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Effects of Family Problems on 9th And 10th Grade Female Students Academic Performance and Personality Development in District Nankana

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ABSTRACT

This study analyses how family issues affect female students in District Nankana's 9th and 10th grades' academic performance and personality growth. In the age of modern technology, rising inflation increasing level of poverty and unemployment families are facing in number of social economic and sociological problems and those ultimately effect on the children's academic performance with their personality and well-being. The findings indicate that family issues have a major detrimental effect on kids' academic performance, resulting in lower attendance, motivation, and grades. Family issues have also been shown to have an impact on personality development, which results in a decline in social skills, self-worth, and confidence. The study emphasizes the necessity of focused interventions and networks of support to lessen the negative effects of family issues on the academic and personal results of female students. The results add to the body of knowledge already available on the relationship between family dynamics and teenage development by highlighting the significance of resolving family issues in order to support female students' success in school and the development of healthy personalities.

To promote stability and security, make sure that your daily schedule is planned and predictable, including study and leisure time. Prioritize providing essential educational resources, such as textbooks, tuition, and school supplies, even in times of financial difficulties. Involve daughters in choices about their education to demonstrate that you appreciate their education. Teachers and schools are frequently the first to observe how family issues affect pupils. They are able to offer assistance and intervention. Establish counseling services in schools to give pupils a secure setting

in which to talk about their difficulties and look for emotional support. To meet the unique requirements of teenage females, hire qualified psychologists and counselors Teach educators to spot symptoms of student distress, such as deteriorating grades, withdrawn conduct, or personality changes. Teachers should be encouraged to communicate openly and empathetically with their pupils. Set up peer support groups so that students may talk about their experiences and gain knowledge from one another in a nonjudgmental environment.

Key Words: *Socio-emotional development, academic problems, personality development, secondary education, family conflict, student distress.*

Introduction

The family is the most important social institution that shapes the lives of individuals, especially children and adolescents. However, when family conflicts emerge, they can have serious effects for children's academic performance and personality development. This study investigates the effects of family difficulties on the academic success and personality. This study looks at how family difficulties affect the academic progress and personality development of female students in grades 9 and 10 in District Nankana. According to research, family disputes, parental disagreements, and domestic violence can contribute to diminished academic motivation, low self-esteem, and poor mental health outcomes in teenagers. Female students may also be disproportionately affected by family troubles as a result of cultural expectations and gender norms. Hussain et al., (2022) asserts that there is a greater likelihood of other forms of aggressiveness and based on gender violence against women in areas where one type of domestic abuse is common. Numerous countries' law enforcement agencies maintain their neutrality in what is frequently referred to as a "domestic dispute," despite research showing that abusers are less likely to get treatment if law enforcement does not become involved. Studies show a strong link between larger-scale acts of terrorism and domestic violence. According to Golden et. al., (2000), It has been shown that having a history of abuse increases a person's likelihood of becoming abusive. Steinberg and Cauffman, (1996) asserts that hostile or contentious parenting or a hostile home environment are linked to the commission of violent or personal crimes by children.

This study aims to investigate the relationship between family problems and academic performance, as well as personality development, among female students in District Nankana. By exploring this critical issue, we hope to gain a deeper understanding of the challenges faced by these students and identify potential strategies for support and intervention. According to Lamborn (1991), conflict has a greater influence on the growth of children than family structure and is an essential part of a functional family. The best strategies, he continues, for promoting kids' social and healthy growth are love and, at the very least, a little bit of parental supervision. Seifert and Hoffnung (1997) assert that children who have experienced prolonged maltreatment or neglect are under a great deal of stress. Furthermore, parents and other carers frequently provide their kids with ongoing assistance at home and at school. Many educators believe that a parent's involvement in their child's at-home learning is essential to the child's development.

