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## **EFFECT OF FAMILY STRUCTURE ON STUDENTS' EMOTIONAL MATURITY AT SECONDARY LEVEL**

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### **ABSTRACT**

The focus of the study was on the impact of family structure on students' emotional maturity at the secondary level. The major objective of this study was to identify the impact of family structure on students' emotional maturity level who were studying in government secondary schools in district Bhakkar. In the population, the boys and girls of Govt secondary school of district Bhakkar were included, and samples had been taken via Krejice and Morgan 1970 Table. data was collected through a constructed questionnaire that contained two parts i.e family structure and emotional maturity. Data analysis was processed through SPSS volume 20. Conclusions were drawn and recommendations were made on the result for the future. According to findings, a higher level of education in a family means a higher level of emotional maturity. The negative impact of broken family structure was observed 53% on students' emotional maturity in district Bhakkar. While educated families have a positive impact on students' emotional maturity. While on the other hand, conclusions reveal that School, parental involvement, and family structure are the vital key drivers with a direct or indirect link to students' emotional maturity. In the recommendation section, it has been suggested that to reduce the negative impacts on families, the Punjab Government should initiate guidance and counseling programs for the care of such children from broken families.

**Keyword :**Family Structure – Broken Family – Educated Family – Uneducated Family – Emotional Maturity

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## INTRODUCTION

A child's family is its first school and domestic church. In such a type of atmosphere where the child is grown his/ her creeds, behavior, and a word bank are also developed. Children always learn from their parents. With the passage of time when the child grows, he or she will copy their parents and will do the same in his/her education. As a child enters school, he/she starts practicing what he/she has learned at home. And parents establish a base for the learning of his/her child. A building that is founded on a solid rock has a solid foundation. “Even if it rains heavily, floodwater rises, and the winds buffet the building, there will be no damage to that building. (Matthew (7: 24–27).

Ritenbaugh (1997) says that the growth and the prosperity of land are dependent and academic success, and the knowledge of a child's independence and family is the most crucial and important component in the growth of a child and his/her actions. It is usually observed that a solid foundation provides a sound base for anything, it can take the weight of the requirement according to the new era. The keystone of the youth should be founded on the solid rock so that it may be able to bear the severity of the storms, weather, and other natural trials.

Accountability for students' academic performance is a strong parameter in almost all countries. For example, in 2013–2014, the United States of America spent \$634 billion on public elementary and secondary schools alone (U.S Department of Education, 2017).

Clark (1984) says that a strong and mentally well-to-do society that fulfills the requirement in the future can be achieved if we take better care of our children. They must possess such skills which are helpful to face any type of situation. Without a doubt, these factors have a strong effect on students' educational outcomes, but certain family factors should also be considered. Children's psychological growth, social relationships, moral progression, and socioeconomic attainments are all shaped by their family backgrounds.

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Harold A and Shelton K. H. (2007) say that parental relationships have a very prominent function in deciding the career of school-going children. Owing to parental disputes, family unity can easily be disturbed. The extent of parental disputes ranges from moderate to severe. These conflicts influence children's academic results, thereby causing them to leave the institution. In a current study over an extended time, the roles of marital relationships and the academic achievement of children were disclosed.

### **RESEARCH OBJECTIVES**

The following research objective was kept in mind during the process of research:

1. To investigate the impact of broken families on the emotional maturity of secondary school students of district Bhakkar
2. To investigate the impact of uneducated families on the emotional maturity of secondary school students of district Bhakkar
3. To measure the impact of educated and balanced families on the emotional maturity of secondary school students of district Bhakkar.
4. To find out the difference between male and female students regarding the impact of family structure on emotional maturity.

### **SIGNIFICANCE**

The study was meant to investigate the impact of family structure on students' emotional maturity in depth. This study would provide a comparative analysis of different family structures including broken family students, uneducated, educated, and balanced families in the development of students and their impact on students' education. The study outcome would complement government efforts to lower the incidence of broken homes among families. This work would be important for counselors, teachers, school managers, policymakers, curriculum creators, and other stakeholders. The study may be of worth to the development of students' personalities. Awareness about the students from broken families may be fruitful for their improvement. The students from balanced

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families may further improve due to the emotional stability of their teachers. If the family structure like broken, uneducated, and balanced families good then the outcome will be good. This research will be beneficial both for those who are from a balanced family as well as those who are from a broken family. We can protect the broken family and decrease their negative impacts. Further, this work will also be helpful in understanding and knowing emotional maturity and will be able to tell the teacher importance of emotional maturity. Moreover, this study will show the impact of different types of families on their children and the outcomes of this research will boost the quality of education.

