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Effects of Family Structure on the Academic Performance of Students at Elementary Level in District Karak, Khyber Pukhtunkhwa (Pakistan)

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Abstract

Family setting and structure is playing a crucial role in strengthening or devastating student's academic performance. Family is the primary socializing agent which moulds the child in society. Therefore, the study was conducted to know the effects of family structure on academic performance of the students at elementary level in district Karak. The main

objectives of the study were: (a) to explore the effects of family structure on the academic performance of the students at elementary level and (b) to suggest proper ways and means for the excellent academic performance of students at elementary level. All the students at elementary level in district Karak constituted the population of the study. In order to represent adequate sample, 30 students from each school were selected as a sample randomly. The study was delimited to the twelve male secondary schools. The study was further delimited to the students of class 08. The Study was descriptive in nature therefore the researchers decided to develop questionnaire for the collection of data. Pilot testing was conducted to know the weakness, misconceptions and ambiguities of the questionnaire. After the conduction of pilot testing, final version of the questionnaire was developed and prepared. The researchers personally visited to the respective sample and distributed questionnaires among the sample. In this way data was collected. After collection of data, the data was organized, tabulated and analyzed. Chi-square was used for the statistical treatment of the data. After analysis of data, the researchers concluded that large family size; large number of brother and sisters; domestic issues and tension among the family members; low socio-economic status, lack of parent's participation badly effects student's educational attainment. On the other hand, it was also found that home tuition; parent's education; high socio-economic status; and parent's participation plays a fundamental and significant role in enhancing student's academic performance.

Key Words: Family, Family Structure, Effects of family Structure, Academic Achievement

INTRODUCTION

Family setting and background is playing a vital role in strengthening or devastating student's academic performance. Peaceful and favorable environment within the home has a significant effect on the student's academic performance. Family setting is the basic institution for future of the students. Family is the most important socializing agent which moulds the child in society. It is an informal socializing agent for a child and the future of the child depends upon this socializing agent. It is right to say that families are different in terms of various factors i.e. some families are more prestigious, more dignified, wealthy than others. Some families have domestic issues, tension and problems which badly affects student's academic performance. Some parents and other family members are illiterate and contentious which create tension and problems from an ordinary issue in home and consequently the children remain depressed and it affects student's academic performance and hence they show poor academic performance. Conversely, students belonging to the socialized and educated families show excellent academic performance. They have a favorable environment for studies in their homes.

There is usually little confusion about what we mean by family when we talk with friends about our own family life because we usually connect with people from our own social class and culture who share our values and norms about families. However there is great dissimilarity in family structure. The smallest unit of the family is known as conjugal

families, which must include a husband and wife. Nuclear families may or may not include a husband or wife. They are composed of any two or more persons related to one another by blood, marriage or adoption who share a common residence. Family is regarded as a social institution because it is an area of human social life that is organized in discernible pattern and because it helps in achieving important societal goals. Family practices have a profound influence on many aspects of social life.

Researches reveal that there are a variety of factors which are responsible for the poor and unsatisfactory academic performance of the students. These factors are; low socio-economic status; extraordinary involvement in co-curricular activities; ineffective teaching and administration; absenteeism; lack of basic educational facilities; culture; trend of unfairmeans during examination; illiteracy of the parents; domestic issues and problems; large family size; lack of parents attention & control; unfavorable environment inside the school and home etc. The student living in rural areas is directly affected with these factors.

The principal researcher is an elementary school teacher in education department of Khyber Pukhtunkhwa that is why he is interested to explore the effects of family structure on the academic performance of the students at elementary level. He expects that this study will be beneficial for the parents, teachers and students at elementary level because it will suggest some remedial measures for the effective and better academic performance of the students at elementary level regarding family structure.

REVIEW OF RELATED LITERATURE

Any group of people that are related by blood or marriage especially a group of two mature people and their children is called family. Usually, there are two major types or family: nuclear family and extended family. Nuclear family is composed of only the husband and his wife together with their children while extended family is composed of the husband, the wife, the children and other family members living together in a large family compound (Clark, 1983). Family is a universal and multi-functional institution even in highly developed societies. It is a coordinating agency even in advanced societies. In fact, the formal and informal religious and secular education of the children is the responsibilities of the family (M. Iqbal Choudhury, 1977). The student's school performance is associated with their background and especially, to those activities which are occurred in their homes. There is also enough evidence that the activities which go on in student's homes are linked to the social studies of their parents and that many working class parents do not succeed to produce even minimum level of stimulation for their children's intellectual facilities (Raven, 1977).

