Emotional State and Psychological Fortitude of Teacher Education Students from Disrupted Family Background in a State University

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Abstract

This research determined the emotional state and psychological fortitude of teacher education from disrupted family background enrolled in Bachelor of Elementary Education in a State University in the Philippines. Similarly, it investigated the relationship between the profile, and the emotional state, the profile and psychological fortitude, and the emotional state and psychological fortitude of the respondents. It utilized the descriptive-correlation method. The data were treated by a statistician using various statistical tools. Results of the study revealed that the majority of the respondents were 19 years old and most of them were females. Predominant of them were living with their mother, had three to four siblings, a middle child born in their families, and had less than 10,957PhP family monthly income. In terms of emotional state, the respondents had a low level of emotional state—depression, anxiety, and stress symptoms. With regard to psychological fortitude, the respondents had a very high level of well-being or flourishing, a moderate level of resiliency, and a moderate level of grit. In the test of correlation, the study revealed that the profile of the respondents is not significantly related to their level of emotional state and psychological fortitude. On the other hand, their emotional state is significantly related to their psychological fortitude. A psycho-education wellness program may be proposed for adoption to help improve the resiliency and grit of the teacher education students from disrupted family backgrounds.

Keywords: Anxiety, Depression, Flourishing, Grit, Resilience, Stress.

Introduction

Students from disrupted family backgrounds face various challenges, such as emotional and mental health, financial, and behavioral, which could have a detrimental effect on their overall growth and development and even on their school performance (1). A disrupted family background is described as a family whose parents have divorced, separated, or passed away; whose parents never married; or out-of-home placement (2, 3). Specifically, in this study, it pertains to parental separation, single parenting due to death or abandonment, and situations where children were raised by extended family members or others instead of biological parents. When a family is disrupted, it cannot sustain and support the family; hence, it fails to satisfy the family's goals, duties, and responsibilities (4). As individuals from disrupted family backgrounds navigate, their emotional condition is affected; hence, they may develop a negative emotional state, which includes the presence of depression, anxiety, and stress. In

fact, it was emphasized that depression can be characterized by despair, lack of interest or pleasure, intense exhaustion, altered sleep or nourishment, feelings of guilt or low self-worth, and difficulty concentrating (5). On the one hand, a report described anxiety as the body's reaction to a perceived danger that is generated by an individual's beliefs, feelings, and thoughts (6). It is characterized by anxious thoughts, tension, elevated blood pressure, respiration rate, pulse rate, perspiration, trouble swallowing, dizziness, and chest discomfort. Accordingly, stress is a feeling that occurs when an individual thinks that demands surpass the resources deployed by the individual (7). Family disruption affects teacher education students as they traverse through the intricacies of life; therefore, they need to develop protective factors that will enable them to flourish, be resilient, and be gritty. Flourishing arises from deliberately developing and maintaining the five components of the PERMA model, such as positive

emotions, engagement, relationships, meaning, and accomplishments (8). To flourish is to find contentment in one's life through meaningful and worthwhile roles and deeper interpersonal relationships—that is, living the "good life." On the same note, individuals have to be resilient in order to face various levels of life difficulties. Resilience is defined as a dynamic process at all levels of functioning that refers to a person's capability to adapt constructively in the face of adverse circumstances (9). This idea is particularly essential for dealing with and enduring stress, anxiety, and depression (10). In addition, resilient people can rebound quickly from demanding, stressful, and detrimental emotional situations (11, 12). Another contributing factor to teacher education students' ability to face their challenges head-on and to achieve their goals in life is their ability to be gritty. As indicated in the study, grit is the willingness to pursue overtime goals over unwavering determination. Correspondingly, grit is about overcoming challenges in everyday life rather than extraordinary problems (13).

Various literatures and studies show how disrupted family backgrounds contribute to individuals' emotional states. In fact, it was cited in a study that adolescents raised from unstable families were susceptible to experiencing symptoms of depression, stress, tension, lack of motivation, and frustration, among others (14). Meanwhile, it is noted that parental separation could negatively influence students' psychological state, mental health, attitude, studies, and life quality (15). Moreover, family disruption conditions could worsen the emotional state, stress, and even depression that they experience. On the same note, in Indonesia, individuals from disrupted families tend to feel inferior and unfortunate, claim to have the darkest life, and be miserable and display maladaptive behavior such as arguing and ranting, being a loner, liking to hallucinate, and resisting (16-18). In the Philippines context, adolescents raised in a disrupted family background have substantial financial, emotional, mental, social, and behavioral difficulties, which may translate to low educational achievement (19, 20). Similarly, the mental health problems among university students were steadily increasing. Being in a disrupted family had contributed to their significant challenges, such as depression, emotional issues, and insecurity. Their

familial condition had a bearing on their attitude towards academic pursuit, and therefore they suffered due to their inability to concentrate and occasional lack of enthusiasm in studying. This various impact can also be due to their various roles in the family, such as being a substitute for their parent and an older sibling in the family. One of the existing cultural concerns related to being raised in a disrupted family is that individuals raised in this family often experience stigma, thus experiencing bullying and insults from the neighborhood. This can also exacerbate the 'hiya' or shyness among individuals due to avoidance of criticism and the fear of exposing one's vulnerability. Hence, individuals do not freely express how they feel about their family disruption (21, 22).

Individuals who suffer from negative emotional states, including teacher education students from a disrupted family background, have to flourish in order to live a fulfilling life and overcome their emotional, psychological, social, and personal challenges. The analysis of cross-sectional data from 26 different countries uncovered that a greater likelihood of flourishing was linked to a stronger familial connection among adolescents (23). Similarly, adolescents require resilience as a system of resilience from an unstable state to rise psychologically and personally stronger (24). Individuals with resilience qualities are believed to be adept at navigating life transitions by making good adaptations to various forms of suffering and extremely stressful situations in order to return to their original condition with a more vital state and attitude (25). More so, they need to develop grit to overcome various challenges in life, be it as a student or a member of society.