### **EMOTIONAL MATURITY**

Mental growth is the ability to control and track emotions and to determine other emotional states and reassure them of their decision and behavior.

Arya (1984) says that related to the emotional maturity and worth of children in the family, was carried out by the goal of the study was to create separate relationships that are linked to emotional maturity intelligence and between both sexes. The second target was to figure out the correlation between boys' and girls' intellect and values. The study found that on the emotional maturity tests, superior boys and girls did well, and better-quality intellect showed a high connection with emotional maturity.

Kaur (2000) found a major connection between the atmosphere of emotional maturity, education, home, and psychology. It was found that girls were more emotionally stable than boys. It was discovered that rural students were more emotionally stable than urban students.

Upadhyay (2004) A analysis of the emotional health and educational success of males and females at the secondary level" was studied at a high level by Upadgyay (2004) its results were concluded." (i) Males are slightly more emotionally stable than females. (ii) No substantial gap in academic performance between males and

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females. (iii) No essential link between student's emotional health and academic success.

The research was conducted on higher secondary school students' emotional maturity" produced by Lakshmi and Krishnamurthy (2011). In the District of Coimbatore, a sample of 220 higher secondary schools had been taken and students from various schools were selected. They found in this analysis that there was a substantial gap in the sub-samples except for Higher Secondary Student groups of various ages. It also showed that in terms of their emotional maturity there was a substantial gap which had been found between both genders and between the students who belong to rural and urban areas who were living in the circle of a nuclear family and a joint family.

### **FAMILY STRUCTURE**

A family is a group of two individuals who are engaged in a matrimonial relationship according to the customs and norms of a specific religion or area. Usually, there are two types of families named extended family and the nuclear family. A nuclear family is formally comprised of a husband, his wife, and their children in a large size family complex, children and other individuals mostly live together (Clark 1984).

In all the civilizations of the world, the family is a universal and multifunctional organization. It is, also in advanced societies, a coordinating organization. In reality, the education of children which is formal and informal is a liability of a family

Raven (1977) explored that the achievement of students in the school is correlated to their history and some particular events like a teacher's emotional stability. There is ample evidence that the practices carried out in the homes and schools of the students are linked to their academic achievements. The parents who are associated with the working class are not succeeded in producing a minimal degree of inspiration to the academic facilities of their children and the teacher's emotional stability is also responsible for this. (p.153)

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Majoribanks (1996) says that the atmosphere of the family and context have a fundamental effect on the life of a student. Moreover, outside the school, external factors also affect deeply on student's educational achievement and consist of some other multiple components e.g. two-parent versus single-parent households, social status, couples' separation, parents' behavior and their expectations, size of the family, maternal qualities and individuals living around them. An atmosphere prevailing in a home is a key component as a socializing agent and it influences students' interest in the institution as well as their ambitions for their carrier. In general, a problematic childhood comes from a family which suffers from multiple problems. (p.163-178)

Shim and Felner (1999) used the family structure as an essential aspect that both positively and negatively influences students' achievement. They realized that an interpretation of what makes the difference in student achievement was not appropriate for family structure or demographic facts. This contributed to the parental expectations variable and how it is directly informed by the student's interpretation of the expectations of their parents. The higher expectation of the parents leads to the higher achievement of their children.

According to Vashist (1993), The relationship and strengthening that emerges from a domestic life that is not exemplary leads to poor school performance and often becomes a hindrance to good academic advancement. A child who suffers from mental disturbance cannot take himself as a crucial figure and has little passion to go ahead. Further, he does not think he is significant to his family. He attempts to fulfill the aspiration of his family in one or another unsuitable way.

Gottfried and Fleming and Gottfried (1998) found that a nourishing and favorable domestic atmosphere mostly gives the best academic outcomes. The families of those children who are well aware of learning opportunities are greatly

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inspired regarding intrinsic motivation. Parents' awareness regarding the learning of children is very important in the prediction of their careers.

Cavanagh et al (2010) say that dynamic family structure interventions, perception of development, aggregate controls of changes, and categorizations of changes have thus added the logical ability to a child's well-being and academic achievement models well beyond static family structure measures. However, these examples cover several formative pointers often based on behavioral problems. Some research indicates that they are still very verbal during early adolescence.

