

Stories of Perseverance in The Education of Licensed Professional Teachers from Broken Families

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Abstract: Several studies found that students from broken families were challenged by different problems contributing to poor academic performance. Yet, even with these problems, these students from broken families managed to gain positive experiences and persevered despite their traumatic family background. With this in mind, the researchers were motivated to conduct this narrative inquiry to explore the different narrative life stories of perseverance in the education of licensed professional teachers from broken families. The five participants from Pagadian City, Zamboanga del Sur, Philippines were interviewed about the circumstances and consequences that led to their family's situation, and their motivations to persevere and continue with their life goals. Using the narrative-thematic analysis, this study revealed that the participants' families were once happy. Nonetheless, they fell apart due to the following circumstances: parents' infidelity, social influence, and parents' frustration towards their children's sexuality. Moreover, having a broken family led to a lack of financial and emotional support in pursuing their education. Some even lost their interest in continuing their studies. However, even with the consequences of having a broken family that they experienced, they managed to persevere in finishing their education by doing part-time jobs and finding scholarships. Furthermore, poverty, their family, and the opportunities they had to continue their studies motivated them to persevere in their goal to finish their education. They become resilient individuals by sustaining and finding ways to support their school finances. Through the highlighted results, the researchers recommended a more welcoming environment (school, community, church, and government) and opportunities for children from broken families.

Keywords: Broken Family, Licensed Professional Teacher, Teacher, Story of Perseverance, Education, Family

1. Introduction

Traditionally, a family comprises a mother and a father who are married and are living together with their biological children. This definition is considered a typical family dynamic that most people imagine when thinking of the word "family". However, the meaning of the family is gradually evolving over time and across cultures in modern society, especially with parental separation on the rise.

In a more modern set-up, family is defined as sharing joint love and affection of a mother, father, siblings, relatives, and friends in one home (Lakshmi, 2022). Home plays a significant role in forming a child's personality and socialization. In addition, being in a home with parents provides a safe base and a haven for children when needed (Hassan, T., Saeed, H., Al-Kaseer, E., & Al-Diwan, J., 2022).

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Parents play an essential part in molding young children's development to be good citizens. The members of the family constitute a child's first environment for personal and social adjustment (Hassan & Hatab, 2021).

Unfortunately, in reality, a family does not always bring happiness to its members. Some challenges and difficulties happen within a family's home leading to broken families (Bice et al., 2021). Family problems lead to parents' separation and children being raised by either of the parents, step-parents, or relatives (Son, S.S.L, Arjunan, R., & Rani, E., 2022). Although the effects of a broken family on children depend on numerous factors such as their age and personality during the time of their parent's separation, family relationship, and situation, it can be assumed that this kind of family structure affects the children the most (Hassan & Hatab, 2021).

A child acquires initial education and socialization from significant persons in the family, particularly the parents (Abrantes & Casinillo, 2020). When parents fail to fulfill their responsibilities to their children, it may affect their children's development. It was even noted that children from broken families without basic needs led to various psychological problems (Muhammed & Parul, 2022).

A study conducted in Guwahati City in India proved that students from broken families experience negative impacts on their regular attendance and concentration in classes (Phukan et al., 2021). This is also a similar case of secondary students in a municipality school in Tanzania. Students from broken families faced unique challenges that somehow affected their school attendance. They regularly missed classes to take parental responsibilities like caring for their younger siblings or engaged in farming and casual work to have funds for their families' necessities and school fees (Ezeufondu, 2022).

In the Philippines, divorce is considered unlawful among major constituents. But other legal ways to dissolve marriages in the country exist, such as annulments and declarations of nullity. Petitioning for a marriage annulment in the country is considered expensive and lengthy. However, it has been noted that the number and proportion of Filipino couples separating has continually increased (Abalos, 2017).

On the other hand, Lanozo and his colleagues (2021) explored students' lives from broken families amidst the COVID-19 Pandemic. Their study highlighted the positive sides of being a student from a broken family that seemed to be seldom studied, especially in the Philippines. They focused on the coping mechanisms and strategies of a student. Similar to the outcome of other research, it was found that most students from broken families were challenged by financial, emotional, mental, social, and behavioral problems contributing to poor academic performance. Yet, even with the situations mentioned, students from broken families cope with being independent and optimistic. They manage to gain positive experiences despite the traumatic family background, especially personal growth and building stronger relationships.

Admittedly, the related studies have pointed out that children are mostly affected by the situation in most broken homes. Previous related studies, either local or international, usually conclude with the dark impacts of broken families on individuals. Hence, it motivated the researchers to conduct this study. This study highlighted the stories of the perseverance in the education of individuals from broken families. The researchers investigated how the participants, during their younger days, handled the encountered stressful

experiences. Also, researchers examined how various personal and societal circumstances impacted their perspectives in life and how they overcame these challenges across different domains. The researchers found it interesting to learn how a licensed professional teacher overcame the challenges of being part of a broken family.

Furthermore, this study was anchored in Resilience Theory, which explains what and how these primitive factors work to help an individual overcome the negative impacts of risk exposure. According to Dr. Norman Garmezy (1991), resilience is not about the quality of being brave in the face of adversity but rather the quality of recovering and maintaining acceptable behavior despite facing emotional distress. Accordingly, "thriving" refers to a person's ability to go beyond his or her original functioning level and grow and function well despite repeated exposure to stressful experiences (Ledesma, 2014).

