

Impact of Separated Families on Students Educational Performance and Social Development

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Abstract

The smallest, most delicate, and most significant social system that is supported and enabled by society as a broader social system is the family. The family, being a significant primary agent of socialization and a strong effect on the child's development, can undoubtedly help or hurt the child's academic performance depending on the social climate in the home. This study aims to assess how Separated families affect students' academic achievement and behavioral growth in public elementary schools. Three hundred (500) identified respondents who were from dysfunctional households were chosen to take part in the study.

To test the students' knowledge of the subject, the researchers utilized a descriptive-survey research technique design. They used a customized questionnaire (Behavioral Checklist from Psychological Associates, 2019) and field observations to gather data. It was discovered that while factors like age, sex, grade level, sibling count, and who a student lives with have no bearing on how they behave in school, their behavior development does. This study came to the conclusion that a learner's behavior and attitude have an impact on their academic progress.

Key Words: Academic Achievement _ Behavior Improvement _ Family Breakup Effects _ Pupils Performance

Introduction

Separated Families & Children's

At the earliest conceivable point in his existence, when his mind is most receptive, the house has an impact on the child. It gives the youngster their first impression, which could last them their entire lives. The child frequently views his or her parents, siblings, and items in their surrounding environment as being the most important, and they have the power to either improve or degrade the child's sense of self-worth and academic achievement.

A kid's scholastic success can undoubtedly be improved or hindered by the family because of its strong influence on the child and its significance as a main agent of socialization, depending on the social climate in the family. Given the influence of high and poor socioeconomic position and the importance of emotional stability for academic success, variations in psychosocial and

emotional fortification in the family background may be a predictor of students' high or low academic performance.

Everyone in the family finds it difficult to deal with the situation when a family splits up, but children are frequently the ones who suffer the most. Concerns over the effects of a Separated home on children are valid ones. Children's ability to advance in life is based on their family's stability.

Social Development and Divorce Effects

When parents' divorce, the children are left without any stability, which causes them to forget fundamental childhood notions and develop bad perceptions that may follow them throughout their lives.

As parents play a significant influence in the academic development of the majority of children, separated homes may have a profoundly negative impact on students' academic achievement. Guardians or single parents are said to have set time limits for their children's academic obligations.

Separated homes are a widespread phenomenon that impact both affluent and underdeveloped nations. A house is only a home if people live inside of it, not just the walls. A house can only be a home after it is finished. When it wasn't Separated, a house also became a house.

Both the parent and the child may experience stress from living in a Separated or single-parent home. These households struggle with having little financial means (children defense find, 2004).

As stated, in order to teach self-control, a parent must be able to keep track of their child's actions, identify incorrect behavior as deviant, and reprimand the child as necessary. The challenge for a single parent is that they might not have the resources or the time to properly supervise and correct their child's behavior. Many single-parent mothers are compelled to put in long hours, which frees them up to let their kids do much more unrestricted.

Academic performance

Academic performance is defined as the knowledge or abilities demonstrated in the subject matter of the school. The teachers issue test scores or marks to reflect such achievement. Based on the grades given, the school evaluates the students' in-class effort. There are two categories of academic performance: good performance and bad performance. Academic success in school is influenced by a person's habits, family history, perseverance, attitudes, and interests. He came to the conclusion that if these factors were altered and attitudes were positively transformed, then people's academic performance would rise.

Research Methodology

Design of Research

In this study, a descriptive-survey design was used. A survey is used to assess the students'

awareness of the impact of Separated families on their mental growth and academic success. Surveys are frequently a component of research designs (typically in the form of a questionnaire).

ENVIRONMENTAL CONTRIBUTORS

The purposefully chosen primary students from District Layyah, Pakistan who came from Separated families during the academic year 2020–2021 served as the study's target respondents. The largest municipality in the province of Punjab, In the Layyah district, there were three hundred (351) identified govt elementary school students from dysfunctional homes, comprising one hundred forty-nine (149) boys and one hundred fifty-one (200) females in grades one through Eight.

Study Material

Direct observation and a modified questionnaire were used in this study to gather field data. Closed-ended questions were included in the surveys, and respondents had options. The researchers helped the respondents with the aid of their class adviser.

Pilot Study

The aforementioned questionnaire underwent a pilot test to confirm its reliability and its content assertions according to a statistician's evaluation.

Instrumentation & Analysis

The researchers conducted their analysis using percentages, weighted means, the Chi-square test of independence, and Spearman Rank Coefficient Correlation.

Results and Discussion

This study aims to assess the effects of Separated families on students' academic achievement and behavioral growth at Layyah Govt Elementary School in Layyah, Pakistan.

Profile of Respondents

Table 1: Profile of the Respondents

1.1 Age	Frequency	Percentage (%)	Rank
6	47	15.67	4

7	39	13.00	6
8	40	13.33	5
9	55	18.33	2
10	48	16.00	3
11 above	71	23.67	1
Total	300	100%	
1.2 Sex			
Male	149	49.67	2
Female	151	50.33	1
Total	300	100%	
1.3 Grade Level			
Grade 1	48	16.00	2
Grade 2	45	15.00	4
Grade 3	45	15.00	4
Grade 4	47	15.67	3
Grade 5	45	15.00	4
Grade 6	70	23.33	1
Total	300	100%	
1.4 Number of Siblings			
2 and below	122	40.67	1
3-4	104	34.67	2
5-6	41	13.67	3
7-8	15	5.00	4
9-10	3	1.00	5
11 above	15	5.00	4
Total	300	100%	
1.5 Person stay with			
Father	56	18.67	3
Mother	93	31.00	1
Grandfather	36	12.00	4
Grandmother	66	22.00	2
Brother	16	5.33	5
Sister	9	3.00	7
Cousin	9	3.00	7
Friend	1	0.33	8
Others	14	4.67	6
Total	300	100%	

Participant Age- Out of the three hundred (300) children, forty-seven (47) children belonged to the age of six years old; thirty – nine (39) children having the age of seven years old; forty (40) children were eight years old; fifty- five (55

Gender Wise - One hundred forty - nine (149) out of the three hundred children (300) children were males while, there were one hundred fifty - one (151) female- respondents.