Indeed, individuals and teacher education students from disrupted family backgrounds were impacted by parental separation, abandonment by either mother or father, or single parenthood. They experienced financial, emotional, psychological, and social problems, which had an adverse impact on the quality of their lives. The students in the state university where the study was conducted include this cohort. Accordingly, one student shared that being raised in a disrupted family has a toll not only on her studies but also on her mental health. Her situation worried her so much to the extent that she cannot sleep well at night. She further narrated that she could not confide how

difficult her life was to her parents because, aside from not being present in the family, she did not want to burden them. Instead, she owned her problems and silently faced them. This story was from a struggling teacher education student with family disruption, and she was not the only one in the program. In elementary education, students from disrupted family backgrounds were approximately 23%, and all of them needed help, guidance, and counselling. If no one can help them, they may be struggling every day to sustain themselves.

Another challenge that these individuals faced was when they were confronted with peers or classmates who were demanding and possessive. These could add to the burden they experience, which may result in heightened anxiety and stress that they feel. On a related note, relatives who are not empathetic and compassionate may pressure them, which may result in anxiety and stress. Their classroom teachers also narrated that they tend to attend class schedules late, engage in absenteeism, and drop out of school due to financial incapability. Their concerns need to be addressed properly in order for them to navigate a fulfilling life, surpass their life difficulties, and achieve their life goals. On top of that, as future educators who will be handling learners with diverse backgrounds, it is important to understand how their emotional state and psychological fortitude affect their behavior and life.

Therefore, having identified the significance and necessity of venturing into such phenomena, this investigation aims to bridge this gap by assessing the emotional state and psychological fortitude of teacher education learners from disrupted family backgrounds. It also sought to understand the relationship between the abovementioned experiences of the teacher education students as the basis of a psycho-education wellness program that can help improve the quality of their lives. The findings can also contribute to the existing literature and address the limited studies on emotional state and psychological fortitude, shedding light on potential interventions that may improve overall mental health outcomes among teacher education students from disrupted family backgrounds.

Theoretical Framework

The study was anchored on the Cognitive Theory and the broad-and-build Theory of Positive Emotion. The basic concept of Cognitive Theory was that mental processes affect one's emotions and behavior, and vice versa. How one understands an incident influence how one feels about it and how one copes with it. It also implied that incorrect thinking and inappropriate information processing are at the root of most conditions. It was also elaborated that cognitive distortion contributes to one's depression, anxiety, and stress. It is an internal mental filter or bias. Since the brain processes a large amount of information daily, it tends to take shortcuts to reduce the mental burden. These shortcuts can be helpful, as they serve as coping mechanisms for some, but this can be detrimental if there are inadequate cognitive filters (26, 27). Cognitive Theory was relevant to understanding the emotional state—depression, anxiety, and stress—of teacher education students from disrupted family backgrounds. Their negative thoughts or cognitive distortions could intensify the depression, anxiety, and stress they were experiencing. Individuals including teacher education students from disrupted family might view their challenges as overwhelming, hence aggravating their negative emotional state. The Cognitive Theory further posited that emotional disorders such as anxiety and depression are caused by incorrect information processing. Teacher education students from disrupted family backgrounds may develop negative cognitive structures or schemata' as a result of the interaction of their individual vulnerabilities and stressful circumstances. When new life pressures occur, these schemata are activated, resulting in instinctive and incorrect negative views about oneself, the environment, and the future, therefore developing negative emotional states these include depression, anxiety, and stress (28). The psychological fortitude consisting of flourishing, resilience, and grit as its components is anchored on the Broaden-and-Build Theory of Positive Emotion. One of the central foundations of the Broaden-and-Build theory is that positive experiences and emotions are "broadening," contrary to negative emotions' constricting effect. The positive emotions have the potential to control or 'undo' negative emotions. Moreover, the theory is a subset of positive emotions where it increases a person's instantaneous thought-action repertoire, leading to a broader mindset (29). Its

assertion also pertains to the consequences of these enlarged mindsets: positive emotions foster the development of novel and imaginative concepts, behaviors, and social ties, all of which enhance a person's resources, including mental, social, psychological, and physical assets. Moreover, broadening mindsets provide indirect and long-term adaptation advantages because they generate long-lasting personal resources. This vigor serves as a reservoir that can be used later to improve the chances of survival and successful coping. Understanding the psychological fortitude—flourishing, resilience, and grit—of teacher education students from a disrupted home background is pertinent to the Broaden-and-Build Theory of positive emotions. Based on this Theory, positive feelings provide a broader mindset to people by promoting positive connections, accelerating personal development, and easing the pursuit of worthwhile goals, thereby giving access to flourishing, resiliency, and grit. Teacher education students from disrupted family backgrounds face various challenges encompassing all facets of life. Cultivating their positive emotions will enable them to overcome hurdles and bounce back faster. In a similar vein, positive emotions help people develop the grit and resilience needed to overcome challenges and stay dedicated to their long-term goals. Thus, they can leverage the strength of positive emotions to develop a flourishing life, resilience, and grit and reach their greatest potential (30).

Methodology

Research Design

The study is quantitative research that used descriptive and correlational methods. It determined the profile, emotional state, and psychological fortitude of the teacher education students from disrupted family backgrounds enrolled in the Bachelor of Elementary Education (BEED) in a State University in the Philippines. Descriptive research provides an avenue for closer observation of facts and essential knowledge about people's experiences (31). In addition, the correlational research design examines relationships between variables without manipulating them (32).