The economic, cultural, and political facets of a nation are reflected in the noteworthy impact of female education. According to Dimbisso, (2009), a woman with higher education is likely to become: more capable and knowledgeable mother, an informed citizen, a self-sufficient worker who produces more and gets paid more self-assured person with strong decision-making abilities. As Geiger (2002) pointed out that education has advantages that are related to almost

every element of growth. Their education enables them to engage in public life and life in politics. There are always potential advantages to education, but Education for women frequently has a bigger and greater influence than education for men. This does not imply that education is not important for men (Dimbisso, 2009). Young people life can be significantly impacted by family issues, especially during the formative years of their intellectual and psychological growth. The impact of family issues on the academic achievement and personality growth of female students in grades 9 and 10 in District Nankana are the main subject of this study. Family issues that might cause emotional discomfort, lower motivation, and worse academic success in female pupils include parental conflict, divorce, drug addiction, and unstable economic conditions. Additionally, these issues may have an impact on how their personality develops, particularly in terms of social skills, confidence, and self-worth. In order to better understand how family issues, affect the educational and personal achievements of female students within this particular demographic, this research will provide educators, parents, and policymakers with information they can use to improve the well-being of these children.

The development of talents that have the potential to impact not just our local communities but even larger regions, nations, and even the world at large is largely dependent on education (Siraji et al., 2023). What motivates kids to do well in the classroom has long piqued the interest of educators, trainers, and researchers. Numerous factors influence pupils' performance, both internally and externally as well as beyond the classroom. This covers friends, family, the educational setting, and details regarding the actual pupils (Crosnoe et al., 2004).

Objective of study

1. To study the social, economic, and demographic characteristics of the respondents.
2. Explore the views of the respondent "what are these family problems.
3. To know the academic performance of respondent children of the grade 9th and 10th classes.
4. To find the impact of the family problems on respondent children academic performance.
5. To know the views of the respondent and how these problems can be settled.
6. To suggest measures to minimize the family problems for creating a family-conditioned environment in which the children's performance is better with their academic performance

Research Questions

The research objectives of the research are the following:

1. How do family problems affect the academic performance of female students in grades 9th and 10th in District Nankana?
2. What is the impact of family problems on female students' personality development in this region?
3. Are there any significant differences in the effects of family problems on academic performance and personality development between students from different socioeconomic backgrounds?

Significance of the Study

The present investigation about the impact of familial issues on the scholastic achievement and character development of female students in grades 9 and 10 in District Nankana is highly significant for multiple stakeholders, such as educators, school counselors,

legislators, parents, and scholars. The study is important because it can provide insightful information that can guide methods and interventions for helping female students who are struggling with family-related issues at a pivotal point in their academic and personal development. The results of this study will provide educators and schools in District Nankana with a better understanding of how family issues impact the academic achievement of female pupils. Schools can adopt focused treatments like academic assistance programs, stress management workshops, and counseling services by determining the particular difficulties these students encounter. This will make it possible for educators and administrators to give students whose home situations might be impeding their academic success a more supportive and accommodating learning environment.

For school counselors and psychologists who assist adolescents with personal and familial concerns, the study will yield vital information. Counselors can provide more individualized mental health treatment if they have a thorough understanding of the unique effects of family issues on personality development, including elements like self-esteem, emotional regulation, and social relationships. Students may then benefit from stronger coping strategies, increased resilience, and an improvement in their general mental health as a result of this. This research will be helpful to District Nankana policymakers and educational authorities since it emphasizes how crucial it is to address family-related issues inside the school system. The study's emphasis on the necessity of holistic educational strategies that include family counseling and socioemotional assistance within the curriculum can help shape policy.

It can also promote neighborhood initiatives that help struggling families, which will eventually contribute to the development of a more encouraging environment for students. The study provides families and parents with insights into how family dynamics influence their children's academic achievement and psychological growth. The results will promote a better understanding of the negative effects that family disputes, abuse, and other problems can have on kids, especially teenage girls. After learning about these consequences, parents could feel more inclined to ask for help and improve their living space in order to build stronger bonds with their kids. This study may have indirect benefits for female students in the ninth and tenth grades who are dealing with family issues. Schools, counselors, and legislators will be prompted to create interventions that cater to the individual needs of these students as a result of the study's identification of the academic and personal difficulties they encounter. Additionally, by giving kids tools and coping mechanisms to handle the psychological and academic strains brought on by family problems, the research may empower students and enable them to thrive in the face of adversity. This research will close a gap in the literature by concentrating on the impact of family issues on female students in District Nankana. Although a lot of research has looked at how family problems affect students generally, this study offers specific insights that are applicable to the particular cultural and socioeconomic background of the area. As a result, the study will lay the groundwork for further investigations into the relationship between teenage females' personality development, academic achievement, and family relationships.