In addition, this study recognized the stories of teachers who experienced broken homes and how life continues despite being part of an incomplete family. The study was conducted within the Second Semester of the Academic Year 2022-2023. This study aimed to answer the central question, "What are the stories of perseverance in the education of licensed professional teachers from broken families?"

Specifically, it was intended to answer the following questions: "What are the circumstances that lead to this broken family situation?", "What are the consequences of being a part of a broken family in education journey?", "How do they persevere in completing their education?" and "What motivates them to persevere in their goals in life?"

2. Methods

The study used a narrative research design. It is a type of qualitative research in which the research data are stories. Gathering narratives (stories) through interviews and other approaches makes this approach distinctive (Butina, 2015). According to Andrews, M., Squire, C., & Tamboukou, M. (2013) and McMullen and Braithwaite (2013), narrative research is founded on the idea that individuals comprehend and provide meaning to their lives through their tales. Furthermore, the researchers use lived narrative, which aims to engage participants by having them narrate stories about their real-life experiences without making assumptions about the significance of certain events (Connelly & Clandinin, 2006). This narrative inquiry was used in the study to investigate the perseverance in the education of licensed professional teachers from broken families.

The research environment of the study was conducted in the selected High Schools in the Division of Pagadian City, Province of Zamboanga del Sur, Philippines. The research environment is considered relevant because the participants for this study are licensed working teachers from Pagadian City who came from broken families. The researchers identified and interviewed five (5) participants through snowball sampling. The participants were asked to assist researchers in identifying other potential participants for this study. After identification, referrals were made to conduct an interview. Without the consent of the referred/potential subject, the researchers did not have direct contact with the referred individuals and did not have access to any of that person's personal information.

It should be noted that the researchers were the main instruments of the study with the aid of an interview guide. The interview guide has three parts. The first part was engaging questions. The second part

constituted the exploratory questions, where one can find the central question, sub-questions, descriptive questions, and probing. The researchers conducted the research in a face-to-face interview and analyzed the gathered data.

The data gathering was based on the standards of qualitative research. Initially, the researchers wrote and sent a formal request letter addressed to each identified participant with the approval of the Dean of the College of Teacher Education, Arts and Sciences Department. The researchers waited for consent from the participants to conduct the study. After the approval from the participants, semi-structured, personal interviews were scheduled based on the availability of the participants. This type of interview was used as it will help researchers explore the participant's responses further. The duration of each interview session was between one to two hours. Also, the chosen venue for the interviews was based on the participants' convenience and preference.

Moustakas' (1994) approach was followed to analyze the data gathered. He defined the research participants as co-researchers as he has this idea that the essence of the phenomena is from participants' perceptions and experiences, notwithstanding the interpretation of the researcher. It is participants' narratives of experiences that provide the meaning of the phenomena and this is agreed by the researchers. With it, the researchers followed his research process and the narrative-thematic analysis by identifying a phenomenon to study, then bracketing out one's experiences, up to the data collection from several persons who have experienced the phenomenon. After the participants were interviewed, transcripts were compiled into one document for each participant and the data gathered were coded manually. Re-reading the transcript several times, the researchers then analyzed the data, identified significant statements or quotes, and combined the statements into themes. Open codes were temporarily assigned. Similar codes were grouped and assigned with a logical category. The categories were further analyzed to determine overarching themes that provided insight into the stories of perseverance in education of the licensed professional teachers.

3. Findings and Discussions

This study aimed to explore and recognize the stories of perseverance in the education of licensed professional teachers from broken families. It also explored the circumstances that led their family to be broken and what are the consequences they experienced as part of a broken family in their education journey. In addition, it presented the ways the licensed professional teachers from broken families persevere in completing their education and the motivations they had to persevere in their goals in life.

The participants were interviewed individually and were given codenames to ensure confidentiality. The codenames given were Rhian, Kate, Carl, Rhio, and Claire (not their real names). Despite being from broken families, they shared their stories of perseverance to finish their studies and pursue their life goals.

3.1 Narratives of the Participants' Stories of Perseverance in Education

The following delved into the firsthand and personal narratives of licensed professional teachers as they recount their experiences of perseverance within the realm of education. The section focused on shedding light on the circumstances that they experienced prior to their family being broken that may possibly act

as catalyst for the said problem, its consequences as they pursue their education, their ways and motivation to persevere and finish their studies.

3.1.1 Rhian's Story

Rhian is 37 years old and graduated with a bachelor's degree in education in 2007. She is now married and practicing her Teaching Profession for several years.

Circumstances that led Rhian's family into a broken family. Rhian described her family as happy before having a broken family and shared some unforgettable moments with her family. She had a good life when she was younger because their family had a dried fish business at the city port. She described her family as a happy family at first but also shared the observable instances that ended their family into a broken family. Her description of a happy family changed when her parents started fighting more often when she was ten.

My family had happy moments and good memories before. When I was in grade 2, my father used to help with my project as he would draw or anything. While my mother advised me something like I should be an achiever in school. My mom taught me that I should work hard in school because she wanted to see me walking on stage as an honor student. It was a fine family not until my father fell out of love. We were just surprised all of a sudden. My father has been seeing another woman, and from then on, they started fighting. My dad would come home late at night, and they kept fighting. They decided to separate, and both left me to my uncle.

