

THE EFFECT OF NUCLEAR AND JOINT FAMILY SYSTEMS ON ACADEMIC ACHIEVEMENTS OF STUDENTS

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ABSTRACT

This research investigates the influence of Nuclear and Joint Family System on the academic achievements of the students of intermediate level. The aim of this research is to explore that if nuclear family setup exerts more positive influence on the academic achievements of intermediate students or not. The sample for this investigation would consist of intermediate students of 1st year and 2nd year from Sargodha and Mianwali. Both male and female students living in joint and nuclear family systems, from age group of 16-18 years would be included in this study. The qualitative survey research design would be adopted in this research and the data about the participants would be gathered by using a self-administered questionnaire. It is hoped that findings of this study would support the hypothesis that influence of nuclear family in making a student academically successful is greater than joint family system. The results would be drawn after analyzing questionnaire responses of the students. This research would be beneficial for teachers, parents and students in overcoming the academic problems related to family structure. This research would highlight the problems that the students may face while living in a joint family structure. This research would also be helpful in knowing that which kind of home environment would be supportive for their children's academic achievements. For teachers this research would provide the reason that domestic aspects like family structures are also involved in making a student successful academically.

Keywords: Family, Nuclear Family System, Joint Family System, Academic Achievements

INTRODUCTION

A family exerts powerful influence on the academic achievements of the students. It is said that family is a "unit of kinship" that makes its members strong enough to achieve something in life (UNESCO 1992). UNESCO further divides the family setup into five categories in which joint and nuclear are the important family setups in Pakistani social perspective. According to this report *Nuclear Family* is the family setup which consists of two generations, whereas *Joint Family* is a family setup which consists of three or more than three generations live together with a single family head.

Eliot and Gray (2000) stated that all family setups bear a strong relationship that influences the life patterns of their members. These relationships are primary and secondary in nature. In the nuclear family a primary and direct relationship exists between the two generations living together while the joint family setup has an indirect and secondary sort of relationship with its members. In Pakistani Society children experience both types of relationships as they usually tend to live in nuclear and joint family systems during their academic years and these

relationships influence their educational life. Lopata (1973) is agreed with Charles Horton Cooley who is a socialist and is of the opinion that family has many important functions. It provides encouragement, emotional support and strong intimation. Thus both joint and nuclear family setups have some obligations and functions regarding their children's academic and social success. Virginia Cooperative Extension (2009) in an article suggested that family acts effectively in shaping out the personalities of the children and developing life skills among the children. This developing of life skills among the children includes the educational development coupled with the function of nurturance and support. It means that family structure and the environment of a family can provide children the confidence that is necessary for the academic success. Generally, joint family system is considered to be a custodian of social and cultural norms in Pakistan however with the advent of science and technology the concept of living is also under the process of transition and in cities and urban areas of Pakistan the tendency of living in nuclear families is increasing.

The present research aims at investigating the hypothesis that effect of nuclear family system on the students' academic achievements is greater than the joint one.

This study would be useful for the parents that how they would make up the strategies to make their children successful academically. This study would also benefit the teachers that they can know about the important social factors that can mar or boast their students' academic record. The target population for this research would be the male and female students of intermediate level studying in 1st year and 2nd year and the students who have taken the exam of 2nd year recently, under the age group of 15-18 and above 18. Total 80 students would be taken as subject from nuclear and joint family system. This sample population would be random and would include the students from the vicinity of Mianwali and Sargodha. Due to the limited resources and shortage of time this study would be delimited to the population of intermediate students from Mianwali and Sargodha. Due to the limited resources and shortage of time this study would be delimited to the population of intermediate students from Mianwali and Sargodha. The survey method is selected to generate quantifiable data. Questionnaire research tool would be adopted in collecting the data and a questionnaire would be administered. The questionnaire would consist of 35 items comprising statements about the behaviour, responses of the students and intra familial relationships and their academic achievements, it would be distributed among the students from nuclear and joint family setups. The result would be analyzed item wise by using SPSS. The overall design of this research includes problem statement, abstract study, introduction of the topic and key concepts, review of the related literature, methodologies adopted, data collection and analysis of data and discussion.