Shim and Felner (1999) explored the structure of the family influences the success of a pupil in both the classroom and standardized test scores. After testing a sample size in the state of Rhode Island of 25,000 high school students the researchers find that even though the family structure directly influences the output of a pupil that is another variable examined tends to display a much higher degree of significance. The highest level of importance was demonstrated by the tested variable of a student's understanding of parents' academic standards as well as their awareness related to education. Further, say that the children of broken families usually have very low academic achievements because of the lack of interest or the low level of education of their mother or father. A qualitative survey with a set of numbers reflecting family perceptions of expectations was sent to each student and classified and analyzed. Study results show that many students who belong to a single family indicated low levels of parental expectations of their success. Then this variable was checked and compared, and it reflected the same pattern with test scores and grades. Lower grades and test scores were also identified by those students whose parents had little or low interest in education.

### **EFFECT OF EMOTIONALITY OF CHILDREN ON THEIR ACADEMIC ACHIEVEMENT.**

Okoye (2012) says that academic success after a specified instructional program is an objective of ranking achievement. Academic success had its effects

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moreover a broken family alone could not be declared responsible for this. This may be linked to domestic problems and the conflicts prevailing in a family.

In the home, all these are collectively responsible for creating a disturbing atmosphere. If the relationship between the couples is not a pleasant one, it may lead to emotional disturbance, and low-level academic achievements and may create multiple problems. The growth of these problems over time can adversely affect the emotion of children, especially adolescents. They may show poor performance in institutions and schools. The structure of a family can play a very important role in the academic achievement of a child. It has been proven that the children who belong to those families who are educated and know the requirements of the era, perform in a much better way as compared to the children of broken families.

In a family where the relationship of a couple is pleasant and there is no emotional disturbance the child of such a family receives better care from the parents and does well in his/her career.

### **POVERTY, EMOTIONAL DISTURBANCE, AND INFLUENCES OF FINANCES ON FAMILY**

According to Ekman, Paul (1999) family can play a crucial role in the life of a child in school and also in life after school. He wants to put forward the view that the behavioral and emotional developments of an infant, which are variables for school education, can deeply affect and emotional disturbance can also play a leading role. According to him, poverty and emotional disturbance mar the capability of a high-caliber child and he is always gripped by constant mental tension and frustration.

Pryor and Rodgers, 2001 are of the view that a breakup in the family can be a major factor in financial problems. More than seventy percent of parents who were single and were living in poverty changed their jobs and they were dependent on the benefits of welfare. Also that the association between low living standards and the outcomes of a child is strongly linked. Children who belong to such a background

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which is unfavorable for them cannot perform well and they show a poor figure on the health and educational achievement map. Poverty is also responsible for showing poor outcomes on the part of the child.

Similarly, others also suggested that variations cannot be traced in socio-economic variables and suggest that all variation cannot be traced on the maps of economic and social indicators, and not only poverty but mental stress is also responsible for disastrous outcomes. (Elliott and Richards, 1991)

Pryor and Rodgers (2001) say that the families in which there is a lower level of income and poor social conditions there, the divorce rate is much higher.

Conger et al (1992) say that poverty is responsible mainly for the separation of parents and the result which emerge from poverty also put an effect on the child's relationship. A study that was conducted in America shows that a family where there is higher poverty level, such families become the victims of separation and parental conflicts. As a result of all this a child becomes more hostile and aggressive and family relationships are disturbed there. This also affects the welfare of a child.

### **RELATIONSHIP OF PARENTS TO THE CHILDREN'S ACADEMIC AND COMMUNAL LIFE**

Every child is unique in his/her nature. In shaping the personality of a child, parents are responsible to a large extent. An educated couple takes the responsibility for his/her child fully and tries to fulfill his/her privilege. A child who is brought up and cared for well by his parents can provide the outcomes in numerous ways e.g. Care for his/her parents in old age, protection and develops a better sense of confidence, adopts better communication skills, and enjoys many other benefits. On the other hand, if a child is rejected by the family, it may result in a disturbing life of emotional disorder, carelessness for parents, rejection by his/her fellows, and many other harms. (Jersild 1969)

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According to Waithaka (2006), the disturbing matrimonial life of a couple is a personal sort of affair. In reality, it is an abuse that always has a harmful effect on youth.