Sampling

The teacher education students enrolled in the Bachelor of Elementary Education program that came from disrupted family backgrounds served as the study's respondents. They were chosen as the respondents of the study since, as future educators, they perform an important role in the lives of children with diverse backgrounds and origins. Their ability to handle their emotional state and regulate psychological fortitude may have a direct impact on their instructional performance and in providing a conducive and safe learning environment for their learners. Using universal sampling, a total of 117 respondents were selected to answer the survey questionnaires from the different year levels. Among the 117 respondents, 45 students were from first-year College, 29 from second-year College, 21 from third-year College, and 22 from fourth-year College.

Data Gathering Procedure

The researchers utilized a five-part instrument to gather the data. The first part was designed to gather information on the profile of the respondents as to their age, sex, person they live with, number of siblings, birth order, and economic status. The second, third, fourth and fifth part were an adopted standardized instruments namely: depression, anxiety, and stress scale (DASS-21) with internal reliability of the overall scale of 0.93; flourishing scale with Cronbach alpha of 0.87; brief resilience scale with a Cronbach's alpha spanning from 80 to 91; and grit scale showing adequate internal consistency and with Cronbach alpha varying from 85 (33-36). The authors sought permission from the administrator prior of the conduct of study. After approval, the researchers arranged with the teacher education students from disrupted family backgrounds enrolled in the Bachelor of Elementary Education to schedule a time to meet them and conduct the study. On the scheduled day, the researchers sought informed consent and facilitated some background information regarding the research. Salient concerns like the goal of the study, its procedure, and how the confidentiality of the respondents was protected were discussed. Administration of the survey questionnaires followed right after the orientation. Guidelines were given on how to answer the survey questions. Assistance was also provided while the respondents answered the survey questionnaires, and enough time was given to answer the said questionnaires. Retrieval of the questionnaires followed. The researchers tallied,

organized, summarized, interpreted, and analyzed the results. Appropriate statistical tools were used to treat the data. An intervention may be proposed to meet the needs of the teacher education students.

Data Analysis

After data collection, the data gathered underwent different statistical treatments with the aid of the statistician. To arrive at reliable results, frequency count, percentage, weighted mean, chi-square test and Pearson Product Moment Correlation coefficient were used. Specifically, the Chi-square test was used to test the association between profile, emotional state, and psychological fortitude, and the Pearson Product Moment Correlation coefficient was used to test the relationship between the emotional state and psychological fortitude.

Results and Discussion

The results and findings based on the data gathered are presented below:

Profile of the Respondents

This section provided information about the respondents' profiles in terms of their age, sex, the person they live with, the number of siblings, birth order, and socio-economic status in terms of combined monthly income. The age and sex of the respondents were computed in frequency counts and percentages. Table 1 explicitly presented the data.

The data in Table 1 highlighted the age and sex distribution of the respondents in the study, with females comprising the majority at 88.89% and males at 11.11%. The age group of 19 comprised the majority of the respondents at 27.80%, followed by 22 years old and above at 26.50%, 18 years old at 18.80%, 20 years old at 14.53%, and 21 years old at 12.82%. The results showed that there was a major female predominance, with most respondents being 19 years old, which can be implicated in the outcomes of the study in terms of sex perspectives that may influence responses.

The overrepresentation of females in the sample suggested that the findings may be more reflective of female perspectives. This could be beneficial in contexts where understanding women's views is crucial. However, it also raised the need for careful consideration when generalizing results, as the lower representation of males might mean that their perspectives are underrepresented.

Table 1: Age and Sex of the Respondents

Age (in years)	Female		Male		Total	
	F	%	f	%	F	%
22 and above	28	23.93	3	2.56	31	26.50
21	13	11.11	2	1.71	15	12.82
20	14	11.97	3	2.56	17	14.53
19	28	23.93	4	3.42	32	27.35
18	21	17.95	1	0.85	22	18.80
Total	104	88.89	13	11.11	117	100.00

Table 2: Persons Whom the Respondents Live With

Persons Whom They Live With	F	%
Living with Father	13	11.11
Living with Mother	46	39.32
Living with siblings	10	8.55
Living with guardian	6	5.13
Living with grandparents	16	13.68
Living with a partner	10	8.55
Living with Uncle/Aunt	10	8.55
Others	6	5.13
Total	**117**	**100.00**

A recent study underscores the importance of sex diversity in study samples. Meanwhile, ensuring diverse sex representation in research was critical for the validity and generalizability of findings across different demographic groups (37). In addition, the age distribution indicated that teacher education students were typically within the average college age range. This result aligns

with the study that the age range that comprises the majority of college undergraduate students in the Philippines is 18 to 22 years old (38). The person with whom the teacher education from a disrupted family background lived was computed in frequency counts and percentages. Table 2 explicitly presents the data. The data in Table 2 highlighted the persons whom the respondents live within the study. The majority, 39.32%, lived with a mother, followed by living with grandparents at 13.68%, living with a father at 11.11%, living with siblings, living with a partner, and living with an uncle or aunt with the same results at 8.55% and living with a guardian and others at 5.13%. This breakdown revealed that most respondents were living with their mothers, indicating an influential matriarchal structure. The overrepresentation of the respondents living with

their mothers suggested how the mothers created a deeper bond with their children as the primary caregivers in the family. Their children established trust and confidence that mothers were capable of taking care of them regardless of the situation. Because of the selfless love that mothers had for their children, the respondents tend to stay and live with them. It is acknowledged that mothers from various social groups accept "intensive mothering," which is child-centered, time-consuming, and self-sacrificing (39). Similarly, mothers usually tend to create a supportive environment and make significant efforts to ensure that their children grow up in an environment of joy and mutual understanding (40, 41). The number of siblings of the respondents was computed in frequency counts and percentages. Table 3 explicitly presented the data.