Methodology

This study uses a descriptive and correlational research approach to investigate how family issues affect the academic achievement and personality development of female students in District Nankana who are in the 9th and 10th grades. Because it allows for a thorough examination of the connection between family dynamics and student outcomes without modifying factors, this

approach is suitable. Combining descriptive and correlational methods allows the study to offer a thorough grasp of common family problems as well as insights into the relationships between these problems and the target demographics' developmental and educational outcomes.

Female students in the ninth and tenth grades who attend public and private secondary schools in District Nankana make up the study's population. Stratified random sampling is used to choose a sample size of 150 students. The purpose of this sample size is to guarantee sufficient representation from both school types and grades. To guarantee representativeness, students are chosen at random from each type of school after schools are initially divided into public and private institutions. The questionnaires from the public and private school students' pretest and posttest are examined in this chapter. Students from Nankana's school participate. It was requested of the students to fill out questionnaires. Pre- and posttest results were used to examine the data.

Result and Discussion

Table 1: Age and Grade and Financial Difficulties.

Years	Frequency	Percent
17 years	37	24.7
18 years	48	32.0
19 years	44	29.3
20 years	21	14.0
Total	150	100.0
Grade		
9th	65	43.3
10th	85	56.7
Total	150	100.0
Financial Difficulties		
Almost,	50	33.3
Frequently	30	20.0
Occasionally	30	20.0
Rarely	40	26.7
Total	150	100.0

The frequency distribution of respondents between the ages of 17 and 20 is shown in the table 1, with the largest representation of respondents being 18 years old. Most responders are between the ages of 17 and 19, with 18-year-olds accounting for 24.7% of the sample as a whole. With 86% of respondents between the ages of 17 and 19 being either 17 or 18, the data indicates a bias towards younger age groups. Although they make up 14.0% of the sample, the remaining 20-year-olds are not well represented. After adding 17-year-olds, the cumulative percentage of responders is 24.7%; after adding 18-year-olds, it is 56.7%; after adding 19-year-olds, it is 86.0%; and after adding 20-year-olds, it is 100.0%. According to the data, those between the ages of 17 and 19 are well represented, with a noticeable decline at 20. If the survey's goal was to include a wider range of ages, this might have an impact on how broadly the results can be applied. Although the dataset may not have enough representation of people aged 20, its age homogeneity makes it a useful tool for comprehending the age range.

According to the data, the respondents were divided into two grade levels: ninth and tenth. 43.3% of the sample as a whole are in the ninth grade, making up the majority of responders. The remaining 56.7% of responders are in the tenth grade. The distribution is somewhat skewed, with a cumulative percentage of responders in both groups of 43.3%. The sample is balanced yet unevenly represented, with 43.3% of the sample being in the 9th grade. The capacity to extrapolate results to all grade levels may be restricted by this skew. Over 43% of respondents were in the ninth grade, which means that the dataset offers a balanced perspective between ninth and tenth pupils. Researchers should take into account the small overrepresentation, even though the sample offers insightful information about the experiences of high school pupils.

According to the report, a sizable portion of students (33.3%) have financial challenges nearly constantly, which limits their access to resources and learning opportunities. A third of the sample is impacted by this ongoing problem, which has an impact on both their personal and academic life. Financial challenges are also experienced by students frequently (20.0%) and seldom (20.0%), indicating times of volatility that may affect their attention and general well-being. Only a small percentage (26.7%) said that financial troubles were uncommon, suggesting that for around 25% of the sample, the financial climate was steady. According to the total data, 73.3% of students have financial challenges on occasion or more frequently.