A child is emotionally attached equally to his/her mother or father at the same time. He/she relies on his/her development and upbringing on both of them. When he/she observes violent scenes in the home; he/she is always emotionally disturbed and adopts an unacceptable attitude. Further men are mainly responsible for domestic violence. Therefore, a child who is deeply attached to his/her mother hardly bears this violence on his/her mothers and it also has a very long-lasting impact on his/her life. For the sake of their children, many females accept abusive marriages. However, thinks that those children who are brought up abusively in abusive homes do not know the true nature of love, abuse and personal life. The men who thrash their wives also torment their children. After that when a child tries to protect his/her mother, he/she also becomes the victim of his/her father's violent nature.

### **AGGRESSIVE BEHAVIOR OF FAMILY MEMBERS**

Shantz and Hartup (1992) identified that in homes where domestic violence is observed by the children, this violence puts a very negative effect on the children and this loss cannot be reversed. Infants need a comfortable environment. Moreover, the impact of domestic violence varies with respect to children's age. According to Waithaka (2006) children sometimes do not know the cause of this abuse. That is why they live in a constant state of fear and anxiety moreover improper change can also be noted in their behavior and this leads to aggressiveness.

Bronfenbrenner (1979) is of the view that mothers who are prey to domestic violence can show mental tension. In his view, a mother who bears domestic violence cannot meet the needs of his child with concern for his/her upbringing. Such types of kids suffered multiple problems. Of these phenomena results, children may show health problems and other issues. Small children between the

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age of three and five are dependent on their caretaker to manage their feeling and behavior. He is of the view that children who are brought into such an environment can display queer behavior. For psychological support and emotional refuge, they turn to their parents. They feel helpless in case of domestic violence and may suffer from unrest and tension. They are overcome by the animosity because they have not yet developed the capacity to cope with such terrifying incidents. They appear to display symptoms of behavioral and emotional issues as a result. Kids are likely to blame themselves for the abuse at this age and suffer unthinkable remorse. These kids have problems with eating and sleeping and they also get nightmares. All of this impacts their ability to focus at school. In language and communication growth, they also lag. They also suffer recurrent illnesses, in addition to persistent fear and anxiety. The children who observe domestic violence usually isolate themselves from their peers and prefer loneliness.

Waithaka (2006) stated that children who fall in the category of ages between six and twelve are seen to broaden their social circle and leave their family members. Nevertheless, throughout their lives, parents also hold a special place and are seen as role models. They consider the aggressive father to be enviably strong but are afraid of him too. They worry about the abused mother and are upset with her for being helpless at the same time. A child, as an observer of domestic violence, exhibits queer behavior. Boys are mostly rude to women throughout several instances. In addition, in an effort to keep the abuse a secret, the children are ashamed of their homes and separate themselves. They keep the abuse hidden for consolation. They can also shift to bad behaviors, such as substance abuse and sexual conduct that is unwanted.

Edleson (1997) notes that children suffering from mental and emotional problems e.g. violence, enmity, frustration, self-isolation, and stress experience attacks by some other members of the family. Mental issues related to communication and other abilities are also present. Moreover, other long-term

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development issues e.g. tension, mental illness, and frustration can also be observed in both genders.

### **IMPACT OF BROKEN FAMILY ON THE CHILDREN WHO ENROLLED IN SCHOOL**

According to Zinsmeister (1996) custodial remarriage can make the stress of child more severe rather than eliminating it and that parental separation may insecure their future and something unpleasant can happen. Moreover, says that in school those children do well who are kept away from domestic problems and that some children perform poor intentionally in order to get parents' attention. The children who have newly separated mothers can be late from school and they do not help with their homework.

In an attempt to create a balance between divorce and the achievements related to school or institution, Amato performed a comprehensive meta-analysis. He analyses that the children whose parents are separated show lower performance as compared to the children whose parents are married continuously. (Amato 2001).

The above mention analysis was recently revised by Amato to include research conducted in the past decades. The results show that in comparison to the children of continuously married parents' kids of separated couples show unsatisfactory performance in their academic session as well as in their behavior and other aspects were also not satisfactory. (Amato 2001).

Aseltine and Kessler (1993) Are of the view that children of separated parents can express various emotional and problems of isolation and also explore that the children of broken families or not psychologically well groomed as compared to the children who have one unit families.

According to Mitchell (1986) those children that are brought up in single parent home may suffer from poor academic achievement. There are many variables who have impact on the students of broken families. The major one are the causes which are related to broken homes and they may be permanent or

temporary. As a result of passing away, a disorder is created in the domestic life. More over children understand the fact that one who dies, never returns. By doing so, it is revealed that learners forget that some other things need their attention including their education, commitment and devotions to their learning rooms. The parent of a child who has broken family also gives birth to a child who has impacts of that broken family on him.