Table 3: Number of Siblings of the Respondents

Number of Siblings	F	%
9 and above	7	5.98
7-8	13	11.11
5-6	36	30.77
3-4	39	33.33
1-2	16	13.68
None	6	5.13
Total	117	100.00

The data in Table 3 highlighted the number of siblings of the respondents in the study, with three to four siblings comprising the majority at 33.33%, followed by five to six at 30.77%, one to two at 13.68%, seven to eight at 11.11%, nine and above at 5.98%, and none at 5.13%. This breakdown revealed a slight predominance of three to four siblings of the respondents, which may imply the results outcome and respondents' perspectives based on their experiences. The slight predominance of three to four siblings in the family of the respondents suggested that the majority of them come from a moderately large family. Accordingly, family size influences an individual's

life experiences, expectations, and the attention they receive in the family, especially in a disrupted family setting where parental roles are reduced or absent. In addition, the number of siblings in the family was related to one's social skills development and educational outcomes (42). Family size significantly impacted interactions in various settings, such as classrooms, communities, and small group tasks, which also influenced family relations, thereby shaping family dynamics. The birth order of the teacher education students from disrupted family backgrounds was computed in frequency counts and percentages. Table 4 explicitly presents the data.

Table 4: Birth Order of the Respondents

Birth Order	F	%
Oldest	33	28.21
Second	17	14.53
Middle	35	29.91
Youngest	26	22.22
Only Child	6	5.13
Total	117	100.00

The data in Table 4 highlighted the birth order of the respondents in the study, with the middle child comprising the majority at 29.91%, followed by the oldest child at 28.21%, the youngest child at 22.22%, the second child at 14.53%, and the only child at 5.13%. This breakdown revealed that there was a slight middle child predominance, which can affect the results of the study based on the perspective of the middle child in the family. The slight overrepresentation of the middle child in the sample suggested that the findings may be reflective of the perspectives and experiences of the middle child. More so, being raised in the family as a middle child had an impact on one's personality development. A middle child may tend

to be a mediator, unspoiled, flexible, independent, compromiser and extroverted and receive less emotional support compared to their siblings (43, 44). However, due to various difficult life circumstances encountered as a middle child, they may not be susceptible to emotional symptoms. In fact, it was established that there was a substantial relationship between middle-born and lower levels of emotional indicators (45). The economic status of the teacher education students from disrupted family backgrounds was computed in frequency counts and percentages. Table 5 explicitly presents the data. The recent report in the Philippines presented the following income classes (46).

Table 5: Economic Status of the Respondents

Economic Status (in pesos)	F	%
219,140 and above (Rich)	3	2.56
between 131,484-219,140 (High income but not rich)	0	0.00
between 76,699-131,484 (Upper middle income)	0	0.00
between 43,828-76,699 (Middle class)	2	1.71
between 21,914-43,828 (Lower middle class)	5	4.27
between 10,957-21,914 (Low income but not poor)	9	7.69
less than 10,957 (poor)	98	83.76
Total	117	100.00

The data in Table 5 highlighted the economic status in terms of monthly income of the respondents in the study, with less than 10,957 PHP or poor comprising the majority at 83.76%, followed by an income between 10,957 PHP and 21,914 PHP or lower middle class at 7.69%, between 21,914 PHP and 43,828 PHP or middle class at 4.27%, 219,140 PHP and above or rich at 2.56%, between 43,828 PHP and 76,699 PHP or middle class at 1.71%, and none between 76,699 PHP and 131,484 PHP or upper middle income, and between 131,484 PHP and 219,140 PHP or high income but not rich. This breakdown revealed a high predominance of monthly income with less than 10,957 PHP or poor.

The overrepresentation of the respondents having less than 10,957 PHP monthly income may indicate an economic challenge among the teacher education students from a disrupted family background, which may affect their psychological fortitude in terms of their resilience and grit as

they navigate their personal, academic, and social lives. Previous study has shown that households with low socio-economic status were less resilient as they had minimal economic resources and the risk of depression increased with lower socio-economic status (47). In addition, lower-class university students had more unpredictable mental states and were more prone to witness depression than those from middle- or upper-class homes (48). Therefore, it is important to provide constant support to these students.

Emotional State of the Respondents

This portion presented the level of the emotional state of the respondents in terms of depression, anxiety, and stress.

The level of emotional state in terms of depression of the teacher education students from disrupted family backgrounds was computed in weighted mean and standard deviation. Table 6 explicitly presents the data.

Table 6: Level of Emotional State of the Respondents in terms of Depression

S/N	WM	SD	Verbal Description
Item No. 1	1.15	0.76	Low

S/N	WM	SD	Verbal Description
Item No. 2	1.26	0.80	Low
Item No. 3	1.36	0.95	Low
Item No. 4	1.37	0.94	Low
Item No. 5	1.20	0.88	Low
Item No. 6	1.40	1.03	Low
Item No. 7	1.31	1.03	Low
Aggregate Weighted Mean	1.29		Low
Aggregate Standard Deviation		0.91	

Legend: 2.26-3.00-Very High; 1.51-2.25-High; 076-1.50-Low; 0.00-0.75-Very Low

The data in Table 6 highlighted the level of emotional state of the respondents in terms of depression. Based on the results, the depressive symptoms such as self-deprecation (Item No. 6) at 1.40WM and 1.03SD, dysphoria (Item No. 4) at 1.37WM and 0.94SD, hopelessness (Item No. 3) at 1.36WM and 0.95SD, devaluation of life (Item No. 7) at 1.31WM and 1.03SD, inertia (Item No. 2) at 1.26WM and 0.80SD, lack of interest/involvement (Item No. 5) at 1.20WM and 0.88SD, and anhedonia (Item No. 1) at 1.15WM and 0.76SD showed low level of depressive symptoms. Similarly, the overall results of emotional state in terms of depressive symptoms of the respondents were low at 1.29 weighted mean and 0.91 standard deviation.