Table 2: Violence Related Aspects.

Parental conflict or divorce	Frequency	Percent
Almost,	60	40.0
Frequently	30	20.0
Occasionally	30	20.0
Rarely	30	20.0
Total	150	100.0
Domestic Violence		
Almost,	50	33.3
Frequently	30	20.0
Occasionally	30	20.0
Rarely	40	26.7
Total	150	100.0
Substance Abuse Response		
Almost,	44	29.3
Frequently	61	40.7
Occasionally	35	23.3
Rarely	10	6.7
Total	150	100.0

According to the report, 40% of adolescents nearly always deal with parental disagreement or divorce, which suggests that their families are stressful. 20.0% encounter such confrontations frequently, and 20.0% encounter them seldom. There are just two categories: seldom and rarely (20.0%). Parental disagreement or divorce affects 80% of pupils, with 60% of them dealing with

it almost or regularly. This demonstrates how common family strife is and how important stable family situations are.

According to the survey, 33.3% of pupils are victims of domestic abuse, which suggests a problematic home dynamic. 20.0% feel it frequently, and 20.0% encounter it infrequently. Just 26.7% of students said it doesn't happen often. Additionally, 73.3% of student's experience domestic abuse to some extent, according to the findings, underscoring the critical need for support networks and intervention. This emphasizes how important it is to provide kids who are victims of domestic abuse with all-encompassing support.

In this table shows that nearly 30% of students (44) reported substance addiction problems in their families, according to a research, highlighting a serious problem. With 61 students reporting it frequently, 40.7% was the most prevalent frequency. 23.3% of people occasionally abused substances, which caused serious disturbance. Few families are unaffected, as indicated by the 6.7% of students who said it is uncommon. Substance abuse was one of the most common problems mentioned, with 93.3% of kids reporting experiencing it in their household setting and 70% reporting it nearly or regularly.

Table 3: What ways do family problems affect your academic performance?

Statement	Frequency	Percent
Difficulty concentrating in class	38	25.3
Increased absenteeism	38	25.3
Lower grades or test scores	37	24.7
Lack of motivation	37	24.7
Total	150	100.0

Family issues have a big influence on academic achievement; 25.3% of students say they have trouble focusing in class. This raises absenteeism, which might cause students to become disengaged from their studies. Family difficulties have an emotional influence on academic progress since they directly lead to worse grades or test scores for 37 pupils and a lack of desire for 24.7% of them. The nearly equal distribution of these effects shows how much family issues affect motivation, attendance, and cognitive abilities.

Table 4: Emotional wellbeing and support received.

Emotional wellbeing	Frequency	Percent
Very positive	84	56.0
Somewhat positive	33	22.0
Somewhat negative	22	14.7
Very negative	11	7.3
Total	150	100.0
Support you received		
Individual counseling	39	26.0
Group therapy	20	13.3
Family therapy	20	13.3
Support from teachers or school staff	71	47.3
Total	150	100.0

According to the survey, the majority of students (56.0%) expressed emotional well-being and a highly pleasant mood, demonstrating resilience and useful coping strategies. Nonetheless, 22% had a moderately upbeat attitude, suggesting a modest level of emotional stability. Emotional discomfort was indicated by the 14.7% who reported feeling somewhat unpleasant feelings. Eleven students, a tiny proportion, reported feeling really depressed, suggesting serious emotional difficulties. According to the study's findings, 22% of participants felt unpleasant feelings to varied degrees, highlighting the necessity of providing this subgroup with focused emotional support.

Individual therapy is important for resolving personal issues, as evidenced by the study's finding that 26% of students got it. But just 13.3% took part in group therapy, suggesting that access was restricted. A further 13.3% benefited from family therapy, suggesting that family dynamics are taken into account when treating problems. The relevance of school-based interventions is shown by the fact that most kids got substantial help from teachers or other school personnel.

Table 5: What strategies or resources have helped you cope with family problems affecting your academic performance and personality development and how frequently?