LITERATURE REVIEW

One study found that most important factor in making a pupil successful academically is home environment (Gilford, 1997). Parveen (2006) related home environment with the personality and academic achievements of the students. She found a relation between home environment and academic achievements and concluded that home environment affects the personality and academic achievements of the students. Asia (2008) explored a different orientation of the effects of home environment. She was of the view that family structure exerts a considerable influence on the achievement patterns of the students. She investigated the effects of joint and nuclear family systems on the academic achievements of the student and concluded "there is a relationship between family system and academic achievements".

Qaiser, Hassan, Shakir and Shagufta (2012) also examined the effects of family structure on the academic performance of the students. But they took family structure in terms of family

size and number of siblings and recommended that small family size and small number of siblings coupled with parents' participation enhances student's performance.

Aneesa, Najma and Noreen (2013) explored the impacts and implications of family dynamics on the adolescents' development. They were of the view that family communication supports good family functioning. They correlated family communication and family system as the predictors that can gauge family satisfaction among the adolescents. They found that the family satisfaction increases the chances of academic achievements.

AIM OF THE STUDY

The aim of this study was to investigate the effect of joint and nuclear family systems on academic achievements of students of intermediate level.

METHOD

Research Design

In this project, the survey research design was adopted to generate the data.

Participants

The participants of the study included 80 students of intermediate level from Sargodha and Mianwali, living in joint or nuclear family systems.

Instrument

In order to collect the data, a self administered questionnaire was used. The questionnaire was comprised 35 items. The following three instruments were used in this questionnaire to operationalize the construct of interest:

Demographic Form

A demographic form was formulated to determine the age, gender, family structure, residential area and level of education

Friends and Family Relation Form

A five point Likert scale was used to gauge the range of responses of the participants.

Family communication and Relationship Form

A four point attitude scaling instrument was used to gather data about the family support and family communication regarding academic achievement.

Data Analysis

Data was analyzed by using the SPSS to find out the relationship between family systems and academic achievements.

FINDINGS

Demographic Information

The following graph shows the result of random sampling about the demographic information of the participants. The graph shows that among the participants the ratio of students living in joint family system is greater than nuclear family system.

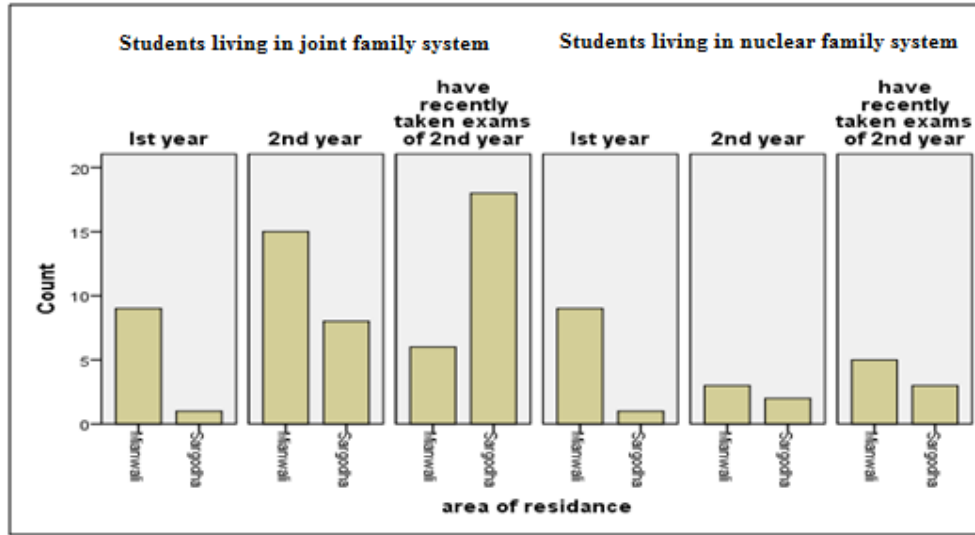


Figure 1. Students living in joint family system is greater than nuclear family system

Friends and Family

Table 1. Students’ friendly relations with my family members

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Agree	20	23.8	25.0	25.0
Disagree	12	14.3	15.0	40.0
Neither Agree Nor Disagree	19	22.6	23.8	63.8
Agree	22	26.2	27.5	91.3
Strongly Disagree	7	8.3	8.8	100.0
Total	80	95.2	100.0	

Table1 shows that there is a significant agreement on having friendly relations with the family members.