Her parents separated and decided to leave her to her uncle when she was only 12. Since the day she lived at her uncle's house, her uncle spent the effort to support her studies from grade five to 3rd-year college.

Consequences of having a broken family on Rhian's education journey. Rhian shared how her life went after her parent's separation, which left her under her uncle's supervision. When she was in her last year in college, Rhian's uncle told her she might need to stop because they could no longer afford it even though she wanted to finish her last year in college. This was a challenge she faced as she was eager to graduate in college that school year.

When our family became broken, I can honestly say that my parents abandoned us when I was in grade five, not just that one parent, but both. They left me to our relative, my uncle. I would say that it was very different from my parents' treatment. It is challenging because I feel like I am starving for their love. Although our relatives love me, the love that comes from your mom and dad is different. I lived there for a long time, from high school to college. There was a time when I had to do school activities and come home late at night, even if my goal was not to have fun. I only did that made me an achiever at school, but they did not understand and support me. I cannot go out and must always be home. Then, when the time came, I was preparing to enroll for my fourth year of college when enrollment became available. Then my uncle wanted me to quit because they could no longer spend their financial support on me; it was challenging even if I was still interested in finishing my studies.

Ways of Rhian's perseverance in finishing education. Rhian experienced many challenges on her way to completing her studies, and to finish her studies, she used her capabilities to support herself. Thus, she left her uncle's house, lived at her friend's boarding house, and went to another friend's house. There was no financial support from her family, and she independently supported her needs for her studies by having a part-time job or any other sidelines.

What I just did was I told them that I enrolled at WMSU without their financial help. They were angry when they found out I enrolled and quickly left my uncle's house. During that time, there was no one to support me financially. I lived with my best friend because she had a boarding house alone. We only eat once a day. After two months, I moved to another friend of mine. When I attended Church, our Pastor used to do the laundry, so I asked to do the laundry as my part-time job to get paid, which I could use for my school fees. I can also earn money by doing my classmate's projects and assignments. In our thesis, my classmates considered me financially, and my only contribution was to make our thesis successful. I am grateful to my classmates because they understood I could not contribute financially.

Rhian's motivation to pursue life goals. Despite Rhian's family conflicts, she strived hard and was determined to finish her studies. After graduation, she self-reviewed before taking the Licensure Examination for Teachers and passed the exam. Rhian's sources of motivation were poverty and the unexpected people who believed in her capabilities and supported her along the way to pursue her goals in life.

After graduation, I took the Licensure Examination for Teachers (LET). During that time, one of the requirements was to have a LET review and receive a certificate. Yet, I could not afford the LET review. I thank Teacher Juliet Catacutan because she helped me get my Transcript of Record (TOR) without participating in a LET review. At that time, I only did a self-review. I asked my father to help pay for my application for the examination, but he never gave me anything. His live-in partner advised him and suggested that I better work as a saleslady instead. I do not want to work as a saleslady because I graduated with honors. I am not discriminating against salespeople, but I did not attend school to become a saleswoman. When I came back to Pagadian, my best friend helped me. She handed me 800 pesos for my payment in applying for the examination. I almost missed the deadline for my application. I pursued my goal to take the LET because I was motivated by the fact that I would escape from poverty. In my 4th year experience, I managed without the support of my family. How much more about reaching my goals? I am optimistic that in the future, I can live comfortably. It is true that "Poverty is not the hindrance to success." If you want to achieve something, perseverance is needed because there is a way to escape life's difficulties. In addition, God gives me hope to continue through opportunities and sends someone to help me. That inspired me to keep going to school despite having a hard time.

Rhian had experienced setbacks after she graduated and when she tried taking the LET. Yet, even with the setbacks she experienced, there were people that helped her and that made her hopeful on how she could

continue despite of what she has gone through. She was even confused about how she survived and became a licensed professional teacher today.

3.1.2 Kate's Story

Kate is 33 years old and a product of a broken family. Kate was an education graduate in 2010. Now, she is a married woman and has two kids.

Circumstances that led Kate's family into a broken family. Kate described her family before having a broken family, and she was happy. As time passed, she became disappointed because her parents constantly fought. Her family ended up broken when her mother left them at the time that she was about to enroll in 4th-year of college. There were statements from their neighbors that somehow led Kate and her family thought to be the reason why their mother left them. She explained:

My family is my defender and protector. I was the eldest, and all their attention was on me, and I was happy. Then I found out that the family I treasured the most was the one who would hurt me because happiness only takes until elementary days. They started fighting, and there were no days that they did not fight. It started when my mother kept hearing sympathetic words from other people. My mother was my ideal mother because we have been through a lot for many years, and she still stood on the ground with my father. Yet, an instigator neighbor keeps saying, "Ahh, leave your husband; what will be your future with him?" and "Your children are already growing up. They can stand on their own." These words she kept hearing, which we assumed that somehow motivated her to leave us.

Consequences of having a broken family on Kate's education journey. Kate shared how her family situation affected her educational journey. Kate experienced difficulties finishing her studies because of her parent's lack of financial support. She graduated college through her hard work and others supporting her.

I was sad and struggled so badly when my parents broke up. I could not cope because my family was my inspiration and motivation. It was hard to continue because they were the reason why I tried so hard to finish my studies. My mother left us when I was about to enter 4th-year college. Then, I was almost unable to enroll because I was not given money for my entrance fee. I felt depressed, and I was not motivated to go to school.