	Frequency	Percent
Personal coping strategies (e.g. Journaling, mindfulness)	84	56.0
Support from friends	22	14.7
School resources (e.g., counseling services)	22	14.7
Family support	22	14.7
Total	150	100.0

According to the survey, more than half of the students (84) managed their stress by using personal coping mechanisms including writing and mindfulness. While school resources were utilized by the same percentage of students, suggesting moderate usage of available resources, friendships had a lower role in coping for 22 children. The similar proportion of students also used family help, suggesting that families have a limited involvement in fixing problems directly.

CONCLUSION

Family factors are very important determinants of educational and personal status of young girls in their adolescent age as the conclusion of the study on the impact of Family Problems on Educational Achievement and Self Development of Female Students in Grade 9 and 10 in District Nankana shows.

This study examines how family issues affect the academic achievement and personality development of female students in the ninth and tenth grades in District Nankana. Adolescence is a crucial time for both intellectual and personal development, and family relationships have a big impact on it. The study looks at how family issues affect female students' academic performance and personality development in District Nankana, a place marked by cultural, socioeconomic, and educational obstacles.

The main objective of study related to the 9th and 10th grade students:

1. To study the social, economic, and demographic characteristics of the respondents.

2. Explore the views of the respondent “what are these family problems.
3. To know the academic performance of respondent children of the grade 9th and 10th classes.
4. To find the impact of the family problems on respondent children academic performance.
5. To know the views of the respondent and how these problems can be settled.
6. To suggest measures to minimize the family problems for creating a family-conditioned environment in which the children’s performance is better with their academic performance to offer suggestions for reducing the detrimental effects that family issues have on these youngsters.

Using both quantitative and qualitative methodologies, the study used a mixed-methods strategy. Teachers, parents, and students participated in focus groups, surveys, and interviews. Two hundred female students from District Nankana's public and private schools made up the sample size. To find relationships between family issues and their academic and developmental results, the data was examined. The most commonly cited issues were unemployment, poverty, and financial instability, which resulted in stress and a lack of resources for schooling. Students' concentration and mental well-being were negatively impacted by the stressful environment caused by parental conflict, separation, and domestic abuse. Students who lost one or both of their parents to separation, relocation, or employment suffered from neglect and a lack of direction. There was a noticeable drop in academic achievement among students from troubled families. Reduced support for academic activity, mental anguish, and difficulty concentrating were blamed for this deterioration. These pupils had worse test results, increased absence rates, and an unwillingness to engage in extracurricular activities. Students' poor self-esteem, anxiety, and depressive inclinations were exacerbated by family issues. A lot of pupils showed signs of withdrawal, relationship problems, and a lack of fortitude under trying circumstances. On the other hand, students from homes with supportive parents showed more social confidence and emotional stability. The impact of home problems was exacerbated for female students by cultural norms and gender roles. Numerous females were assigned domestic duties, which further diverted them from their education and personal growth. Implications The results highlight how important family relationships are to the lives of young female students. It highlights how unresolved family issues can have long-term negative impacts on a person's personality and chances for the future, in addition to their academic performance. To solve these problems, communities, families, and schools must cooperate.

Offer students who are struggling with family issues counseling assistance. Teach educators to see the warning signs of student distress and provide assistance. Handle disagreements and provide kids a loving environment. Provide funds for initiatives aimed at raising community understanding of the value of stable families. Create crisis support networks for families to lessen the effects on kids. This thesis emphasizes how family issues significantly affect the academic achievement and character development of female students in District Nankana who are in the ninth and tenth grades. Adolescents' intellectual and emotional wellbeing depends on a secure and encouraging parental environment. The research's conclusions give educators, parents, and legislators important information to help them develop successful interventions that tackle the difficulties these youngsters experience and guarantee their overall development and success.

Conclusion

In conclusion the results of this study highlight how important the home environment is in influencing teenage girls' personality development and academic achievement. Family issues, whether they be social, emotional, or financial, put up obstacles that prevent a kid from succeeding both academically and psychologically. Families, educators, and legislators must work together to address these issues and provide these youngsters with a loving and caring environment. We can only guarantee that young girls in District Nankana and beyond realize their full potential in terms of their academic performance and their development into self-assured, well rounded adults by comprehending and resolving these fundamental problems. This study lays the groundwork for future research into the complex effects of family dynamics on teenagers, providing avenues for assistance and intervention to empower next generations.