The low level of depressive symptoms among teacher education students indicated that their disrupted family background mildly contributes to their emotional state. This result may have been influenced by how the respondents handled the life challenges brought about by having a disrupted family. In fact, the long-term impacts of separation in young people raised in a disrupted family, depression was linked to the young adult's impression of the parents rather than their separation itself (49). The finding of the study was in contrary to that various literature which claimed that being raised in a disrupted family has a considerable impact on one's depression (50). Thus, although respondents reported a low level of depressive symptoms, it is crucial to note that if their ability to cope was not sustained, this can exacerbate their low level of depressive symptoms. The level of emotional state in terms of anxiety of the teacher education students from disrupted family backgrounds was computed in weighted mean and standard deviation. Table 7 explicitly presents the data.

Table 7: Emotional State of the Respondents in terms of Anxiety

S/N	WM	SD	Verbal Description
Item No. 1	1.43	0.93	Low
Item No. 2	1.20	1.01	Low
Item No. 3	1.44	1.05	Low
Item No. 4	1.86	0.99	High
Item No. 5	1.35	0.95	Low
Item No. 6	1.26	1.02	Low
Item No. 7	1.59	0.96	High
Aggregate Weighted Mean	1.45		Low
Aggregate Standard Deviation		0.99	

The data in Table 7 highlighted the result distribution of the emotional state of the respondents in terms of anxiety. The results showed that the respondents have high symptoms of situational anxiety (Item No. 4) at 1.86WM and 0.99SD and subjective experience of anxious effect (Item No. 7) at 1.59WM and 0.96SD. However, in terms of autonomic arousal (Item No. 1, Item No. 2, and Item No. 6) at 1.43WM and 0.93SD, 1.20WM and 1.01SD, and 1.26WM and 1.02SD, respectively, skeletal muscle effect (Item No. 3) at 1.44WM and 1.05SD, and another subjective experience of anxious affect (Item No. 5) at 1.35WM and 0.95SD, the respondents showed a low level of these anxiety symptoms. Consequently, the overall results showed that the teacher education students from a disrupted family had a low level of emotional state in terms of anxiety symptoms at 1.45WM and 0.99SD.

The low level of anxiety symptoms among teacher education students indicated that their disrupted family background was not a dominant issue or does not substantially contribute to their emotional state, although in some 'situations they might feel panic or make fool of themselves' due to worries and 'felt scared without any good reason.' On the other hand, studies revealed that disruption in the family can cause anxiety (51, 52). However, adolescents with good coping skills and familial support can have higher self-esteem, a more optimistic outlook, and decreased anxiety (53, 54). The level of emotional state in terms of stress of the teacher education students from disrupted family backgrounds was computed in weighted mean and standard deviation. Table 9 explicitly presents the data.

Table 8: Emotional State of the Respondents in terms of Stress

S/N	WM	SD	Verbal Description
Item No. 1	1.26	0.74	Low
Item No. 2	1.60	0.91	High
Item No. 3	1.68	0.86	High
Item No. 4	1.08	0.77	Low
Item No. 5	1.39	0.94	Low
Item No. 6	1.24	0.84	Low
Item No. 7	0.97	0.92	Low
Aggregate Weighted Mean	1.32		Low
Aggregate Standard Deviation		0.85	

Table 8 highlighted the distribution of the emotional state of the respondents in terms of stress. The findings revealed that respondents reported significant levels of anxious arousal and being easily disturbed or irritated (Items 2 and 3), with 1.60WM and 0.91SD and 1.68WM and 0.86SD, respectively. However, in terms of difficulty relaxing (Item No. 1 and Item No. 5) at 1.26WM and 0.74SD, nervous arousal and being easily upset/agitated (Item No. 4) at 1.08WM and 0.77SD, and irritable/over-reactive, and impatience (Item No. 6, and Item No. 7) at 1.24WM and 0.84SD and 0.97WM and 0.92SD, respectively, the respondents were showing a low emotional state in terms of these stress symptoms. In the same manner, the overall results showed that the teacher education students from a disrupted family showed low levels of emotional state in terms of stress symptoms at 1.32WM and 0.85SD.

The low level of stress symptoms among teacher education students indicated that their disrupted family background did not heighten their emotional state in terms of stress. However, high scores for 'tendency to overreact to circumstances' and 'sense of expending a lot of nervous strength' suggest situational stress. This finding conforms to the study which reported that family disruption poses substantial stress on adolescents' psychological development (55). On the other hand, one's ability to cope with stressors and acceptance of their situation can contribute to the exhibited level of stress symptoms. In this case, despite having a disrupted family background, teacher education students tend to be less stressed out of their familial situation. Peer support and the internal strength of an individual may contribute to how they approach life circumstances. More so, disrupted families can have a positive impact on one's emotions and development, such as maturity, accountability, and relieved stress (56). This portion presented the summary of the emotional state of the respondents in terms of depression, anxiety, and stress. Table 9 explicitly presents the data.

The data in Table 9 highlighted the distribution in terms of the summary of the emotional state —depression, anxiety, and stress—of the respondents. The results showed that the teacher education students had low-level symptoms of depression at 1.29WM and 0.91SD, anxiety at 1.45WM and 0.99SD, and stress at 1.32WM and 0.85SD. Congruently, the overall results showed low-level emotional state symptoms at 1.35 WM and 0.92 SD.