Ways of Kate's perseverance in finishing education. Even with the negative emotions she felt and the situations she was in, Kate wanted to finish her studies. She found ways to support her studies financially as tried to get a scholarship from their church bishop to support her tuition fees. She was given the scholarship she needed and that helped her finished her education.

To finish my studies, I needed help financially to support my studies. I approached the bishop when I heard he was giving scholarships. I asked for financial assistance and was thankful for a full scholarship. That is how persevered I was before finishing my studies.

Kate's motivation to pursue life goals. Since Kate experienced struggles in her life and had lived in poverty, she used it as her motivation to strive for success. She became determined to finish her study because she wanted to experience a great life.

You are the only one who drives yourself to be successful. It is what I must do to myself during my downfall moments. It was my motivation to strive hard. I need to fight, face, and embrace what I have now. Wait for the right time until you will succeed. In addition, I continued in college because I have many things that I wanted to be mine but cannot have because of poverty. I want to get out of poverty.

3.1.3 Carl's Story

Carl is 34 years old and has been happily married for ten years with one child. He is a Public Secondary Master Teacher 1 and has been in the teaching industry for almost 13 years. He is teaching Science subjects in grade 10.

Circumstances that led Carl's family into a broken family. Carl described his family as very chaotic before it ended broken because his father and mother used to fight every night. It was a traumatic experience for Carl every time his parents fought. He mentioned that his father had an affair with other women while they were still together with his mother.

My family before has a big difference from my family today. Back then, it was very chaotic because there were too many fights, I witnessed how my father and mother argued, and even things in the house flew like a flying saucer. My father is an alcoholic. We grow up in chaotic world. Until such time my mother left us. Imagine the effect; I was traumatized because my mom and dad were fighting in the middle of the night. One time when we were sleeping, our father came home drunk. So my parents then were fighting; I was shocked. My father started a business to harvest wood and sell it. I grew up in Surigao, so our product had to be delivered from Surigao to Mangagoy. Dad would come home in a few days, but he had no money when he returned. This was the beginning of their conflicts; Mom asked Dad where are his income, and he ended up arguing and fighting.

Consequences of having a broken family on Carl's education journey. For Carl, his parents' separation was not an obstacle for him to achieve his goals in life. Carl still went to college despite his father's absence from their family. He managed to continue with his education even without his father as he was able to find a company with a friend that helped him. It was more of the problem with the finances that made it hard for him to pursue his academic journey.

We have a real problem no matter how we do it; for us, it is a financial problem. It was so hard; it seemed like we could not survive, and it seemed better to end it. However, we saw something good and thought it was okay to keep going. The only thing that made me happy was that I lived with a true Muslim, but we also shared and opened up about our problems, so they helped and motivated me.

Ways of Carl's perseverance in finishing education. Carl shared that even if his family was no longer complete, he did not lose hope and that there were still people he could turn to whenever problems crossed his way. He even worked while studying just to finish his studies.

I still went to school, but I am a working student and just trying hard. I have always considered it, even though this is my family's situation. The important thing is that we have a goal that should be our goal, and our poverty and our problems are only mine, which gave me the strength to finish and persevere.

Carl's motivation to pursue life goals. Carl continued to study despite his parents' parted ways. Through his efforts as a working student, he succeeded. Poverty became his motivation to pursue and finish his education.

Poverty is my problem; this gave me the strength to finish and persevere. I did not want this experience of poverty will be experienced by my future family. This is also one of my motivations for my brothers and sisters now that they did not finish. I saw something to fight poverty that is to persevere in solving it.

Carl's experience caused him trauma and made him realize that building his own family should not be like what he had experienced. Carl's message to individuals who had a situation like his was that life must go on, despite your problems. Make it your inspiration in pursuing your goals. He added that when you make your own family, make it your precious jewel, spend more time with your family, and, most importantly, let God be the center of it. Trust in God whatever things happen in our life.

3.1.4 Rhio's Story

He is a 42-year-old public school teacher. He is a Master Teacher II and has served the Department of Education for 18 years.

Circumstances that led Rhio's family into a broken family. Rhio shared his stories of his happiness when his family was still complete and at the same time the circumstances which led his family to a broken home. He said that his mother discovered that his father had an affair with another woman. His father went away with his mistress when his mother was not home because she took a break from their constant arguments.

My childhood days are happy. I felt my parents' love even though we are neither rich nor poor. My father is a dealer, now called a broker, and my mother is a plain housewife. They provided me with everything. At first, we transferred from a different rental house to another until we had our own home. In terms of food, I could eat whatever I wanted; I was loved by my dad, maybe because I was his only child, to the point that he was the one who changed my clothes until I was in grade 6 and eleven years old, he was always there for me. My life was happy even though he was strict. I could not play with my friends or leave the house. I am provided all the toys I want, and playmates come inside the house to play with me. The love I felt was satisfying. They did not lack in giving me the love I needed from them. The relationship between my mother and father fell apart when my mother

discovered that my father had another woman. Both of them [my father and his mistress] had gone missing. That was when we realized that my dad's love for my mom was also gone; they always fought until it reached the point where my mother needed to leave for a while. She went to Pagadian for a vacation. Then, my father took it as a chance as he disappeared with her lover when my mother left home.

