

SOCIO-PSYCHOLOGICAL EFFECTS OF BROKEN FAMILIES ON SOCIALIZATION AND ACADEMIC PERFORMANCE AMONG THE CHILDREN OF MULTAN DIVISION

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ABSTRACT: Family is a primary and basic unit of socialization and a child learn many behaviors, customs, traditions, faith, believes, norms, folkways, mores, habits, social patterns and manners to live in family. When a family had a break up, it is usually hard for everyone that how to grip the situation and children cannot bear this situation. Broken family system is putting a dark impact on social development, academic performance and on psychological health of children. The basic objectives of the research were 1) to explore the socio-economic status of broken families, 2) to see the causes of separation of broken families, 3) to explore the pattern of relationship of children inside and out-side of the house, 4) to find out the behavior of elders and parents of broken families with children, 5) to see the effect of broken families on social development of children, 6) to find the academic performance of children before and after the breakup of families and 7) to explore the consequences of broken families on psychological condition of children.

KEYWORDS: Children, family breakup, social development, academic performance and psychological health.

1 INTRODUCTION

Family is a primary and fundamental unit of socialization for children and parents, it also plays a vital role as it is first socializing agent for the children. A child requires her/his first social contact to live in family and she/he learn many correct pattern of behavior, norms, values, folkways, mores, laws, believes, habits in family which helps a child to become a useful member of society. But in our society, there is a dark phase of broken families which affect the personality of a child very harshly. In broken families, children are deprived from proper emotional and physical of their parents. A single parent should have to pay double responsibilities, requiring time, attention, money etc but mostly parents cannot perform their duties successfully and effective socialization of children is not possible and their personality, emotions, behavior, academic performance of these children are badly influenced.

2 REVIEW OF LITERATURE

Runumi (2014) stated that socialization is a continuous process which covers the whole life of an individual. Children need a proper, healthy and peaceful home environment which can foster the qualities which are effective for social adjustment and maintain a good relationship inside as well outside the home. Family is considered as the first training center of social behavior and work. A child learns customs, traditions, faith, believes, norms, social patterns, habits, and manners of our society in family. The love of parents, care, their attitude and emotional attachment are some important factor for socialization which develop the personality of a child. In home a children learns the behavior of truthfulness, honesty, sympathy, courage, punctuality, fair dealing, respect etc. Parents and other elders are having a great impact on the socialization of habitual expression of a child in the family. But in the broken family system, children are deprived of proper emotional and physical support from their parents. In such families the basic needs of children are not fulfilled properly and effective socialization of values are not totally possible. Igbinosa (2014) defined in his paper that the environment of home put a great impact on the performance of a student. The effects of broken families are influenced on the personality, emotions, behavior and on academic achievement. Children experience problems in schools with teachers, try to going

against the teachers, friends and usually they don't want to cooperate with assignment, instructions of teachers and are having concentration difficulties. Mostly children adopt the company of negative peers and children act in a way of going against to elders, cousins, parents, and teachers. Single parent should have to face double responsibilities; they should have to take out time and to pay more love and attention to their children and try to fulfill their needs etc. child's education is more affected by the less attention of parent. Mostly teachers usually complain that children from broken family system are mostly hostile, aggressive, anxious, fearful, hyperactive and show destructive behavior and show poor performance in academic learning. Bigner (2002) defined that it is a hard time for a child to deal with change and it is possibility that they start to express feelings of anger, resentment, hatred, confusion and jealousy. They feel loneliness, isolation, depression and low self-esteem and children feel difficulty or sometimes they don't know that how to express their feelings appropriately. Booth (2000) refers to a variety of national studies. He stated that weak school performance, low self-esteem, behavior issues, distress and adjustment problems in children are related to broken families. In teenagers of broken families they distinguished more examples of offender manners, premature sex bustles and continual academic problems. Shirina (2013) defined in her article that broken families has both fugacious and everlasting effects on children. Some fugacious consequences comprise are children may possibly feel blameworthy or responsible for the separation, they may turn into extensively hostile, brutal, sadistic, destructive, aggressive and/or obstinate and don't cooperate with others, fly off the handle at both parents, they may develop into psychologically deprivation out of fear of being forsaken, it may possible that they lose the capability to concentrate which might subsequently affect educational performance, and furthermore build up severe feelings of grief and failure. Even though, numerous outcomes of the broken families on children are fugacious after which they fade, just the once the child need time to accommodate in the new family situation and with all the changes that have occurred, there are several different cases where the effects may be everlasting. The children of divorced parents more possible to be less educated, face poverty, socio-economic disadvantage, reveal anti-social behavior, as well as having other behavioral issues and suffer from drug or alcohol addictions. Ann (2009) stated in his book that broken family systems are having a great impact on children. They are developing up in as like families who have to suffer many difficulties like minor incomes, poverty and others cruel behavior and they experience behavioral problems, weak performance in school and attaining lesser educational qualifications, requiring extra medical treatment and sometimes they leave school and home when young, to going against elders, cousins, parents, teachers and friends, reporting more depressive symptoms, aggression, destruction, low self esteem, low confidence and higher intensity of smoking, drinking and other drugs which are used by teenagers and adulthood.