Class Level- Out of the three hundred (300) respondents, seventy (70) of them were in grade six which mark the highest; while the grade five, grade two and grade three has forty-five (45) respondents which mark the lowest.

Number of Siblings- The highest number of siblings were one hundred twenty –two (122) who were under the bracket of below 2; hence, there were three (3) of them belong to 9-10 bracket and rank as the lowest;

Person stays with- Out of three hundred (300) children, ninety-three (93) of them were under the care of their mother which is the highest; while only one (1) only of them was staying with a friend which mark the lowest.

Teachers' evaluations of the behavioral growth of the respondents' students who come from dysfunctional families. Statement number one, "Achieves mutual understanding of and commitment to decisions," came in first place with a weighted mean of 3.08 or describe as frequently, followed by item number four, "Connects with people," which came in second place with a weighted mean of 2.90 or frequently. Statement number eleven, "Keeps views and ideas to self," came in last place with a weighted mean of 2.28 or describe as occasionally

Table 2: Teachers' Assessment on Behavioral Development of Pupil-Respondents Living in a Separated Family

N= 300

Statement	WM	VI	Rank
1. Achieves mutual understanding of and commitment to decisions	3.08	F	1
2. Argues and threatens	2.56	F	13
3. Commands respect and trust	2.86	F	3
4. Connects with people	2.90	F	2
5. Easily influenced by bad habits and traits	2.73	F	7
6. Fearful of risks	2.33	S	19
7. Insensitive and blunt	2.29	S	20
8. Is overly independent	2.80	F	5
9. Is reluctant to reach decisions	2.52	F	14
10. Keeps an open mind	2.74	F	6
11. Keeps views and ideas to self	2.28	S	21
12. Listens at a thinking level	2.63	F	8
13. Makes popular, rather than tough, decisions	2.83	F	4
14. Makes unreasonable demands	2.38	S	17
15. Reacts rather than initiates	2.47	S	16
16. Seeks and gives facts; shares ideas	2.62	F	9
17. Solicits ideas and opinions from others	2.57	F	12
18. Manage emotion well	2.61	F	10
19. Appreciates feedback	2.57	F	12

20. Motivated to learn the topics covered in class	2.60	F	11
21. Work independently on learning activities at home	2.51	F	15
Average Weighted Mean	2.61	Frequently	

Rating Scale	Verbal Interpretation (VI)	Rating Scale	Verbal Interpretation (VI)
3.25 – 4.00	Always (A)	1.75 – 2.49	Sometimes (S)
2.50 – 3.24	Frequently (F)	1.00 – 1.74	Not at All (NA)

Relationship between the behavioral growth and profile of the pupil responses who come from dysfunctional families. Since the corresponding significant values of 0.135, 0.408, 0.127, 0.538, and 0.556 are greater than the 0.05 level of significance. This suggests that the respondents' age, sex, grade level, number of siblings, and people they live with did not affect their behavioral development, but the student respondents were still acting in a way that was expected of them, such as showing commitment to others and developing bonds with them, especially in schools.

Table 4: Relationship Between the Profile and Behavioral Development of the Pupil-Respondents Living in a Separated Family N = 300

Profile	Sig.	Interpretation	Decision
Age	0.135	Not Significant	Do Not Reject Ho
Sex	0.408	Not Significant	Do Not Reject Ho
Grade Level	0.127	Not Significant	Do Not Reject Ho
Number of Siblings	0.538	Not Significant	Do Not Reject Ho
Person Stay With	0.556	Not Significant	Do Not Reject Ho

Relationship between the behavioral growth and academic achievement of the student responses who come from dysfunctional families. Since the computed correlation value of 0.154 with a significant value of 0.008 is less than 0.05 level of significance, the results showed a significant relationship between the behavioral development and academic achievement of the pupil-respondents who live in a Separated home. The null hypothesis was thus disproved. This indicates that a student's ability to succeed academically depends on how well they behave.

Table 5: Relationship Between Behavioral Development and Academic Success of the Pupil-Respondents Living in a Separated Family N = 300

Behavioral Development and ..	r	Sig.	Interpretation	Decision
Academic Success	0.154	0.008	Significant	Reject Ho

CONCLUSIONS AND RECOMMENDATIONS

It was discovered that while factors like age, sex, grade level, sibling count, and who a student lives with have no bearing on how they behave in school, their behavior development does. As a result, it was determined that a learner's attitude and behavior have an impact on their academic progress.

Recommendation

A peer facilitating group, team building, trainings, and symposia should be included in the school guidance programmed to cater to the behavioral and academic needs of the students.

School should establish a peer facilitating group led by a guidance counselor/adviser to have regular monitoring and assistance for students with special education.

Guidance and counselling program should be starts

Proper counselling seminar should be initiated

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