Consequences of having a broken family on Rhio's education journey. Even though he was an achiever in class, having his family being broken took a toll in his studies. The situation of their family made him lose his concentration in class. His focus shifted on going to a place away from their families and the need to survive from poverty and in their daily struggles in life.

At first, it was tough because I was an achiever as a young student from the third section to 1st section until grade 6; I could maintain it to come from the star class. I was hoping to be on top, but it affected me, I continued, but I was not competitive, just like my grade 4-6 years, because I lost my appetite for studying. My concentration was on accompanying my mother when we went to a place where we did not have a family. After elementary school, I became mature and thought I needed to strive hard because my mom and I needed to survive. I availed scholarship and graduated from a private school. Even my mother did laundry work to sustain us. We transferred from a house to rent a room. Sometimes, we have to occupy a space with a hole in the roof. Occasionally, we lived next to dogs and spent Christmas Eve with a can of beef loaf. There was a point that we had to adjust to everything.

Ways of Rhio's perseverance in finishing education. Due to his eagerness to finish his education, Rhio had availed many scholarships, which helped him with his tuition fees and other expenses. During his vacation time, he also helped his mother when she did laundry services to their neighbors.

I availed a 100% scholarship at Clarette High School in Zamboanga, where my classmates are children of doctors, lawyers, and business personnel. We are only a few scholars from low-income families, but it did not hinder me from finishing school. I finished my high school being top of our class. My scholarship sponsor was Japanese, and he continued supporting my education until college. However, I did not just rely on his scholarship. I availed myself of another scholarship at WMSU in which I passed the entrance exam; I availed of the service scholarship, enjoying a free tuition fee by being a member of the school choir. I only pay for the miscellaneous expenses. I spent financial assistance from my Japanese sponsor for my books. While my half-sister, who works in Hongkong, sent me money for my boarding house and daily needs. The nice thing about my mom is that she did not look at anyone else. She was focused on me as she let me finish my studies. That is why when she does laundry from Monday to Friday, I will go with her where she does laundry if I am vacant. If we had a project or dance practice, my mom supported me. I would tell her in advance so she could be prepared for any bills because she did not want to say no to me. As much as she could, she let me participate in all activities. It didn't reach the point where I was told she did not want me to join because we didn't have money. I

never heard that from my mom, and that's why I have a different perception of a broken family.

Rhio's motivation to pursue life goals. Rhio's motivation and inspiration came from his mother because she never left him but rather supported him with all the things that he wanted to do. He tried to pay back her mother's sweat for helping him always.

I learned to become a strong individual. I learned to survive on my own. I knew that life is not just something easy, so you have to take it easy, but you have to work hard if you want to reach your aspirations. During that time, I knew I needed to finish; I could not fail even one subject, and I could not come back for another year because I had to work to support my mom. At that time, my mother was in Pagadian, and my sister, who was in Hongkong, helped me. After college, I took a board exam, and at 19, I am already a licensed teacher. I worked at Jollibee for a year. At that same time, I taught in a private school every weekend. I challenged myself that not everyone in a broken family has a negative outcome, but many good things can happen in your life. Even when my mother was gone, all the manners and principles she taught me have remained. My mother was not a graduate of any course. She was only in grade 3, but she was wise. She has a lot of knowledge. Even my father was just a grade 6 pupil. But I have never heard them say that they did not know anything. They always find answers when I ask them something. I am not intelligent but diligent because I am very willing to learn.

Rhio conquered all the challenges that he encountered with her mother. All his achievements were for her mother, who died years ago. He knew that her mother was so proud of him for all the accomplishments he had achieved today.

3.1.5 Claire's Story

Claire is a teacher and a guidance counselor. She is both a wife and a mother of three children. She inspired many people and guided them to be on the right path. Despite all the hardships she encountered, she could conquer it all and reach her dreams and goals.

Claire's life before having a broken family. Claire shared her stories of what she experienced at the hands of her father. She said that she had a tough life.

Circumstances that led Claire's family into a broken family. Claire discussed how her father left. She said his father leaving them was not intentional although his long-time frustration of us being born as females perhaps pushed him to continue staying away from them. Upon knowing that Claire's new born sibling is a girl, his father decided to continue working away from home and eventually had an extramarital affair in Cebu. Upon knowing about the affair and that they will also be expecting a baby, Claire's mother decided to annul his marriage with his father.

My family is not very good. I have many experiences that have inspired me to be more hardworking to change the kind of life. When I was little, I wanted to make my direction. I had a tough life and challenging experiences that inspired me to learn more about myself.

When my mother gave birth, and my father knew I was a girl, he rejected me because he did not want to have a baby girl. I was rejected at a very young age. As I grew up, I never had the kind of love a father would be given to a daughter. I could not remember my father having a good relationship with me. He taught me to read, write, and solve simple arithmetic. If I could not do it right, he would bump my head on the wall till one piece of wood would be detached. He would hang me on top for every little mistake. While hanging, he also tried to slash me with the broomstick until it was scattered all over the floor. It was not intentional for him to leave us. He worked for a company in our place. Since the contract ended, the company had to leave our area and return to their primary office. There was an offer that all the company workers could go independently if they wanted to. But he stayed with the company and went to work in Cebu. He was frustrated when he found out that my mother gave birth to another baby girl, my sister. It became one of the reasons he decided to go to Cebu- maybe to look for another baby, a boy. It is not leaving or separating the family but working in Cebu City...In Cebu City, my father had an affair with other women in Cebu. My mother wanted to make sure it was true, so she went to Cebu and found out that my father had another woman with whom he had another baby girl. So, my mother decided to separate from him. They agreed on paper that they would be legally separated and would not be disturbing each other. I think I was 14 years old when he left us.