3 PURPOSE OF STUDY

Family is a primary and essential unit of socialization for all children; chiefly in the first five years of their life. Family endows the child with her/his first social contact to social world and we learnt many right patterns of behavior in family. Learning is done in informal and accurate manner which is approved through reward and punishment. Parents play a vital role as first socializing agent for their children. A child attains many of social patterns, norms, habits, and manners to live in family. In families parents and other elders are having a great impact on the socialization of habitual expression of the child but in broken families children are underprivileged from the appropriate love, affection, emotional and physical support, attention, time of their parents. Mostly their basic needs are to somewhat fulfilled or unfulfilled. So, this less attention is having a great impact on the socialization of child. Broken family system is influenced on the personality, emotions, behavior even academic performance. When a family break up, it is usually difficult for everyone in the family to cope with the situation. Even children are also becoming the worst victim of it and these children are having fault socialization. Mostly parents cannot perform their proper duties and the personality of these children is badly influenced. Children go against their parent, elders, teachers and even peers. They experience problems at schools with teachers, don't cooperate with studies, teachers, and friends and have concentrating problems. Mostly children adopt the company of negative people. Their behavior is mostly hostile, aggressive, fearful, depressive, hyperactive, destructive, speaking lie, poor performance in academic learning. The main objectives of the present research were:

- 1- To explore the socio-economic status of broken families.
- 2- To see the causes of separation of broken families.
- 3- To explore the pattern of relationship of children inside and out-side of the house.
- 4- To find out the behavior of elders and parents of broken families with children.
- 5- To see the effect of broken families on social development of children.
- 6- To find the academic performance of children before and after the breakup of families.
- 7- To explore the consequences of broken families on psychological condition of children.

4 RESEARCH METHODOLOGY

The researcher used qualitative research design. In this explorative research, researcher used case study method for data collection. The universe/population of the present study comprised study of all those children whose behavior was affected by the broken family system of Multan city. The researcher selected 8 children whose behavior was affected due to their broken families purely on the basis of purposive sampling. Researcher collected data from the parents, elders of their house, teachers and friends of these affected children, also see their previous and recent reports cards to know the grades and academic performance of children before and after of broken families and spent the time with these affected children and observed their behavior. For collecting data, researcher used the techniques of participant observation. To select those respondents and to conduct an in depth interviews, it was necessary to select the respondents purely on the basis of special purpose which the researcher had in her mind.

4.1 HYPOTHESIS

- 1- Greater the intensity of broken families, behavior of children will be more affected.
- 2- Greater the intensity of broken families, academic performance of children will be more affected.

5 CASE STUDIES

SOCIO-ECONOMIC STATUS:

5.01. GENDER: there are 3 cases of girls and 5 cases of boys.

5.02. AGE: In case no. 1, the age of the boy is 12 years old. In case no. 2, the age of the girl is 14 years old. In case no. 3, the age of girl is 17 years old. In case no. 4, the age of victim boy is 15 years old. In case no. 5, the age of boy is 11 years old. In case no. 6, the age of the boy is 9 years old. In case no. 7, the boy is of 16 years old and in case no. 8, the victim girl is of 14 years old.