Table 9: Summary on the Emotional State of the Respondents

Components	WM	SD	Verbal Description
Depression	1.29	0.91	Low
Anxiety	1.45	0.99	Low
Stress	1.32	0.85	Low
Grand Mean	1.35		Low
Grand Standard Deviation		0.92	

The overall low level of emotional state in terms of symptoms of depression, anxiety, and stress suggested that teacher-education students from a disrupted family background were not negatively affected emotionally. Although most studies reported that adolescents or students from a disrupted family background may experience stress, depression and anxiety because of unexpected circumstances, the weight of their homework, and pressure from their friends and professors, the findings of this study did not support this claim (54). The prevalence of disrupted family backgrounds—15 million solo parents in the Philippines (57)—could have normalized the condition and received greater acceptance in society as well as from individuals who were affected by the situation. In addition, nonjudgmentally acceptance was linked to significant improvements in poor mental health symptoms over time. More so, the university activities, such as the welcome activity conducted for all students prior to the official commencement of regular classes and the extracurricular activities at school through the celebration of Charter Days, and their ability to thrive may have alleviated their emotional state. In fact, the use of mental health promotion programs and activities can lessen depression, anxiety, and stress symptoms (58).

Level of Psychological Fortitude of the Respondents

This portion presented the level of psychological fortitude such flourishing, resilience and grit of the respondents. The tables below explicitly present the data.

The level of psychological fortitude in terms of the flourishing of the teacher education students from disrupted family backgrounds was computed in weighted mean and standard deviation. Table 10 explicitly presents the data.

Table 10: Level of Psychological Fortitude of the Respondents in terms of Flourishing

S/N	WM	SD	Verbal Description
Item No. 1	5.79	0.96	Very High
Item No. 2	5.37	1.17	Very High
Item No. 3	5.26	1.18	High
Item No. 4	5.67	0.96	Very High
Item No. 5	5.86	0.89	Very High
Item No. 6	5.81	1.14	Very High
Item No. 7	5.71	1.12	Very High
Item No. 8	5.28	1.08	High
Aggregate Weighted Mean	5.59		Very High
Aggregate Standard Deviation		1.07	

Legend: 6.17-7.00-Extermely High; 5.31-6.16-Very High; 4.45-5.30-High; 3.59-4.44 Moderate; 2.73-3.58-Low; 1.87-2.72-Very Low; 1.00-1.86-Extermely Low

The data in Table 10 highlighted the level of psychological fortitude of the respondents in terms of flourishing. The respondents exhibited a very high psychological flourishing in its most description, with skilled and capable in the duties at 5.86WM and 0.89SD, followed by believing to be a decent person and live an enriching life at 5.81WM and 1.14SD, leading a useful and meaningful existence at 5.79WM and 0.96SD, 'optimistic about the future' at 5.71WM and 1.12SD, actively promote other people's happiness and well-being at 5.67WM and 0.96SD, and the social connections are gratifying and encouraging at 5.37WM and 1.17SD. In terms of 'people respect me and engage' and 'interested in daily activities' exhibit high psychological flourishing at 5.28 WM and 1.08 SD and 5.26 WM and 1.18 SD, respectively. The overall results showed that the respondents exhibited very high well-being at 5.59WM and 1.07SD.

Despite having a disrupted family background, the teacher education students were flourishing in areas of relationship, life purpose, self-esteem, optimism, and eudemonia. More so, although it was languishing that was associated with situations such as broken relationships, unsupportive family members, conflict, and unfavourable connections (59), teacher education students from a disrupted family background showed a high level of psychological fortitude in terms of flourishing. The respondents tend to perceive themselves as skilled and capable in their duties, as decent people and live an enriching life; 'lead a purposeful and meaningful life'; 'optimistic about the future'; actively promote other people's happiness and well-being; social connections are gratifying and encouraging; 'people interact with me and respect me and interested in day-to-day tasks. This analysis supports the existing point of view that individuals who tend to flourish despite adverse family circumstances could preserve composure when challenged, desire to learn new things and carry out goals (60, 61).

The psychological fortitude and resilience of teacher education students from disrupted family backgrounds were computed using weighted mean and standard deviation. Table 11 explicitly presents the data.

Table 11: Level of Psychological Fortitude of the Respondents in terms of Resilience

S/N	WM	SD	Verbal Description
Item No. 1	3.21	0.98	Moderate
Item No. 2	2.66	0.89	Moderate
Item No. 3	3.18	1.04	Moderate
Item No. 4	2.42	1.02	Low
Item No. 5	3.52	0.86	High
Item No. 6	2.56	1.01	Low
Aggregate Weighted Mean	2.92		Moderate
Aggregate Standard Deviation		0.97	

Legend: 4.20-5.00-Very High; 3.40-4.19-High; 2.60-3.39-Moderate; 1.80-2.59-Low; 1.00-1.79-Very Low