Consequences of having a broken family on Claire's education journey. Since Claire have a considerable negative experience with her father, her parents' separation somewhat positively impacted her life. Although she tried to process that being in a broken family won't impede her education and that she tried to remember the good experiences she has with her father.

No negative implications or negative emotions were coming from a broken family. What I had in mind was that I just had to do good, and I just had to study. Still, I learned good things from my father. He taught me how to read the alphabet and solve arithmetic. It inspired me to teach other students at a very young age. It did not come to me that being a product of a broken family contributes negatively to my education. My experience with my father was very positive because I got inspired as he taught me.

Ways of Claire's perseverance in finishing education. Claire was very optimistic that she succeeded even with the lack of finances to support her personal needs, especially her education. She was determined to continue because, for her, there was a beautiful future awaited her. She worked while studying to help her financial struggles and at the same time looked for scholarships. In order to save money or in times that she didn't have enough budget, she just walked herself going from her home to her school and vice versa.

As early as grade four, I already started to be a working student. I did laundry for our neighbors. That was my main job until college. I did laundry every Saturday and Sunday. I also had free tuition by being a KTTI foundation scholar. I wanted accountancy as my course, but because of the scholarship, I took education. My pay for laundry work was for my project. I also experienced walking in the morning and afternoon because I did not have

a penny in my pocket. What was just in my mind was that this would not last. I know that there is something better after these struggles in life.

Claire's motivation to pursue life goals. Claire persevered to reach her goals in life because she wanted a better life. She tried and succeeded.

It is because of poverty as I look back. And I told myself that I would not stay here forever. I had to make my life somewhere else and study hard.

Claire said that the separation of his parents positively affected her life. Maybe if her parents had not separated, she would not have survived because her father was, at some point, abusive.

3.2 Circumstances that led the Participants' Family into Broken Families

After asking about the participants' families before having a broken family, the researcher asked the teacher participants, "What circumstances led licensed professional teachers from broken families to broken family situations?" The researcher identified three circumstances: infidelity, social influence, and parents' frustration toward children's sexuality.

Infidelity. The teacher participants said that one of the circumstances that led their family to a broken family was infidelity. Infidelity is the act of betrayal from their partner and seeing an affair with another person. It causes a problem for each couple and possibly leads to separation.

It was a fine family not until my father fell out of love. We were just surprised all of a sudden. My father has been seeing another woman, and from then on, they started fighting. My dad would come home late at night, and they kept fighting. -Rhian

My father was a womanizer. My father started a business harvesting wood and selling it. Dad would come home in a few days, but when he returned, he had no money and even a little left. -Carl

The relationship between my mother and father fell apart when my mother discovered that my father had another woman. That is also the reason why he disappeared because of his disappearance the girl also disappeared. Both of them had gone missing. -Rhio

Being disloyal to a spouse or another partner is referred to as infidelity. It usually refers to having romantic or sexual intercourse with someone other than one's spouse or partner, which involves violating a pledge or commitment (Meyer & Twitter, 2022). One of the causes of most houses becoming broken homes is this. Having parental infidelity threatens the foundation of the marriage and the whole family relationship. It affects the child's relationship with couples emotionally, physically, mentally, and socially, which may also influence establishing the former's relationships. It is a problem that has consequences that permanently damage the parent-child relationship and other future relationships (De Castro-Bofill et al., 2016).

Social Influence. Another category identified is the social influence that made their family a broken one.

It started when my mother saw another sympathy in another person like it always came to her. An instigator neighbor keeps saying, "Ahh, leave your husband; what will be your future with him" and "Your children are already growing up. They can stand on their own." Maybe she thought about what our neighbor was trying to rely on her to do, and she was motivated to leave us. -Kate

Parents' Frustration Toward Children's Sexuality. It was seen that parents' frustration towards a child's sexuality was also a circumstance that led their family into a broken family. It is the feeling of sadness when a parent's strong desire for a child of a certain sex is not realized.

When my mother gave birth, and my father knew I was a girl, he rejected me because he did not want to have a baby girl. My mother discovered that my father had another woman with whom he had another baby girl. A year later, my father left that woman, looked for another woman, and got another baby girl. And he, again, left that woman. I guess there were five women with whom he had different daughters, so I think I was 14 when he left us. So that was why they separated from my mother. -Claire

It is frequently mentioned as a reason behind parents' pursuit of sex selection for social reasons (Hendl & Browne, 2019). Although rarely, one of the possible reasons that could lead to families being broken is the parent's frustration towards their child's sexuality.

3.3 Consequences of Having a Broken Family of Participant's Education Journey

Four categories answered, "What are the consequences of having a broken family in their education journey?" As the teacher participants experience being in a broken family, there may be some impacts or consequences on their education. These are the following categories: lack of financial support, lack of emotional support, and lack of interest in studies.

Lack of Financial Support. One of the consequences was a lack of financial support. Participants struggled to sustain their needs because their parents did not provide financial support for their studies.