Family setting and background is key to a student's life and outside of school, has the most important influence on student's academic achievement and consists of factors such as socio-economic status; two-parent versus single-parent households; divorce case; parental practices and aspirations; family size; maternal characteristics; and neighborhood (Majoribanks 1996). The environment inside home is the basic socializing agent and effects

student's interest in school and aspirations for the future.

According to Vashist (1993), a problematic child generally comes from a problematic home. The interaction and reinforcement that originate from an unfavorable home life carry over into school and sometimes that they hinder all academic progress. A child who is unhappy, disturbed and mentally tortured simply has no enthusiasm for worthwhile, and successful has not been met at home, he will try in one way or another to satisfy it in another place. Gottfried & Fleming, (1998) noted that environment inside the home was found to have a statistically positive and significant effect on academic intrinsic motivation. Children whose homes had greater stress on learning opportunities and activities were more academically intrinsically motivated.

Parent's education is important in predicting children's achievement (Haveman & Wolfe, 1995; Smith, Brooks-Gunn, & Klebanov, 1997). Parental education had a significant positive effect on academic attainment of the students. The mother's education level had a 20% higher affect than the father's education level on the academic achievement of adolescents (Peters & Mullis, 1997).

Studies have again and again found that socio-economic status influences student's achievements (Jeynes, 2002; Eamon, 2005; Hochschild, 2003). Students who have a low socio-economic status show poor result and are more likely to leave the school (Eamon, 2005; Hochschild 2003). It is believed that low socio-economic status has significant negative affects on the academic achievement of the students because low socio-economic status is the obstruction to access to vital resources and creates additional stress at home (Eamon 2005; and Jeynes 2002). Many research studies have shown that the socio-economic status is a factor responsible for the academic attainment of the students. Morakinyo (2003) found that there is a relationship between socio-economic status and academic achievement of the students. White (1986) in a Meta analysis of 620 correlations coefficient from 100 students describes that there is a definite relationship between socio-economic status and academic achievement of the students. He noted that the frequency obtained correlation ranged from 0.10 to 0.70 which is positive relationship. It means that if one factor is increased the other also increases. It is came to surface that those children whose socio-economic status is strong show better academic performance and those with poor socio-economic status show poor and unsatisfactory academic performance.

According to Eamon (2005), maternal characteristics are another key factor that influences the academic achievement of the students. Mothers who are more educated and have higher self-esteem their children obtain higher test scores. Mothers who delay childbearing have been shown to provide more "cognitively stimulating" and supportive environments at home which has a positive affect on school performance.

Smaller family size has been linked with higher academic achievement of the students. Students with fewer siblings are likely to receive more parents' attention and have more

access to resources as compared to those children whose families are large in size. The additional attention and support leads to better school performance (Eamon, 2005 & Majoribanks, 1996). The size of families has some effects on academic performance of students. Students who belong to larger families tend to have lower levels of achievement and lower levels of secondary graduation, on average than children who belong to smaller families. The reality is that parents of many children cannot afford to divide quality time with their children. Value added quality time is hard to set aside to supervise the academic aspects of the children. Conversely, parents with two to three children can afford the time to increase their children academic potentials because their time is only shared with less number of children.

STATEMENT OF THE PROBLEM

The study was conducted to explore the **"Effects of Family Structure on the Academic Performance of Students at Elementary Level in District Karak, Khyber Pukhtunkhwa (Pakistan)".**

OBJECTIVES OF THE STUDY

Objectives of the study were:

- to find out the effects of family structure on the academic performance of the students at elementary level and
- to suggest proper ways and means for the better academic performance of students at elementary level

DIFFERENT DEMOGRAPHIC VARIABLES OF FAMILY STRUCTURE WHICH WILL BE CONSIDERED IN RESEARCH STUDY

The following demographic factors of family structure will be considered in this research study:

- Size of Family
- No. of Brothers and Sisters
- Parent's Education (Father & Mother Education)
- Arrangement of Home Tuition
- Socio-economic Status of the Parents
- Domestic Issues and Tension among the Family Members
- Parental Involvement

HYPOTHESES OF THE STUDY

To achieve the above objectives, the researchers decided to develop the following hypotheses:

- There is significant effect of family size on the academic performance of the students.
- There is significant effect of number of brothers and sisters on the academic performance of the students.
- There is significant effect of father's education on the academic performance of the students.

