could indirectly enhance their child's academic success. In contrast (Kaplan, 2023), single parents influence the academic performance of their children, as most single parents do not have a reliable source of income, do not always pay their children's fees on time, do not provide most of their school needs (textbooks, school bags, and shoes), and do not regularly provide food for their children before and after school. All these negatively affect the academic performance of their children. These insights underscore the importance of considering family structure and dynamics when examining academic outcomes and highlight the potential strengths within single-parent families that can positively impact a child's educational journey. Further research into the specific practices and support systems within single-parent households could provide even deeper insights into this phenomenon.

Students' Academic Performance and their Demographic Profile

The association between income and academic performance differs among family types. Nuclear and Extended families display positive but statistically insignificant correlations, suggesting a weak connection. However, Single-Parent families exhibit a strong,

though not statistically significant, negative correlation, implying income might impact academic achievement in these households. Parental education significantly influences academic success, notably in Nuclear families, displaying a robust and statistically significant positive correlation, emphasizing its importance. Extended families show a weaker, non-significant link, while Single-Parent families reveal a strong and statistically significant positive correlation, underscoring parental education's significant impact in this group. Parental occupation displays negative correlations across profiles, lacking statistical significance, indicating a potentially weak relationship. Ethnicity exhibits weak, non-significant correlations, and religion presents mixed patterns without statistical significance. These findings highlight the intricate role of demographic factors in academic performance, emphasizing the need for tailored educational policies for diverse family profiles.

The educational attainment of parents or guardians plays a pivotal role. In nuclear families, there's a robust and statistically significant positive correlation, indicating a substantial link between parental education and academic performance. This underlines the importance of parental education in shaping a child's academic achievements within nuclear families (Liu & Hannum, 2023). Parental education was considered necessary for the proper grooming of children. The decisions of highly educated parents are more relevant and reflective as compared to those of low- and average-educated parents. This explains that the educational level of parents positively contributes to the academic achievement of their children (Hungo & Casinillo, 2023). In extended families, the correlation is weaker and non-significant, suggesting a less pronounced connection. Conversely, in single-parent families, there's a strong and significant positive correlation, emphasizing the critical influence of parental education on academic achievement in this profile.

The data also highlights interesting patterns in the occupation of parents or guardians. Across all profiles, there are negative correlations with academic performance, but none reach statistical significance (Hungo & Sescon, 2018). This implies a potentially weak negative relationship between parental occupation and academic achievement, indicating that occupation may not be a primary determinant of academic success. Regarding ethnicity, the correlations are weak and not statistically significant, demonstrating that there is no clear linear relationship between ethnicity and academic performance in this dataset. Similarly, religion exhibits mixed patterns with no statistically significant correlations, indicating that religious affiliation may not be a significant factor influencing academic achievement.

Conclusion and Recommendations

The findings conclude that income plays a pivotal role in enhancing academic outcomes within this family structure, particularly for Single-Parent profiles. Parental education emerges as a crucial factor influencing students' achievements in this context. These insights highlight the complex interplay of demographic factors and academic performance, offering valuable insights for tailored educational policies and interventions across diverse family profiles.

The recommendations offered encompass various key aspects. Firstly, educational institutions and policymakers are encouraged to implement targeted support programs to bolster economic stability, particularly for Single-Parent profiles, potentially including financial aid and workshops for financial literacy. Secondly, there's an emphasis on promoting parental education and engagement through workshops and sessions aimed at equipping parents with effective strategies to support their children academically. Additionally, tailored educational policies are advocated, recognizing the diverse challenges and strengths within

different family structures. Further studies on single-parent households are recommended to unearth specific practices contributing to their academic achievements. Implementing targeted support programs for families, fostering active parental involvement, and crafting nuanced educational policies recognizing different family structures are highlighted as essential for maximizing academic potential across all profiles.

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