5.03. FAMILY STATUS BEFORE SEPARATION: In cases no. 1, 3, 4 and 8 the victim boy and girls were lived in nuclear family system and in cases no. 2, 5, 6 and 7 the victim boy and girls were lived in joint family system before separation of his family

5.04. FAMILY STATUS AFTER SEPARATION: In cases no. 1, 2, 3, 5, 6, 7 the victim boys and girls are living in joint family system and the boy of case no. 4 and the girl of case no. 8 are lived with nuclear family system after separation of his family.

5.05. NUMBER OF FAMILY MEMBERS: In case no. 1, the victim boy has 10 family members in his family. In case no. 2, the victim girl has 8 family members in her family. In case no. 3, the victim girl has 11 family members in her family. In case no. 4, the victim boy has 6 family members in his family. In case no. 5, the family members of victim boy are 10. In case no. 6, the family members of victim boy are 15. In case no. 7, the family members of victim boy are 9. In case no. 8, the victim girl are being had 4 family members in her family.

5.06. LIVING WITH WHICH PARENT? In case no. 1, the victim boy is living with his mother. In case no. 2, the victim girl is living with her mother. In case no. 3, the victim girl is living with her mother. In case no. 4, the victim boy is living with his father. In case no. 5, the victim boy is living with his father. In case no. 6, the victim boy is living with his mother. In case no. 7, the victim boy is living with his mother. In case no. 8, the victim girl is living with her father.

5.07. Mother/father's education status: In case no. 1, the education status of the mother of victim boy is Master in Political Science. In case no. 2, the education status of the mother of victim girl is F.A. In case no. 3, the education status of the mother of victim girl is Matric. In case no. 4, the education status of the father of victim boy is Matric. In case no. 5, the education status of the father of victim boy is uneducated. In case no. 6, the mother's education of victim boy is middle. In case no. 7, the mother's education of victim boy is primary. In case no. 8, the education status of the father of victim girl is F.A.

5.08. MOTHER/FATHER'S OCCUPATION: In case no. 1, the mother of the victim boy is a school teacher. In case no. 2, the mother of the victim girl is working as a receptionist in a hospital and teach academy at her home in evening. In case no. 3, the mother of the victim girl is lady health worker. In case no. 4, the father of the victim boy is a gardener. In case no. 5, the father of the victim boy is a shopkeeper. In case no. 6, the occupation of mother of the victim boy is primary school teacher. In case no. 7, the mother of the victim boy is a house-woman. In case no. 8, the father's occupation of victim girl is a shopkeeper.

5.09. INCOME OF FAMILY: In case no. 1, the total income of the family of the victim boy is 30 thousand. In case no. 2, the income of the family of victim girl is 25 thousand. In case no. 3, the income of the family of victim girl is 18 thousand. In case no. 4, the income of the family of victim boy is 20 thousand. In case no. 5, the income of the family of victim boy is 25 thousand. In case no. 6, the family income of victim boy is 20 thousand. In case no. 7, the family income of victim boy is 30 thousand. In case no. 8, the total income of the family of the victim girl is 15 thousand

5.10. AGE AT SEPARATION OF FAMILY OF CHILD: In case no. 1, the age of victim boy during separation of his family was at least 7 years old. In case no. 2, the age of victim girl during separation of her family was at least 3 years old. In case no. 3, the age of victim girl during separation of her family was at least 9 years old. In case no. 4, the age of victim boy during breakup of his family was 7 years old. In case no. 5, the age of victim boy during separation of his family was 5 years old. In case no. 6, the age of victim boy during breakup of his family was at least 4 years old. In case no. 7, the age of victim boy during breakup of his family was 11 years old. In case no. 8, the age of victim girl during separation of his family was at least 6 years old.

5.11. CAUSES OF FAMILY BREAKUP: In case no. 1, the causes of separation of family of victim boy were violence when the mother of the victim child could not bear the cruel behavior of her husband. She took divorce from her husband. In case no. 2, the root cause of separation of family of victim girl was violence and then divorce. In cases no. 3 and 4, death is the cause of family separation. In case no. 5, divorce is the cause of family breakup. In case no. 6, death of the father is main cause of family breakup. In case no. 7, death of the father of the victim boy is the root cause of family separation. In case no. 8, divorce is the cause of family breakup.