- There is significant effect of mother's education on the academic performance of the students.
- There is significant effect of home tuition on the academic performance of the students.
- There is significant effect of parent's participation on the academic performance of the students.
- There is significant effect of domestic issues and tension among the family members on the academic performance of the students.

RESEARCH METHODOLOGY

1. Population

All the students at elementary level in District Karak constituted the population of the study.

2. Sample

Only 8th Class students of twelve government high schools in District Karak were selected randomly as a sample of the study. In order to represent adequate sample, 30 students from each school were selected as a sample randomly. The size of the sample is explained as under:

S. No.	Name of the School	Size of the Sample
1.	Govt. High School Khurram (Karak)	30
2.	Govt. High School Totaki (Karak)	30
3.	Govt. High School BahadurKhel (Karak)	30
4.	Govt. High School Rahmat Abad (Karak)	30
5.	Govt. High School Dagger Nari (Karak)	30
6.	Govt. High School Ahmadi Banda (Karak)	30
7.	Govt. High School Dresh Khel (Karak)	30
8.	Govt. High School Latamber (Karak)	30
9.	Govt. High School Karak City (Karak)	30
10.	Govt. High School Jatta Ismail Khel (Karak)	30
11.	Govt. High School Ahmad Abad (Karak)	30
12.	Govt. High School Chokara (Karak)	30
	Total	**360**

3. Delimitation of the Study

The study was delimited to the male students at elementary level. The study was further delimited to the students of class 08.

4. Research Instrument

The Study was descriptive in nature. The researchers decided to develop questionnaire

for the collection of data.

5. Pilot Testing

Pilot testing was conducted to know the weakness, misconceptions and ambiguities of the questionnaire. After the conduction of pilot testing, final version of the questionnaire was developed and prepared.

6. Data Collection

The researchers personally visited to the respective sample and distributed the questionnaire among them. In this way data was collected.

7. Data Analysis

After collection of data, the data was organized, tabulated and analyzed. Chi-square was used for the statistical treatment of the data. The following formula was used for the analysis of data.

$$X^2 = \sum \frac{\left[(f_o - f_e)^2\right]}{f_e}$$

Where

$\sum$ = Sum of
$\mathbf{f_o}$ = Observed Frequency
$\mathbf{f_e}$ = Expected frequency

8. Organization of the Questions in the Questionnaire

To explore the effects of family structure on the academic performance of the students at elementary level, a self-developed questionnaire was developed. The questions in the questionnaire were developed about the size of the family, number of brothers and sisters, socio-economic status of the parents, parent's education, arrangement of home tuition and parental participation and marks obtained in the final examination in 7th class.

9. Standard for the Verification of Hypotheses

1. Size of family members was classified into two categories i.e. 'Less" and "More" by using 6 as a deviation figure.
2. Number of brothers and sisters was classified into two categories i.e. "Less" and "More" by taking 4 as a deviation figure.
3. Father's education was classified into two categories i.e. "Low" and "High". "Low" was nominated for those parents whose education was below matric and "High" was used for those parents whose education was matric or above matric.
4. Home tuition; domestic issues and tension among the family members; and parent's participation was classified into two categories i.e. Yes and No.

5. Parent's socio-economic status was classified into two categories i.e. "Strong" and "Weak" by taking Rs.12000/-pm as a deviation figure.
6. Academic performance of the students for all above element was classified into three categories i.e. Higher Academic Performance, Normal Academic Performance and Low Academic Performance. High Academic Performance for 1st division students, Normal Academic Performance for 2nd divisions and Low Academic Performance for 3rd division students.