Hauwa (2014) stated that such frustration can seriously harm a student who is studying science and it may be a barrier in his/her academic success in the classrooms and somewhere else. It is also seen that death of mother puts a far greater impact on a child in comparison to the death of a father. According to her view the care of such a child should be the responsibility of a relative or of a paid housekeeper whose skills can help in the better grooming of a child. So, a student who has been nourished in such a circumstance can be possibly be the prey to losing motherly affections that subsequently effects on the later life of that child.

### **THE LONG-LASTING IMPACTS OF SEPARATION**

Amato (2000) observed this fact that the children of a one-unit family score very well with reference to different parameter in comparison to the children who have separated families. He noticed that the children who were brought up in separated families suffered from a lack of societal skills deficiency and had particular difficulties coping with disputes concerned to marriages. Children as well as their peers who were taken from divorced population from a United Kingdom (UK) public health study that started in 1958.

Cherlin and Richard (1991) say that a number of issues related to children were clear before the divorce, a study that was conducted very recently and furthermore decelerated participants who belonged to separated couples encountered significant mental problems when they entered adulthood which were not be expected.

Wallerstein and Blakeslee (2003) conducted a research on the topic of those who grow up in a separated family and finds results of research demand a change

in understanding the severe effects of separation on the psychology of the children and the measure which can minimize such adverse effects. Mostly it is thought that divorce is an evil thing and a child is bound for two years with in this effect. Such effect can be minimized if these three steps are followed: (1) without fighting, there should be compromise between parents. (2) the financial arrangements are equitable and (3) over the years that follow, a kid should have a pleasant relation with his/her parents.

### **INTELLECTUAL WELLBEING**

Those conflicts which have no solution and or long-lasting always have negative impact on mother's health. Such conflicts may lead to tension, emotional disturbance, intolerance for children and the very higher level of stress and disappointment.

Lakshmi (2013) says that anxiety was linked generally to the most dominated intellectual health problems that was found in the women particularly or in the people who had low income. The families with low level of income suffer from mental disturbance and here women are the major victims once again.

Aseltine and Kessler (1993) are of the view that poor mental health is one of the major factors with concerned to women in case of separation.

If it is analyzed, this fact will come to the surface that the rates of depression in the previous year and at present are very high in the mother of step families. (Smith 2004).

Hetherington et al (1982) cited in Pryor and Rodgers (1998) according to them lower level of communication, poor behavior and the lack of affection are mainly responsible in the family breakup. There are many examples that a family puts a very unpleasant and adverse effect on the mental health of a woman as compared to a man. And also strong mental vigor of a mother can give a great protection to children in the case of family breakdown.

Rutter and Quinton (1984) are of views that those children who have a poor intellectual fitness are more vulnerable to the emotional problems of community.

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A psychological study is a strong evidence of this thing and when parents thrash or torture their children or neglect them, its result may be disastrous.

## **METHODOLOGY**

### **NATURE OF THE STUDY**

Descriptive approach was used. As this study was quantitative in nature so researcher used survey approach. Self-developed questionnaire was used for collection of data; all the questionnaires was quantified on 5 point likert scale ranging from 1-5. 1 was Strongly Disagreeing and 5 was Strongly Agreed.

### **POPULATION OF THE STUDY**

In a research, a population is the group of such persons which can contribute to a sample that can be taken for study. Population of this study was comprised on the male and female students admitted in 9<sup>th</sup> and 10<sup>th</sup> class, in all the 146 boys' and girls' government secondary schools in District Bhakkar. There were 11109 boys of 9<sup>th</sup> and 10<sup>th</sup> class and 6171 girls of 9<sup>th</sup> and 10<sup>th</sup> class students enrolled in government boys' and girls' secondary schools in District Bhakkar.

Source: (EMIS 2019)

### **SAMPLING AND SAMPLING TECHNIQUES**

In order to collect the data to reach at certain findings and valid conclusions it was not possible to contact the entire population of the students of all the secondary school in District Bhakkar, so a sample was taken to collect the data. The sample of students was selected through Krejice and Morgan 1970 table for sample selection. The selection of sample participation was made through simple random sampling.

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

Through systematic random sampling from the above table it was observed that for 11109 numbers of boy's population, 375 number sample was selected by using Krejcie and Morgan 1970 table and for 6171 number of girls' population 361 govt secondary school from four tehsil of district Bhakkar. 105 schools had been visited and 7 students from each school were selected.