Table 2. Students’ friendly relations only with parents

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Agree	18	21.4	22.5	22.5
Disagree	24	28.6	30.0	52.5
Neither Agree Nor Disagree	16	19.0	20.0	72.5
Agree	16	19.0	20.0	92.5
Strongly Disagree	6	7.1	7.5	100.0
Total	80	95.2	100.0	

Table 2 shows a significant disagreement with the statement. The results of above tables show that student usually enjoy friendly relations with their family members and 21% are agreed with it.

Family Relationship and Communication

Table 3. Effect of family relation on students' academic achievements

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
always	29	35.4	36.3	36.3
very often	31	37.8	38.8	75.0
occasionally	13	15.9	16.3	91.3
rarely	7	8.5	8.8	100.0
Total	80	97.6	100.0	

The result in tab 3 shows that family relations very often affect the academic achievements.

Table 4. The interest of students' parents directly affects their academic performance

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Always	47	57.3	58.8	58.8
Very Often	21	25.6	26.3	85.0
Occasionally	7	8.5	8.8	93.8
Rarely	5	6.1	6.3	100.0
Total	80	97.6	100.0	

Table 4 shows a significant positive response regarding the effect of parents 'involvement on academic performance. 58% of the participants show the dominant effect of parents' interest on the academic achievements.

Table 5. The interest of students' family members directly affects their academic performance

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Always	27	32.9	33.8	33.8
Very Often	22	26.8	27.5	61.3
Occasionally	15	18.3	18.8	80.0
Rarely	16	19.5	20.0	100.0
Total	80	97.6	100.0	

Table 5 shows a positive response regarding the effect of family members 'involvement on academic performance. 33% of the participants' responses indicate that the interest of family members directly affects the academic performance.

Table 6. Parents easily carry out their responsibilities regarding students education

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Always	47	57.3	58.8	58.8
Very Often	5	6.1	6.3	65.0
Occasionally	9	11.0	11.3	76.3
Rarely	19	23.2	23.8	100.0
Total	80	97.6	100.0	

Table 6 shows a positive response regarding the performance of parents towards their responsibilities regarding students education.

Table 7. Dependence of parents upon other family members for students' education

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Always	30	36.6	37.5	37.5
Very Often	8	9.8	10.0	47.5
Occasionally	6	7.3	7.5	55.0
Rarely	36	43.9	45.0	100.0
Total	80	97.6	100.0	

The comparison of results of table 6 and table 7 show that parents themselves fulfil the responsibilities regarding their children's education.

Table 8. Students' Communication with family members about their educational problems

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Always	31	37.8	37.8	37.8
very often	22	26.8	26.8	64.6
Occasionally	20	24.4	24.4	89.0
Rarely	9	11.0	11.0	100.0
Total	82	100.0	100.0	

Table 9. Students' Discussion regarding educational problems parents and siblings

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Always	31	37.8	37.8	37.8
very often	24	29.3	29.3	67.1
Occasionally	19	23.2	23.2	90.2
rarely	8	9.8	9.8	100.0
Total	82	100.0	100.0	

The comparative results of table 8 and table 9 show that children discuss their educational problems easily with parents and family members.

DISCUSSION

The present research was conducted to explore the effect of joint and nuclear family systems on the academic achievements of the students of intermediate level. The participants for this study were randomly selected from joint and nuclear family systems. It was hypothesized that nuclear family system exerts more positive effect on the academic achievements of the students. Analysis of data showed a variation of frequencies regarding the different items. The participants showed an inclination towards the prominent role of parents in making a student successful academically.

CONCLUSION

In the light of above data analysis and discussion it is concluded that both family systems have a significant relation with the academic achievements. Both, nuclear and joint family systems, effects on the academic achievements of the students. In both nuclear and joint both family systems the role of parents is more influential than any other member of the family. The students get encouragement and confidence through the involvement of the parents. The involvement and attention of the parents are the significant factors that affect the academic performance of the students.

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