Then my uncle wanted me to quit because they could no longer spend their financial support on me -Rhian

Children worry about who will care for them after their parents' breakup. They fear that either one or both of their parents would forsake them and cause them to get separated as well. Children need commitment, assurance, stability, and protection regardless of age. According to Williams-Owens, W.M. (2017), children who suffer separation frequently exhibit more antisocial, anxious, and depressed conduct and more delinquent and violent behavior. Fears of abandonment and self-blame are further recognized as contributing variables. Family alienation happens, and family separation has become one of the most challenging issues for children because they live with their relatives.

Lack of Emotional Support. Despite having one parent, either the father or mother, one could still feel that emptiness and longing inside. Among the participants, three have struggled with being different from others, outcast, and unaccepted.

My parents left me with my uncle. I lived there for a long time, from high school to college. It is challenging because I feel like I am starving for their love. Although our relatives love me, the love that comes from your mom and dad is different. -Rhian

I was sad and struggled so badly when my parents broke up. I could not cope because my family was my inspiration and motivation. It was hard to continue because they were the reason that I tried so hard to finish my studies. My mother left us when I was about to enter 4th-year college. Then I was almost unable to enroll because I was not given money for my entrance fee. I felt depressed, and I was not motivated to go to school. -Kate

I still went to school, but I am a working student and just trying hard. -Carl

Most of the participants experienced struggles after the breakup of their parents. They were longing a love from their parents. According to Johnson (2020), if the feelings of emptiness have intensified, it can lead to toxic isolation that prevents one from having great relationships with other people. Moreover, all family interactions are significantly influenced by finances, mainly when finance is constrained. When a parent is trying to provide for their family, they can lose their temper with one another or their children. It may worsen tension and break up relationships, eventually resulting in broken adult children.

Loss of Interest in Studies. Participants also had problems interacting in schools because of the situation of their families. Due to the parent's inability to pay attention to their children, they lose focus on learning due to the environment they experience in their homes.

It was hard to continue because they are the reason that I tried so hard to finish my studies.
-Kate

Actually, at first, it was tough because I was an achiever as a young student from the third section to 1st section until grade 6; I could maintain it to come from the star class. I was hoping to be on top, but it affected me, I continued, but I was not competitive, just like my grade 4-6 years, because I lost my appetite for studying; my concentration was on accompanying my mother in the situation where both of us left in a place where we do not have a family -Rhio

Two participants addressed the challenges of being a student, lacking the motivation to do things, and remaining present despite the burden of having a broken family. Parents play an essential role in most children's academic development. Young children know that their parents are the most valuable people in their lives because of their love and the support they have given to them.

3.4 Ways of Participant's Perseverance in Finishing Their Education

The different categories identified by the researchers based on the teacher participants' narrative stories related to the question, "How do licensed professional teachers from broken families persevere in finishing their education?" The participants' ways to finish their education are doing part-time jobs/working students and pursuing scholarships.

Doing Part-time Jobs/Working Student. The participants found many ways to sustain and maintain their needs. Some participants became working students and did part-time jobs to support their studies.

I supported myself in school because I was a working student. I just told my parents that it would be good if they could financially support me, but if not, it is still good for me. I go to college in Marawi. I was trying hard there to finish my studies. -Carl

As early as grade four, I already started as a working student. -Claire

When I attended Church, our Pastor used to do the laundry, so I asked to do the laundry as my part-time job to get paid, which I could use for my school fees. I can also earn money by doing my classmate's projects and assignments. In our thesis, my classmates considered me financially, and my only contribution was to make our thesis successful. -Rhian

Doing laundry for our neighbors was my main until college. So, in my college, I do laundry every Saturday and Sunday. -Claire

It showed that most participants strive hard with their studies by being working students to support their school finances. Despite the situation, they are motivated to gain high school achievements. This is agreed by the study conducted by Moneva, Bantasan, and Vertulfo (2020), that in some way, they use it as their inspiration to become wise and be more vital to face reality, yet they do not want their future children to suffer what they have experienced. Nayyar, D.A. (2016, March 4) stated that students know that studying is an important method to become successful in life, so they push themselves to study harder. Although everything can be hard for them due to various problems, they can become their driving force to be great in life even if the situation gets hard.

Finding Scholarships. Due to the separation of the parents, one of the problems that participants faced was financial support for their studies. They looked for different scholarships that helped them pay their tuition fees.

To finish my studies, I need help financially support my studies. I decided to approach the bishop during that time. I asked for financial assistance and was thankful for a full scholarship. That is how persevered I was before finishing my studies. -Kate

I learned to become a strong individual. I learned to survive on my own. I learned that life is not just something easy, so you have to take it easy, but you have to work hard if you want to reach your aspirations. I knew I needed to finish my studies during that time, and I could not fail even one subject. I could not return for another year because I had to work to support my mom. -Rhio

What is in my mind is that it will not last; that is the only way I can graduate. I know there is something better after these struggles in life. -Claire

Participants were all motivated to finish their studies despite all the struggles they had encountered. Being part of a broken family helps to perform well in school. The findings of the study conducted by Cago (2018) are in agreement of the obtained result that most participants use their situation to inspire

themselves to do better in school to have a better future. Moreover, Beley Mayo, Salcedo, and Villegas, (2018) also mentioned that many children from this background can rise, work hard, and succeed. It does not matter what family structure you belong in as long as you are determined, a hard worker, and passionate about your work, your family structure will be disregarded.