The data in Table 11 highlighted the distribution of the level of psychological fortitude of the respondents in terms of resilience. The results showed that in terms of overcoming difficult times with little trouble, they exhibit highs at 3.52 WM and 0.86 SD. On the other hand, in terms of recovering swiftly from adversity, recovering from an unpleasant event quickly, and struggling to cope with tough situations, they exhibit a moderate level at 3.21WM and 0.98SD, 3.18WM and 1.04SD, and 2.66WM and 0.89SD, respectively. In contrast, in terms of 'I am taking a while to go past my life's obstacles and making it difficult for me to react when something negative occurs,' exhibit lows at 2.56 WM and 1.01 SD and 2.42 WM and 1.02 SD, respectively. The overall results revealed that the respondents exhibited a moderate level of psychological fortitude in terms of resilience at 2.92 WM and 0.97 SD. The results implied that while the respondents have moderate resilience, their tendency to recover from setbacks may differ. Based on the findings, the teacher education students from a disrupted family background had a moderate level of psychological fortitude in terms of resilience, which implied that they may overcome life challenges but may still suffer in more extreme situations. This finding corroborates the point from the previous study citing that the potential positive or negative influence of the environment on individuals' well-being varies depending on their level of susceptibility and the quality of their surroundings (62). However, in order to live in a challenging situation, one has to remain calm, manage inner impulses, think that every problem has a solution, empathize with others, believe in one's capacity, and seek solutions (63). More so, individuals from disrupted family backgrounds need to be resilient in order to navigate stressful environments (64). The psychological fortitude in terms of the grit of the teacher education students from disrupted family backgrounds was computed using weighted mean and standard deviation. Table 12 explicitly presents the data.

Table 12: Level of Psychological Fortitude of the Respondents in terms of Grit

S/N	Indicators	WM	SD	Verbal Description
	Item No. 1	3.65	0.78	High
	Item No. 2	2.62	0.78	Moderate
	Item No. 3	2.68	1.03	Moderate
	Item No. 4	3.14	0.79	Moderate
	Item No. 5	2.72	0.92	Moderate
	Item No. 6	3.83	0.89	High
	Item No. 7	2.76	1.08	Moderate
	Item No. 8	3.24	1.08	Moderate
	Item No. 9	3.68	0.93	High
	Item No. 10	3.36	1.00	Moderate
	Item No. 11	2.63	0.98	Moderate
	Item No. 12	3.52	0.77	High
	Aggregate Weighted Mean	3.15		Moderate
	Aggregate Standard Deviation		0.92	

The data in Table 12 highlights the distribution of the level of psychological fortitude of the respondents in terms of grit. The results showed that in terms of being a hard worker, finishing whatever was started, ability to overcome obstacles to complete a significant task successfully, and being diligent, the respondents scored high at 3.83WM and 0.89SD, 3.68WM and 0.93SD, 3.65WM and 0.78SD, and 3.52WM and 0.77SD, respectively. In terms of attaining an objective that required years of effort, 'I struggle to stay focused on tasks that take longer than a few months to do'; 'setbacks do not discourage me'; 'setting an outcome but thereafter deciding to pursue an alternative'; 'interests change from year to year'; 'every few months, I develop an interest in new activities'; and 'sometimes, I get distracted by new tasks and ideas', scored moderate at 3.36WM and 1.00SD, 3.24WM and 1.08SD, 3.14WM and 0.79SD, 2.76WM and 1.08SD, 2.68WM and 1.03SD, 2.63WM and 0.98SD, and 2.62WM and 0.78SD, respectively. The overall results indicated that the level of psychological fortitude of the respondents in terms of grit was moderate at 3.15WM and 0.92SD.

The respondents' moderate level of psychological fortitude in terms of grit implied that while the respondents are normally determined and capable of completing tasks, possessing tenacity and enthusiasm for long-term goals may waver under difficult situations. The results confirm that individuals from disrupted family backgrounds pursuit towards their long-term goals can be interrupted due to familial, emotional, and environmental setbacks (65). Therefore, one has to possess both passion and perseverance in order to achieve their long-term goals (66). In this case, the respondents need to have sustained support in order for them to be gritty.

Relationship between the Profile, and the Emotional State, the Profile and the Psychological Fortitude, and the Emotional State and Psychological Fortitude of the Respondents

This section presents the test on the relationship between the profile and the emotional state of the respondents, the profile and the psychological fortitude of the respondents, and the emotional state and the psychological fortitude of the respondents. The data on the test was displayed in the tables below. The test of the relationship between the profile, such as age, sex, person they live with, number of siblings, birth order, economic status, and the emotional state of the teacher's education, were computed. Table 13 explicitly presents the data.

Table 13: Test of Relationship between the Profile and the Emotional State of the Respondents

Emotional State VS:	χ^2-value	df	p-value	Decision	Result
Age	8.835	8	0.356	Do not reject Ho	Not Significant
Sex	5.182	2	0.075	Do not reject Ho	Not Significant

Persons whom they live with	2.207	4	0.698	Do not reject Ho	Not Significant
Number of Siblings	2.113	4	0.715	Do not reject Ho	Not Significant
Birth Order	6.341	8	0.609	Do not reject Ho	Not Significant
Economic Status	6.091	4	0.192	Do not reject Ho	Not Significant

*Significant at p<0.05 (two-tailed)

The data in Table 13 highlighted the distribution of the test of the relationship between the profile and the emotional state. The results showed that the profile—age (p-value of 0.356), sex (p-value of 0.075), persons whom they live with (p-value of 0.698), number of siblings (p-value of 0.715), birth order (p-value of 0.609), and economic status (p-value of 0.192)—is not significant to the emotional state of the respondents. Hence, accepting the null hypothesis, which states that there was no significant relationship between the profile and the emotional state of the respondents?

The results of the study indicated that there was no significant relationship between age and emotional state. The results imply that their profile does not solely shape the emotional state of the respondents. This does not conform to the report wherein significant difference in the levels of depression among adolescents with disrupted family and income hardship (67). On the one hand, developing strong and supportive social networks can contribute to the overall well-being of a person (68). Hence, one's emotional state may be shaped by their external support systems and individual coping mechanisms rather than their profile. As such, emotional state may be more about the emotional and psychological resources available to the individual instead of their distinctive profile.

The test of the relationship between profile factors such as age, sex, person they live with, number of siblings, birth order, economic status, and the psychological fortitude of the teacher's education was computed. Table 14 explicitly presents the data.