5.12. BEHAVIOR OF ELDERS WITH CHILDREN: In case no. 1, the behavior of the elders of mother family is not good with the victim boy and his brothers. Behave of his uncles and aunties with these children are as like that these children are transgressor. His grandmother love these children but to some extent. In case no. 2, the elders love the victim girl. In case no. 3, the elders love the victim girl and her brother and sisters. In case no. 4, father loves his all daughter and sons. In case no. 5, elders treat harshly with the victim boy and his brother and sisters. In case no. 6, the behavior of the elders of mother family is not good with the victim boy. The uncles and aunties treat with victim child very harshly as like he is a malef. His grandfather and grandmother love this child but to some extent. In case no. 7, elders love the victim boy. In case no. 8, father has done second marriage and the step mother harshly behave with victim girl and father love her but to some extent.

5.13. BEHAVIOR OF CHILDREN WITH FAMILY MEMBERS: In case no. 1, the behavior of victim boy with other family members is totally cruel. He doesn't listen the advises of anyone. Always try to go against advises of his mother and also elders; if said him to slow the volume of T.V then he outacts the volume of T.V. He vandalizes the things at home when his needs cannot be fulfilled quickly. For example, he saw a video game of his cousin, then he immediately demand about that game. If his mother has not much money for buying and she said her for waiting then he brake the things at home and said that why not abruptly and he annihilates the video game of his cousin that if I cannot buy this game then you have not right to play this game. He always hit his younger brothers and cousins. Always tell lie with his mother and elders. Not having sympathetic nature; always beat the animals and birds. Always try to compete with others that if he have then I should also have. In case no. 2, the behavior of victim girl with other family members is totally silent. She doesn't talk to anyone at home, vandalize the things when don't listen to her, don't know how to express his feelings in front of elders. In case no. 3, the behavior of victim girl is totally violent with her elders at home. She always go against the elders to what they say, always watch T.V in outact volume, to plague others without any reason, beat her brother and sister, not cooperate in works of home with her mother, not cooperate in studies of her younger brother, always try to compete with others that if they have then I should also have this. In case no. 4, the victim boy always acting out against his father, don't take care of his younger brother and sisters, always want that his all wishes would be fulfilled if his father cannot do that he annihilates the things. In case no. 5, the victim boy is a stubborn child and lives afraid from his elders and mostly acting out against his elders. In case no. 6, the victim boy feels fear from his elders and don't talk to anyone and mostly live alone in his room. In case no. 7, victim boy always acting out against his elders, listen music in loud volume for teasing others. Don't take care of others to what they think about him. Beat his other brother and sister and told lie, always compete his things with others, vandalize the things when his any wish is not be fulfilled. In case no. 8, the victim girl live afraid from his step mother and all day she live busy in works of home.

5.14. BEHAVIOR OF CHILDREN OUTSIDE THE HOME: In case no. 1, mostly victim boy don't talk to anyone and aggressively behave with others outside the home. In case no. 2, mostly victim girl don't talk to anyone outside the house, mostly she doesn't meat to anyone. If she has to go outside the house with his mother or aunty or anyone of his house, his behavior is totally quiet. In case no. 3, victim girl is quite silent outside the home. In case no. 4, victim boy rudely behave with outsider. In case no. 5, mostly victim boy don't talk to anyone and don't meet to anyone and live quite silent when he go outside the home. In case no. 6, the victim boy doesn't meet to any one and quite silent. In case no. 7, victim boy rudely behave with people to

outside the home. In case no. 8, the victim girl feel fear from everyone her neighbors, her relatives even from her cousins and mostly live quite silent.

5.15. SOCIAL EFFECT OF BROKEN FAMILY AND SOCIAL DEVELOPMENT OF CHILDREN: In case no. 1, the victim boy always try to go against the mother and elders, to hit his younger brothers and cousins, annihilate the things when his demands cannot be fulfilled immediately, always told lie, not having sympathetic nature, don't cooperate with others, have conflicted nature, always try to compete with others that if he have then I also should have and he don't respect the elders. In case no. 2, the victim girl is totally silent, don't talk to anyone, smash up the things when don't listen to her, don't cooperate with others. In case no. 3, the victim girl is totally violent with her elders at home. She always go against the elders to what they say, always watch T.V in loud volume, to upset others without any rationale, hit her brother and sister, not cooperate in works of home with her mother, not cooperate in studies of her younger brother, always try to compete with others that if they have then I should also have this, always told lie, don't respect the elders and not having sympathetic nature. In case no. 4, the victim boy always acting out against of his father, compete his all things with others that if they have then I should have, not having sympathetic nature, don't cooperate with others even don't take care of his younger brother and sisters, always told lie with his father, having conflicted nature and don't respect elders. In case no. 5, victim boy is a stubborn child, feeling afraid from elders, due to frightened; mostly he told lie and going against his elders and having conflicted nature and feeling jealously from other children that they live a happy life and why he not. In case no. 6, the boy is become the victim of fear and mostly he live alone and he don't talk to anyone. In case no. 7, victim boy always acting out of his elders, tell lie, listen music very loudly for teasing others, beat his younger brother and sister, always compete his things with others, vandalize the things when he doesn't get any need for which he demand, use cigarette and drugs. In case no. 8, victim girl live quite silent and feeling fear from other people.