3.5 Motivation of Participants to Pursue Their Goals in Life

Poverty. When a person begins to lack necessities for survival, such as a roof over their head, food, clothing, and medicine, they are in a state of poverty. Due to poverty, participants were motivated to pursue education so that they would never experience poverty in the future family they anticipate.

My motivation comes from the fact that I will escape from poverty. In my 4th year experience, I managed without the support of my family. How much more about reaching my goals? That is why I think about my future to live comfortably. -Rhian

One reason I continued in college is that I have many things I want to be mine but cannot buy because of poverty. I want to get out of poverty. -Kate

I just tried to finish school, and poverty motivated me to be successful. -Carl

It is because of poverty; I look back to when I was in my place. I could see some people filling the land with rice and all that route nary activity in our barangay. And I told myself that you were not going to stay here forever. I had to make my life somewhere else and study hard. -Claire

It is clear that participants were motivated to have a good life because of the poverty they had experienced. This claim was reinforced by the students' answers regarding the difficulties in supplying daily needs and expenses as per a study conducted by Janz Glenn Lanozo et al. (2021). The respondents have experienced dealing with the thought that there were various necessities they wished to have but struggled to afford them. The inadequate financial and educational resources have contributed to the children's poor performance. The sudden financial insufficiency that the broken family brought to the lives of students made them suffer from keeping up with their classmates fully equipped at school and performing at their best.

Family. One that motivates the participants to persevere in their life goals is their family. Some participants are persevering to achieve their life goals because they are concerned about their future family structure. Some participants are conscious of striving hard for their life goals for their parents.

I also want to become a successful woman and be a good model for my future children. - Kate

I will finish and persevere because I do not want my future family to experience my previous experience. -Carl

I do not know how others perceive being part of a broken family. Other children become rebellious against their parents. But I quickly managed to accept it, maybe because of my

perspective. It is painful, but I cannot stay in that situation. I had to try and help my mom because it was just the two of us. The nice thing about my mom is that she did not look at anyone else. She was focused on me. She let me finish my studies. I had to work to support my mom. -Rhio

According to Bowen (1978), each family member has a function to play, and each role has guidelines and requirements. The participants try to make their families different from their previous families. Some children prove that being in a broken family is a blessing, not a curse, and was never a hindrance to education, and here are some positive ways. They were emotionally strong. People from broken families know how to handle different kinds of emotions, such as abandonment, guilt, unhappiness, anger, and happiness (Lacea, 2016).

Opportunities. Opportunities exist at a particular time that can lead to a favorable conclusion if taken advantage of. Opportunities give you a chance to realize your dreams. The participant concluded that the chances came as they continued their journey and were grateful for the good things in their lives.

God gives me hope to continue by giving me opportunities and sending someone to help me. That motivates me to keep going to school despite having a hard time. -Rhian

I am very thankful for those who helped me when I needed financial support for my studies. -Kate

The only thing that made me happy was that I lived with a true Muslim, but we also shared and opened up about our problems, so they helped and motivated me. -Carl

I took the exam for a scholarship and passed. So, I do not have to pay for my first year to the fourth year because I have free tuition. -Claire

Though life is hard to face, opportunities still arise. Broken Homes necessitate a child not completing his/her education due to a lack of finances from either the single mother or the single father (Mayowa, 2021). Participants could conquer all the pressure they experienced with their studies with the aid of the opportunities they had to get because of their determination. Also, children from Broken Homes may not have the wherewithal to make ends meet financially and may subsequently force such child/children to indulge in stealing to fend for themselves (Mayowa, 2021).

4. Conclusion

The narrative study results showed that the most common circumstances leading family to break were infidelity, social influence, and parent's frustration towards children's sexuality. Their family was once happy but changed as time passed because of these circumstances that led the family to be broken. Due to this situation, there were consequences on the education journey of the participants. These include lack of financial support, lack of emotional support, and a loss of interest in studies.

However, it depends on how a child responds to the situation. The participants persevered in finishing their education through doing part-time jobs and applying for scholarships. Moreover, the poverty they

experienced, their future family and opportunities ahead of them became their motivation to pursue their goals in life.

Furthermore, the results and discussion were related to resilience theory. Resilience theory focuses on how an individual recovers and maintains adequate behavior despite facing emotional distress (Garmezy, 1991). This also included how licensed professional teachers from broken families persevere to finish their studies and pursue their life goals, despite the challenges they have encountered in their journey. The study participants become resilient individuals by sustaining and finding ways to support their school finances.

The implications of this study were gathered based on the findings that most participants were greatly challenged by financial, emotional, and social factors, leading them to persevere in pursuing their education to experience a good life. Most of them struggled during their family's break up, which made them realize that they should have a good foundation in making their own families in the future. Lastly, despite their stressful experiences, they are still motivated to fight for and live their lives to the fullest.

Based on the findings and conclusion of the study, the following recommendations are also drawn: People must give a welcoming environment and opportunities for children from broken families so they do not feel abandoned in the community and in school. This may help enhance their academic performance since the respondents think that their home is not a place for studying anymore. Also, strengthen the guidance services as counselors play an important role in the child's interest in continuing their studies and helping them process the situations they are experiencing. Local and national governments must also provide programs that specialize in the needs of children from broken families, especially with their education. It is also suggested that further research on the implications of professional teachers from broken families is needed.

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