## **VARIABLES**

### **FAMILY STRUCTURE**

A family is a reunion of a man and woman who are tied according to the customs and norms of their specific religion. Some times in this structure their children are also put in. In this study family structure was used as dependent variable.



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**EMOTIONAL MATURITY**

Emotional Maturity is the capability of an individual through which he or she can make a difference between good and bad and can decide the best for him or her. In current study emotional maturity was used as independent variable.

**DEMOGRAPHIC VARIABLES**

Demographic variables of gender included male and female 9<sup>th</sup> and 10<sup>th</sup> class respondents' secondary school of district Bhakkar.

**INSTRUMENTATION**

The researcher was intending to do the research in quantitative way, through a close ended self-developed questionnaire for emotional maturity and for family structure, built on 5-point Likert scale consisting of feasible number of questions for gathering required data from sampled population.

The family structure scale was self-developed from its facts like broken families, uneducated families and educated and balanced families. In case of Emotional maturity scale, researcher got help from Yasvir Singh and Dr. Mahesh Bhargavas scale developed for measuring emotional maturity and was used for study whereas necessary guideline was also be taken from other different scales.

**PILOT TESTING**

Pilot test was conducted to know the weaknesses, misconceptions of items of the questionnaire and referred to experts from education field and on base of their suggestion correction were made. For the purpose of pilot 25 students were selected. These respondents were not included in the process of further research process. Questionnaire was distributed among them. A short description about the questionnaire was given to them and asked to fill the questionnaire. After the conduction of pilot testing, final version of the questionnaire was developed and prepared.

**RELIABILITY ANALYSIS****TABLE 3.1 FAMILY STRUCTURE**

Reliability Statistics	
Cronbach's Alpha	N of Items
.735	30

Data Reliability is also descriptive tools to check the reliability of instrument, so that it may give reliable results and for that very purpose researcher used Corn Bach's alpha value. Results reveal that the overall value of Cornbach's Alpha for the variable family structure was 0.689 for 30 items. This value is reliable (Koo; 2008).

**TABLE 3.2 EMOTIONAL MATURITY**

Reliability Statistics	
Cronbach's Alpha	N of Items
.895	33

Data Reliability is also one of the descriptive tools to check the reliability of instrument, so that it may give reliable results and for that very purpose researcher used Corn Bach's alpha value. Results reveal that the overall value of Cornbach's Alpha for the variable emotional maturity was 13. 5 for 33 items. It is appreciable (Koo; 2008).

**DATA COLLECTION**

Proper permission had been sought from higher authorities (CEO-DEO) and with their kind permission, a date 28-01-2021 had been taken. After Direction the researcher visited the schools, after getting permission from the head teacher/principal researcher distribute the questionnaire personally among students. Five extra students were given place so that corrupted questionnaire should not be part for the plan. All the item in the questionnaire were explained to the students and asked them to response the question according to their views. After filling the questionnaires, they were collected back personally by the researcher.

## **ETHICAL CONSIDERATION**

Ethical issues are always important in thesis framework (Punch, 2005). These considerations are important for development of trust and protection from any harm to each other (Creswell, 2009). Ethical considerations are also important from various demographic aspects, as well as ethical issues need to be addressed in order to avoid any misleading results Israel and Hay (2006).

In this study, all the data which had been gathered had significance with reference to confidentiality. All the participant who were part of this study had been informed and they had been told by the scholar that they are free to participate in this study and they could choose the vice versa option. More over the contacts, phone no and other information which might be confidential had been kept in secrecy.

## **DATA ANALYSIS**

After the collection of data from the respondents, the researcher feed the data into SPSS v20 for the analysis of collected data. The researcher used Cronbach's Alpha for reliability, Regression analysis to check the cause and impact and T-test to calculate and analyze the difference of mean scores among the variables for determining the diversion of perception among the stakeholders. Regression analysis was used for identifying the impact of family structure on student's emotional maturity

## **CORRELATION ANALYSIS**

**Table 4.67**

		<b>FS Mean</b>	<b>EM Mean</b>
<b>FS Mean</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>.840**</b>
	<b>Sig. (2-tailed)</b>		<b>.000</b>
	<b>N</b>	<b>736</b>	<b>736</b>
<b>EM Mean</b>	<b>Pearson Correlation</b>	<b>.840**</b>	<b>1</b>
	<b>Sig. (2-tailed)</b>	<b>.000</b>	
	<b>N</b>	<b>736</b>	<b>736</b>

Results of above table explain that there is positive and significant relationship between emotional maturity and family structure.