Academic Performance

5.16. CURRENT EDUCATION STATUS: In case no. 1, the victim boy is in 6th standard. In case no. 2, the victim girl is in 8th class. In case no. 3, the victim girl is in 10th class. In case no. 4, the victim boy is in 10th standard. In case no. 5, the victim boy is in 4th standard. In case no. 6, the victim boy is in 4th standard. In case no. 7, the victim boy is in 10th class. In case no. 8, the victim girl is in 9th standard.

5.17. EDUCATIONAL STATUS BEFORE FAMILY BREAKUP: In case no. 1, the victim boy was in 2nd standard. In case no. 2, the victim girl did not go to school. In case no. 3, the victim girl was in 4th standard. In case no. 4, the victim boy was in 4th class. In case no. 5, the victim boy was in one class. In case no. 6, the victim boy did not go to school. In case no. 7, the victim boy was in 7th standard. In case no. 8, the victim girl was in prep class.

5.18. BEHAVIOR OF CHILDREN WITH TEACHERS: In case no. 1, the behavior of victim boy with teachers is totally violent. He doesn't give respect to teachers; if teachers tell something about studies then he shout in the class. In case no. 2, the victim girl feels fear from teachers. If she doesn't understand anything about lesson then she doesn't ask any question to teacher. In case no. 3, the victim girl behaves in a good manner with teachers. In case no. 4, the victim boy rudely behaves with teachers and don't concentrate in his studies. In case no. 5, the victim boy feel afraid from teachers and feeling difficulty to concentrate on his studies and feeling fear to ask any question to teacher that how it would be solved or what it would be answered? In case no. 6, the victim boy feels afraid from teachers and he did not ask any question to teacher and feel difficulty to concentrate the problem. In case no. 7, the victim boy doesn't concentrate in his studies, don't do his homework and rudely behave with teachers. In case no. 8, the victim girl respects the teachers but her afraid from them. If she doesn't understand anything about lesson then she doesn't ask any question to teacher.

5.19. BEHAVIOR OF CHILDREN WITH FRIENDS: In case no. 1, the behavior of the victim boy with their friends is not good. They always impose their all works at their friends, don't wait to work together on assignment, always force his friends that they play or study according to their own will. If they don't listen to him then he hit them. In case no. 2, the victim girl has no any friend. In case no. 3, the behavior of victim girl is very rude with her friends. Mostly friends are not happy with her because she imposes their wills to them. In case no. 4, the victim boy is having the company of debauchee; what they say for doing anything to him and he perform. In case no. 5 and 6, the victim boys have no any friend. In case no. 7, the victim boy has had the company of licentious people. He uses cigarettes and drugs with them. In case no. 8, the victim girl has no any friend.

5.20. PERFORMANCE OF STUDIES IN CLASS: In case no. 1, the victim boy is not punctual in his class. His performance is so weak. He cannot concentrate in his studies and don't try to cooperate with lessons and teachers for studying. Mostly he doesn't accomplish his homework. He is ramshackle in his tests or papers. In case no. 2, the victim girl feels difficulty to understand the lessons and don't know how to ask from teachers. If she doesn't understand the lesson then she starts cry very loudly and throw her books. She is very weak in her studies. In case no. 3, the victim girl is a good student in studies. In case no. 4,

the victim boy is not punctual in his class. He doesn't concentrate in his studies and don't accomplish his homework. In case no. 5, the performance of victim boy in studies is so weak. He feels difficulty to concentrate in his studies and he feels fear to ask something from teachers about any question which he cannot understand. In case no. 6, the condition of victim boy in studies is very poor and feels difficulty to learn the lesson and don't know how to ask from teachers. In case no. 7, the victim boy is not punctual in his class, don't focus in his studies and rudely behave with teachers. In case no. 8, the victim girl respects the teachers but feeling fear from teachers and feeling problem to concentrate the lesson.