RESULTS AND DISCUSSIONS

Hypothesis:
There is significant effect of family size on the academic performance of the students

Table 01: Showing the effect of family members on the academic performance of the students

Performance	More	Less	TOTAL	X^2
High Academic Performance	016	064	**080**	**115.23***
Normal Academic Performance	038	092	**130**	
Low Academic Performance	124	026	**150**	
TOTAL	**178**	**182**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 01 illustrates that the calculated value of X^2 was found to be 115.23 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the null hypothesis "there is significant effect of family size on the academic performance of the students" is accepted. It shows that students with less family members show excellent academic performance.

Hypothesis:
There is significant effect of number of brothers and sisters on the academic performance of the students

Table 02: Showing the effect of number of brothers and sisters on the academic performance of the students

Performance	More	Less	TOTAL	X^2
High Academic Performance	017	063	**080**	**146.10***
Normal Academic Performance	028	102	**130**	
Low Academic Performance	129	021	**150**	
TOTAL	**174**	**186**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 02 illustrates that the calculated value of X^2 was found to be 146.10 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the hypothesis that "there is significant effect of number of brothers and sisters on the academic performance of the students" is not rejected. It shows that students with less number of brothers and sisters show excellent academic performance.

Hypothesis:
There is significant effect of father's education on the academic performance of the students

Table 03: Showing the effect of father's education on the academic performance of the students

Performance	High	Low	TOTAL	X^2
High Academic Performance	076	004	**080**	**153.12***
Normal Academic Performance	099	031	**130**	
Low Academic Performance	029	121	**150**	
TOTAL	**204**	**156**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 03 illustrates that the calculated value of X^2 was found to be 153.12 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the hypothesis that "there is significant effect of father's education on the academic performance of the students" is not rejected. It shows that students show excellent academic performance whose father is educated.

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Hypothesis:
There is significant effect of mother's education on the academic performance of the students

Table 04: Showing the effect of mother's education on the academic performance of the students

Performance	High	Low	TOTAL	X^2
High Academic Performance	068	012	**080**	**106.39***
Normal Academic Performance	093	037	**130**	
Low Academic Performance	034	116	**150**	
TOTAL	**195**	**165**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 04 illustrates that the calculated value of X^2 was found to be 106.39 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the hypothesis that "there is significant effect of mother's education on the academic

performance of the students" is not rejected. It shows that students whose mother is highly educated show excellent academic performance.

Hypothesis:
There is significant effect of home tuition on the academic performance of the students

Table 05: Showing the effect of home tuition on the academic performance of the students

Performance	Yes	No	TOTAL	X^2
High Academic Performance	073	007	**080**	**163.74***
Normal Academic Performance	094	036	**130**	
Low Academic Performance	019	131	**150**	
TOTAL	**186**	**174**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 05 illustrates that the calculated value of X^2 was found to be 163.74 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the hypothesis that "there is significant effect of home tuition on the academic performance of the students" is not rejected. It shows that students whose parent's have arranged tuition at home show excellent academic performance.

Hypothesis:
There is significant effect of socio-economic status of the family on the academic performance of the students

Table 06: Showing the effect of socio-economic status of the family on the academic performance of the students

Performance	Strong	Weak	TOTAL	X^2
High Academic Performance	068	012	**080**	**108.37***
Normal Academic Performance	091	039	**130**	
Low Academic Performance	032	118	**150**	
TOTAL	**191**	**169**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 06 illustrates that the calculated value of X^2 was found to be 108.37 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the hypothesis that "there is significant effect of socio-economic status of family on the academic performance of the students" is not rejected. It shows that students with whose family economical status is strong show excellent academic performance.

Hypothesis:
There is significant effect of parent's participation on the academic performance of the students

Table 07: Showing the effect of parent's participation on the academic performance of the students

Performance	Yes	No	TOTAL	X^2
High Academic Performance	073	007	**080**	**135.76***
Normal Academic Performance	089	041	**130**	
Low Academic Performance	026	124	**150**	
TOTAL	**188**	**172**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 07 illustrates that the calculated value of X^2 was found to be 135.76 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the hypothesis that "there is significant effect of parent's participation on the academic performance of the students" is not rejected. It shows that students whose parent participated with teachers show excellent academic performance.