Table 14: Test of Relationship between the Profile and the Psychological Fortitude of the Respondents

Psychological Fortitude VS:	χ^2-value	df	p - value	Decision	Result
Age	6.139	4	0.189	Do not reject Ho	Not Significant
Sex	0.076	1	0.783	Do not reject Ho	Not Significant
Persons whom they live with	1.901	2	0.387	Do not reject Ho	Not Significant
Number of Siblings	1.037	2	0.596	Do not reject Ho	Not Significant
Birth Order	1.654	4	0.799	Do not reject Ho	Not Significant
Economic Status	1.327	2	0.515	Do not reject Ho	Not Significant

*Significant at p<0.05 (two-tailed)

The data in Table 14 highlights the distribution of the test of the relationship between the profile and the psychological fortitude. The results showed that the profile—age (p-value of 0.189), sex (p-value of 0.783), persons whom they live with (p-value of 0.387), number of siblings (p-value of 0.596), birth order (p-value of 0.799), and economic status (p-value of 0.515)—was not significant to the psychological fortitude of the respondents. Hence, accepting the null hypothesis, which states that there was no significant relationship between the profile and the psychological fortitude of the respondents?

The result of the study indicated that there was no significant relationship between the profile of the respondents in terms of age, sex, persons whom they live with, number of siblings, birth order, economic status, and psychological fortitude may imply that the respondents' ability to flourish, be resilient, and be gritty was not influenced by these characteristics. However, social competence, problem-solving abilities, self-regulation abilities, and family support may all have an impact on a person's capacity for resilience (69). More so, flourishing is composed of feeling good and functioning effectively, which includes high levels of three types of well-being: social, emotional, and psychological (70, 71). Its fundamental element is well-being, which contributes to optimal human development. The test of the relationship between

the emotional state and the psychological fortitude of the teacher's education was computed. Table 15 explicitly presents the data.

Table 15: Test of Relationship between the Emotional State and the Psychological Fortitude of the Respondents

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Emotional State and the Psychological Fortitude	-0.356	Negligible Negative	0.000	Reject Ho	Significant

*Significant at p<0.05 (two-tailed)

The data in Table 15 highlighted the distribution of the test of the relationship between the emotional state and the psychological fortitude of the respondents. The results showed that the emotional state and psychological fortitude (r-value of -0.356) of the respondents were significant. Hence, rejecting the null hypothesis, which stated that there was no significant relationship between the emotional state and the psychological fortitude of the respondents?

The result of the study indicating that there was a significant relationship between the emotional state and the psychological fortitude of the respondents suggesting that their low emotional state was significantly influenced by their high level of flourishing or well-being, moderate level of resiliency, and moderate level of grit. Although teacher education students come from disrupted family backgrounds, previous studies claimed that individuals were more likely to develop depressive, anxiety, and stress symptoms (72-74). The result of this study did not conform to these results. Instead, the results of the study showed that the respondents had a low level of depressive, anxiety, and stress symptoms. This condition was influenced by their high level of flourishing, wherein individuals tend to live a fulfilling and purposeful life and was resilient (75). On the one hand, it was still essential to sustain their low level of emotional state to ensure that they would be able to pursue their long-term goals and become successful in their academic and personal pursuits regardless of the negative circumstances they have in life. It is, therefore, important to provide them with supportive counselling and emotional intervention to maintain their high level of flourishing and to improve their moderate level of both resiliency and grit.

Limitations

The study determined the emotional state in terms of depression, anxiety, and stress symptoms and psychological fortitude in terms of flourishing, resilience, and grit among teacher education students who pursued a Bachelor of Elementary Education at a state university in Leyte, Philippines, from a disrupted family background. The focus of the study was limited to the aforementioned criteria, and therefore it neither generalized the experiences of individuals from disrupted family backgrounds nor students from teacher education.

Conclusion

Based on the findings of the study, it can be concluded that teacher-education students from disrupted family backgrounds showed varying levels of emotional state and psychological fortitude. Specifically, they showed a low level of emotional state with low depressive, anxiety, and stress symptoms. On the other hand, their psychological fortitude showed a mixed result. Specifically, the respondents had a very high level of flourishing or well-being, showing a strong sense of psychological well-being, yet their resilience and grit were at moderate levels. This suggested that although these students are experiencing contentment in life through meaningful and worthwhile roles and interpersonal relationships, their ability to adapt constructively in the face of adversity and willingness to pursue long-term goals with unwavering determination may be reinforced and improved. Furthermore, the results of the study suggested that the profile of the respondents, such as their age and sex, person whom they live with, number of siblings, birth order, and economic status, does not influence their emotional state and psychological fortitude. However, there was a

significant relationship between their emotional state and psychological fortitude.

Hence, the author strongly suggesting that a psycho-education wellness program be crafted and adopted for teacher education students from disrupted family backgrounds to strengthen their resilience and grit to improve their overall psychological fortitude. By investing in their psychological fortitude, the university can contribute to their personal growth and help them become resilient and effective future educators who can serve as positive role models for their future learners. Moreover, studies may be conducted to evaluate the effectiveness of the program and explore other contributing factors to the emotional state and psychological fortitude of the respondents.

Abbreviation
None.

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Author Contributions
Cherie Guy B. Giray: conceptualization, data gathering, discuss the findings, wrote conclusion and abstract, Jabin J. Deguma: consultant of the study.

Conflict of Interest
The researchers disclose and confirm that there is no occurrence of conflict of interest.

Ethics Approval
The study was conducted in accordance with the Self-Declaration. The study was approved by the head of the university before it was conducted. All the respondents were given with informed consent. Gathered data is handled with utmost confidentiality.

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