5.21. GRADES OF CHILDREN BEFORE FAMILY BREAKUP: In case no. 1, the grades of victim boy were not better before the breakup of his family. In case no. 2, the victim girl did not go to school because she was a little child. In case no. 3, the victim girl was a good student in studies. In case no. 4, the victim boy was a good student before the death of his mother. In case no. 5, the grades of the victim boy was always affected due to fear from teachers. In case no. 6, the victim boy did not go to school before separation of family because he was a little child. In case no. 7, victim boy was a brilliant student because his father teaches himself to victim boy at home. In case no. 8, victim girl was lived disturb in class because of her family issues.

5.22. GRADES OF CHILDREN AFTER FAMILY BREAKUP: In case no. 1, the grades of victim boy are not better after the breakup of his family. In case no. 2, the grades of victim girl are not good. Her performance in papers is poor. In case no. 3, the grades of victim girl are not affected after breakup the family. In case no. 4, the victim boy has ramshackle performance in tests and papers and his grades are not good in class. In case no. 5, 6 and 8 fear is the main factor which is affected the grades of victim Children. In case no. 7, the grades of victim boy are more affected after the death of his father.

5.23. CONSEQUENCES OF FAMILY BREAKUP ON PSYCHOLOGICAL CONDITION OF A CHILD: In case no. 1, the victim boy is totally depressed, aggressive, fell jealously from others, destructive nature, speak in outact voice, listen things in high volume and concentration problems. In case no. 2, the psychological condition of victim girl is totally depressed, frustrated, less confidence, aggressive and having concentration problems. In case no. 3, the victim girl is totally aggressive, fell jealously from others, speak in loud voice, listen things in high volume. In case no. 4, the victim boy is more aggressive, rude, depressed, frustrated, fell jealously from others. In case no. 5, boy has become the victim of fear, depression, stubborn and jealously. In case no. 6, the boy has become the victim of fear, depression and has concentration problems and no confidence. In case no. 7, the psychological condition of victim boy is totally ruined. He has become the victim of aggression, frustration, depression; fell jealous from others, having destructive and conflicted nature and listen music in high volume. In case no. 8, the girl has become the victim of fear and depression and having concentration problems and less confidence.

6 CONCLUSION

The causes of broken families is not only divorce, here death is also the reason of it. All the children girls and boys are all affected by broken families. After family breakup children have to face many problems due to lack of attention of parent. Children adopt many wrong ways to get the attention of parent mother/father who lives with them but parent cannot understand that what they want and they snub or beat them; here there socialization is affected very harshly and children understand that their parent don't love us which make them stubborn. They adopt many different habits for getting the attention of parent if mother/father cannot understand the rationale behind the action of their children and punish them then those habbits become strong which make them deviant or create many psychological problems for these children and their academic performance is affected very badly. For this, the future of these children is badly ruined.

SUGGESTIONS

Here are some suggestions for the betterment of affected children.

- 1- The children from broken families need attention and love more than other children. The parent mother/father who lives with child should have to pay attention, love, care and should take out time for their children otherwise affected socialization is not possible. For this a child also shows that she/he is responsible and a sensible person and she/he also showed that they can understand the problems of their parent.
- 2- Parent mother/father should involve the child in her/his favorite activities e.g. paintings, play basket ball, cricket, reading books etc but after studies.
- 3- Parent should take notice seriously when their children behave weirdly and try to understand the rationale of their behavior and deal with them very carefully, patience, with love, affectionately and kind behavior.
- 4- All those children who are affected very harshly by broken families. Parent should bring such children at right path with love, care, attention, should give proper time to their children and parent should help them by psychiatrist for counseling their children to make them conformist.

- 5- In schools, government should give the special training to teachers and should counsel them the ways to handle with aggression and other wrong behaviors. By using this we can secure the future of these children and make them valuable citizens and a successful person of our society because children are the sign of progress of any nation.

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