Hypothesis:
There is significant effect of domestic issues and tension among the family members on the academic performance of the students

Table 08: Showing the effect of domestic issues and tension among the family members on the academic performance of the students

Performance	Yes	No	TOTAL	X^2
High Academic Performance	011	069	**080**	**133.79***
Normal Academic Performance	026	104	**130**	
Low Academic Performance	118	032	**150**	
TOTAL	**155**	**205**	**360**	

***Significant df = 2 table value of X^2 at 0.05 level = 05.99**

Table 08 illustrates that the calculated value of X^2 was found to be 135.76 which is statistically significant because it is greater than the table value of X^2 at 0.05 level. Hence the hypothesis that "there is significant effect of domestic issues and tension among the family members on the academic performance of the students" is not rejected. It shows that domestic issues and tension among the family members badly affects the student's academic performance.

CONCLUSIONS

After analysis of the data, the researchers arrived at the following conclusions:
It was found that:

1. There is significant effect of family size on the academic performance of the students. Students whose family members are more they show poor academic performance. On the other hand, students of small family members show excellent academic performance.
2. There is significant effect of number of brothers and sisters on the academic performance of the students. Students whose brother and sister are in large number show poor academic performance. Conversely, students show excellent academic performance whose brothers and sisters are in least number.
3. There is significant effect of father's education on the academic performance of the students. Students show good academic performance whose father is educated.
4. There is significant effect of mother's education on the academic performance of the students. Students show good academic performance whose mother is educated.
5. There is significant effect of home tuition on the academic performance of the students. It means that those students whose parents arrange home tuition show good and excellent academic performance.
6. There is significant effect of parent's participation on the academic performance of the students.
7. There is significant effect of parent's socio-economic status on the academic performance of the students. Students whose parents are economically strong show good and excellent performance.
8. There is significant effect of domestic issues and tension among the family members on the academic performance of the students. It means that domestic issues and tension among the family members badly influence the academic performance of the students.

SUMMARY OF THE CONCLUSIONS

The researchers concluded that family size; number of brothers and sisters; parent's education; home tuition; and parent's participation effect student's academic performance. Small size of family, least number of brothers and sisters, parent's education, home tuition, parent's strong economical status, peaceful domestic environment and parent's participation play a fundamental and crucial role in the enhancement of student's academic performance.

RECOMMENDATIONS

Keeping in view the conclusions, the researchers give the following recommendations:

1. Majority of the parents are not aware of the home environment that influences student's academic achievement and therefore it is strongly recommended that parents should be made aware of the importance of home environment in their children

academic achievement. For this purpose, teachers, educationists and leaders may play their role to make them aware of the importance of home environment for their student's academic achievement.

2. As majority of the parents do not know how to improve their children academic performance therefore it is strongly recommended that parents should be informed that they can improve the education of their children through encouragement, provision of educational facilities and participation.
3. Large size of family badly affects student's academic attainment. Therefore it is strongly recommended that importance of family planning should be emphasized and parents should be made aware of importance of family planning.
4. Majority of the parents of children are not educated therefore, it is recommended that financially strong parents should arranged tuition for their children after school time in order to improve their children academic performance.
5. As it was found that domestic issues and problems badly influence children academic performance and therefore it is strongly recommended that parents should provide a friendly and favorable environment within the home so that their children may feel comfort. In this way their academic performance will be improved and strengthened.
6. Domestic issues and tension has a significant effect on the academic achievement of the students. These issues and tensions are the result of injustice and unfairness of parents and other family members therefore, it is strongly recommended that family members especially parents should ensure and maintain justice within the home. In this way constructive, sympathetic and peaceful environment will be ensured. As a result their children will show excellent academic performance.
7. As it was found that low socio-economic status badly influences student's academic performance therefore, it is strongly recommended that unemployment should be controlled. Poor students should be provided scholarships, free books and other stationary.
8. Parent's involvement and participation has a significant effect on the academic performance of the students therefore it is strongly recommended that interaction and communication between the parents and teachers should be strengthened for better growth of the students.

RECOMMENDATIONS FOR FURTHER RESEARCH STUDIES

1. It is recommended that this type of research study should be conducted in other districts and provinces.
2. It is also recommended that this type of research study should be conducted at secondary, higher secondary and tertiary level.

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