The results of emotional maturity and family structure are  $r = 0.840$  with  $P\text{-Value} = .000 < .05$ . The results show that family structure is significantly correlated with emotional maturity. Null hypothesis was rejected and alternate was accepted.

### REGRESSION ANALYSIS

**Ho1:** There is no significant impact of broken families on the emotional maturity of secondary school students of district Bhakkar.

**Table** Impact of broken family on students' emotional maturity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709a	.502	.500	.49487

a. Predictors: (Constant), BFS MEAN

**Table**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.526	.160		9.560	.000
	BFS Mean	.617	.039	.709	15.819	.000

a. Dependent Variable: EM Mean

The above tables mentioned about demonstrate the regression analysis of the outcome. This test was conducted to check the impact of broken families on the emotional maturity of the students. It was observed that 50% change occurs in the emotional maturity of the students due to broken family structure. The p-value of  $0.000 < 0.05$ , which indicates significant impact on broken family on emotional maturity. In this way null hypotheses were not acceptable and alternate hypotheses was selected and employed.-

**Ho2:** There is no significant impact of uneducated families on the emotional maturity of secondary school students of district Bhakkar.

**Table** Impact of uneducated family on students' emotional maturity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797a	.635	.633	.41532

a. Predictors: (Constant), UEFS MEAN

**Table**

## ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	74.299	1	74.299	430.742	.000b
Residual	42.777	248	.172		
Total	117.076	249			

a. Dependent Variable: EM Mean

b. Predictors: (Constant), UEFS Mean

**Table**

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1	(Constant)	1.336	.131		10.181	.000
	UEFS Mean	.673	.032	.797	20.754	.000

a. Dependent Variable: EM Mean

The above table gives the results of regression analysis. Check the impact of one of the fact of family structure i.e. Uneducated families on the emotional maturity this type of test was run. It was observed that 63% change occurs in the emotional maturity of the students due to uneducated family structure. It indicates that there is significant impact of uneducated families on emotional maturity of students regarding to p-value. Null hypothesis was rejected and alternate was selected.

**Ho3:** There is no significant impact of educated and balanced families on the emotional maturity of secondary school students of district Bhakkar.

**Table** Impact of educated and balanced family on students' emotional maturity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.729a	.531	.527	.56277	133.786	.000b

a. Predictors: (Constant), EBFS Mean

Table

ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	53.014	1	53.014	553.165	.000b
	Residual	21.276	222	.096		
	Total	74.290	223			

a. Dependent Variable: EM Mean

b. Predictors: (Constant), EBFS Mean

Table

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
1 (Constant)	.848	.276		3.073	.000
EM mean	.782	.068	.729	11.567	.000

Dependent Variable: EM Mean

The above tables 4.74, 4.75 & 4.76 gives the results of regression analysis. Moreover, this test was run to check the impact of one of the fact of family structure i.e. educated and balanced families on the emotional maturity of the students and it was here observed that 53% change occurs in the emotional maturity of the students due to educated balanced family structure. The p-value of  $0.000 < 0.005$  indicates that balanced families' structures has positive impact on emotional maturity. Null hypothesis was rejected and alternate hypothesis was selected.

**a. TEST OF SIGNIFICANCE**

**Ho4:** There is no significant difference between male and female students regarding impact of family structure on emotional maturity.

**Table**

		Levine's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EM Mean	Equal variances assumed	0	1	0	102	1	0	0.04045	-0.0802	0.8024
	Equal variances not assumed			0	102	1	0	0.04045	-0.0802	0.08024
BFS MEAN	Equal variances assumed	0	1	0	102	1	0	0.09368	-0.1858	0.18581
	Equal variances not assumed			0	102	1	0	0.09368	-0.1858	0.18581
UEFS MEAN	Equal variances assumed	0	1	0	102	1	0	0.08822	-0.175	0.17499
	Equal variances not assumed			0	102	1	0	0.08822	-0.175	0.17499
EBFS MEAN	Equal variances assumed	0	1	0	102	1	0	0.08903	-0.1766	0.17659
	Equal variances not assumed			0	102	1	0	0.08903	-0.1766	0.17659

The above table indicates the hypothesis no. 4 describe demographic mean difference of (N) which has been used on all the variables which are related to research. A test which can named as T-test had been run and the outcomes show that gender male and female who has a prominent mean difference on all the attributes of emotional maturity and family structure were found significant (i.e., Broken Family Structure: p-value=0.000 <0.005, Uneducated family structure p-value=0.000 <0.005, Educated and Balance family structure: p-value=0.000 <0.005). This table explains that emotional maturity and family structure are influenced by gender.