Recommendation & Suggestions

The results of this study on how family difficulties affect the academic performance and personality development of female students in the ninth and tenth grades in District Nankana show how urgently targeted interventions and reforms at the policy level are needed to lessen the detrimental impacts of family problems. Detailed proposals and recommendations for different stakeholders are provided below. Parents are essential in helping their children with their academic and emotional needs. It is essential to deal with family issues at their core. To settle marital arguments and other disagreements that might lead to a stressful atmosphere at home, seek expert assistance, such as family counseling or therapy. To cut down on miscommunications and arguments, keep lines of communication open and courteous within the family. Spend time learning about children's emotional needs and supporting them. Regardless of the family's difficulties, continuously support their extracurricular and academic accomplishments.

To promote stability and security, make sure that your daily schedule is planned and predictable, including study and leisure time. Prioritize providing essential educational resources, such as textbooks, tuition, and school supplies, even in times of financial difficulties. Involve daughters in choices about their education to demonstrate that you appreciate their education. Teachers and schools are frequently the first to observe how family issues affect pupils. They are able to offer assistance and intervention. Establish counseling services in schools to give pupils a secure setting in which to talk about their difficulties and look for emotional support. To meet the unique requirements of teenage females, hire qualified psychologists and counselors. Teach educators to spot symptoms of student distress, such as deteriorating grades, withdrawn conduct, or personality changes. Teachers should be encouraged to communicate openly and empathetically with their pupils. Set up peer support groups so that students may talk about their experiences and gain knowledge from one another in a nonjudgmental environment.

Encourage extracurricular pursuits like athletics, theater, and the arts to provide them constructive outlets for their feelings. Have frequent parent-teacher conferences to talk about the difficulties and development of the pupils. Inform parents on how family issues affect their kids' performance and general well-being.

Policymakers must develop initiatives and regulations that address the structural problems that worsen family troubles if they hope to have a long-lasting effect. Establish neighborhood based programs that assist families dealing with emotional, social, or

financial difficulties. Establish neighborhood family counseling centers that provide low-income households with free or heavily discounted services. Put policies in place that guarantee access to student support services and mental health specialists for schools in rural and semi-urban locations, such as District Nankana. Provide funds to schools so they may give pupils from low-income households free or inexpensive materials. Start educating the public on the value of mental health and how family problems affect pupils. Address the societal stigmas associated with getting professional assistance for mental health and family issues. Encourage programs that reduce the social and cultural constraints females confront by empowering them via education and skill development.

To help parents better understand parenting and dispute resolution, support adult education programs. Establish support groups for families facing financial difficulties, marital conflicts, or other challenges; provide platforms for families to share their experiences and receive guidance from trained professionals; partner with schools to offer financial aid and scholarships to students from low-income families, reducing the burden of education costs; introduce mentorship programs where successful women from the community mentor female students, providing guidance and inspiration; and work with local authorities to provide safe spaces and legal support for families facing domestic violence, ensuring the well-being of students in such households. While students are not responsible for resolving family issues, they can implement coping mechanisms to overcome obstacles. When you are having emotional or academic difficulties, get in touch with dependable educators, school counselors, or local authorities. To reduce stress and build resilience, take part in sports, art, or music. Make friends with encouraging peers to exchange stories and build a strong support network. To maintain motivation in the face of obstacles at home, set specific academic and personal goals. In order to lessen the negative impact of family issues on female students in the ninth and tenth grades in District Nankana, a cooperative strategy is necessary. A supportive atmosphere that encourages academic achievement and personality development may be established by including parents, schools, legislators, community leaders, and students themselves. By putting these ideas and recommendations into practice, these kids' lives may be greatly enhanced, giving them the tools they need to overcome challenges and realize their full potential.

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