**DISCUSSION**

The aim of the current study was to take stock the structure of family on the emotional maturity of the children. It was unique about this research is that it

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presented the nature and population in a new vision and scenario. It is an admitted fact that structure of family is strongly connected with the emotional maturity of the children of that family. It is a crystal-clear fact that a family structure plays a very crucial role in the mental and physical maturity and growth of children. Previous literature review shows the family structure of different types with relation to the emotional maturity of the students. Population of this study was selected from the areas of district Bhakkar where such families or found. Moreover, data was collected from the male and female students of 9<sup>th</sup> and 10<sup>th</sup> classes. For the collection of data, a reliable tool of questionnaire was used. Normality of data was also checked and maximum level of reliability was ensured.

Literature review of the previous studies was against the result of current study. The study was also conducted on the same variables in the kingdom of Tonga. Regression analysis was run to check the impact of family structure on emotional maturity. Results show that different families' structures have different impacts on the emotional maturity of the students.

Another study on same variable were conducted in 2018 by Losana which gives that academic performance of the students were impacted by their family structure. Demographic variables were also tested. Only gender was taken as demographic variable. T-test was applied on the data collected from genders. It was observed that male and female response the variable significantly and p-value comes 0.000 with positive mean differences.

These results were in line with the results obtained by Qaiser, Ishtiaq and Zaitoon, (2012), when a study was conducted on family structure and student's academic achievement in one of the Pakistan district Karak

The purposes of this study are to find out the impact of various family structures on the emotional maturity of the students. These different families' structures are broken family, educated and uneducated families. Different objectives were kept



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in view during this study and all the results show that broken family structure has a very negative impact on the emotional growth and maturity of children.

### **Findings**

1. It was found that both the research variables i.e family structure and emotional maturity were significantly correlated with each other.
2. It was found that 50% change occurs in the emotional maturity of the students due to one unit (Absence of one member) change in broken family structure.
3. . It was observed that 63% of the student's emotional maturity was affected by the one-unit change occurs in the uneducated family structure.
4. Third hypothesis was to find the effect of educated and balanced educated families on the emotional maturity of the school students. It was found that 53% positive change occurs in the student's emotional maturity if one-unit change comes in family structure.
5. Demographic variable Gender (Male and Female) were also included in current study. Test of significance was applied to check its effect on overall research variables. It was found that genders were significantly affect the overall research variables.
6. It means that the better family structure ensures the higher level of emotional maturity.

On the basis of the present study findings, it is concluded that the broken families have a significant negative impact on students' emotional maturity in district Bhakkar. The study also indicates that that the educated families have a positive impact on students' emotional maturity. Moreover, the study reveals that school, parental involvement, and family structure are the vital key drivers with a direct or indirect link to students' emotional maturity.

### **5 RECOMMENDATIONS**

1. On the basis of this study, it is recommended that future studies should be carried on the harms of broken families and their disastrous effects on the performance of children with relation to their education.
2. It is also recommended that future studies should be conducted to compare the academic performance of broken families children and the children of stable families.
3. Recommendation is also made in this regard that studies should be conducted which may compare the impact of education on the family structure.
4. Studies should be carried on this factor that to what extent families structure impacts on emotional maturity.
5. Future studies should be focused on the emotional maturity of students with reference to their family education.
6. It is recommended that counseling programs should be initiated for the children of the broken families by the government.
7. It is suggested that factors should be traced out about the causes of separation of families.
8. It is also important that children, after the separation of their families, should be guided and counseled to lead a pleasant life.
9. Students of future should research further on the factor that a broken home is a big source of confusion and family disorder
10. Further research should be carried on this factor that children who belong to broken families perform unsatisfactory in their school
11. It is also recommended that further research should be carried on the role of uneducated parents on the career of their children.
12. Future research should be conducted on the role educated parents and stable family structure on the emotional maturity of the students.
13. Emotional maturity and emotional intelligence of student should be studied via this research at a whole new level.

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14. It is recommended that students of future should make a path way of the current research and they should further investigate the declining factor of emotional maturity besides broken family structure.

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