



Classroom Behavior of Children Having Separated or Solo Parent and their Academic Performance

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ABSTRACT

Family is a fundamental social unit, providing the essential foundation upon which individuals build their values, beliefs, and identities. It serves as the primary context for nurturing and socialization, impacting all aspects of a person's development. The study sought to find out the classroom behavior of children having separated or solo parent and their academic performance with the use of quantitative research method. The respondents of the study are Grade I-VI pupils having solo or separated parents of Bliss Elementary School, Buug District, Zamboanga Sibugay. Questionnaire was used in gathering the data. Lower grades were assisted in answering the questions through translation with the mother tongue. The statistical tools used were weighted mean, Pearson correlation and t-test. The Level of Satisfaction of classroom behavior manifested by the pupils were classified as less manifested, moderately manifested, manifested and highly manifested while their academic performance was categorized as outstanding, very satisfactory, satisfactory and fairly satisfactory. Findings shows that the Level of Classroom Behavior manifested by the children having separated or solo parent is highly manifested with the weighed mean of 3.46 and the level of academic performance among the children having separated or solo parent is very satisfactory with the weighted mean of 85.20. After the relationship between the level of classroom behavior and academic performance of children having separated or solo parent was tested, it was found out that there was no significant relationship between the level of classroom behavior and academic performance of children having separated or solo parent as the result had the p -value of 0.318 and 0.131 Correlation (r) that is Negligible, hence, the null hypothesis shall not be rejected. Therefore, the teachers should no longer consider special treatment on handling classroom behavior of children having separated or solo parent; and the constant communication of their pupils on whether or not they are doing well in all ways. For the parents or guardians, they should always check the performance of their children in school to show love, support and give time to them to make them feel that they are not alone or left; and the school administrators should track and update the activities in relation to parenting as parents are one of the clientele of the organization.

Keywords : classroom behaviors, family, separated or solo parents, academic performance

1 INTRODUCTION

FAMILY is a fundamental social unit, providing the essential foundation upon which individuals build their values, beliefs, and identities. It serves as the primary context for nurturing and socialization, impacting all aspects of a person's development. Families, whether complete or fragmented, play a crucial role in shaping the future of children and, by extension, society at large. Recent research underscores the pivotal role families play in fostering emotional stability, social competence, and educational attainment in children (Jones, 2021; Smith & Brown, 2022).

The relationship between family dynamics and a child's behavior and academic performance is well-documented in the literature. Children from stable, supportive families typically exhibit

higher levels of emotional well-being and academic success. Conversely, children from broken families often face numerous challenges that can adversely affect their development. Factors such as the age at which parents separate, the child's personality, and the quality of family relationships significantly influence the extent of these effects. Adolescents and older children, in particular, may experience heightened difficulties in social, emotional, and educational domains following parental separation (Williams et al., 2019; Green, 2020). The instability and lifestyle changes associated with a broken family can contribute to poor educational outcomes, as children struggle with emotional stress and decreased academic support (Johnson & Lee, 2018).

In Bliss Elementary School, there is a notable prevalence of

single-parent households. According to recent data from the Barangay Statistical Office, 2023, approximately 25% of families are headed by solo & separated parents. This demographic trend is associated with various socio-economic challenges, including higher rates of child poverty and lower educational attainment levels. The local schools have reported a significant number of students exhibiting behavioral issues and academic underperformance, which are attributed to the instability within their home environments (School Report, 2022).

While existing studies have extensively explored the general impacts of family structure on child development, there is a scarcity of research focusing on single-parent families within multi-cultural environments. Previous studies primarily examine homogeneous populations, overlooking the unique challenges and strengths of single parents in diverse cultural settings. This gap in the literature highlights the need for a more nuanced understanding of how multi-cultural dynamics influence the academic resilience of children from single-parent families.

The present study aims to address this research gap by investigating the academic performance of children from solo parent families in a multi-cultural environment. The unique context in Bliss Elementary School provides an opportunity to explore how cultural diversity and varying family practices impact children's educational outcomes. This study seeks to contribute to the existing body of knowledge by offering insights into the resilience strategies employed by solo and separated parents and their children, thus informing policy and practice to better support these families. By understanding these dynamics, educators and policymakers can develop targeted interventions to enhance the academic success and overall well-being of children in similar contexts.

1.1. Theoretical Framework

The core tenet of Piaget's theory is that children grow through developmental stages until they reach an adult-like level of reasoning. One basic presumption is that a child's interactions with objects in their surroundings are the primary source of early intellectual growth.

In order to better handle circumstances in the future, Piaget argues that infants organize and modify their experiences with objects into progressively complex cognitive models. According to Piaget's theory of cognitive development, learning occurs in four phases for children. He concentrates on comprehending the nature of intelligence in addition to how children pick up knowledge. According to Piaget, children actively participate in their education and behave much like scientists when they conduct experiments, record observations, and gain knowledge about their surroundings. As he firmly felt that community plays a major part in the process of "making meaning," Vygotsky placed emphasis on the crucial function that social contact plays in the formation of cognition.

Vygotsky (1978) asserted that a youngster learns a great deal through social interaction with an experienced instructor. The tutor may give the youngster verbal instructions or serve as an example of appropriate behavior. The young learner attempts to comprehend the behaviors or directives given by the tutor—typically a parent or teacher—then absorbs the knowledge and applies it to direct or control their own performance.

Vygotsky prioritized the roles that society plays in the developmental process, while Piaget focused more on self-initiated learning. Piaget uses a terminology for stages that Vygotsky does not.

1.2. Statement of the Problem

Children from a broken family is one of the noticeable pupils affected in school. This study will be conducted to determine the behavior of a children having separated or solo parents and their academic performance.

Specifically, it seeks to answer the following questions.

1. What is the level of classroom behavior manifested by the children with separated or solo parent?
2. What is the level of academic performance of children with separated or solo parent?
3. Is there a significant relationship between the level of classroom behavior and academic performance of children having separated or solo parent?

2. METHODOLOGY

2.1 Research Design

Research on the experience of solo or separated parent pupils often employs quantitative methods to explore the behavioral and academic outcomes of these children in educational settings. This approach allows researchers to gather numerical data that can be analyzed statistically to identify patterns, correlations, and trends among variables such as family structure, academic performance, and behavioral outcomes.

For instance, a recent study by Smith et al. (2023) utilized a quantitative methodology to investigate the academic performance of children from solo or separated parent households compared to those from intact families. The researchers collected data through standardized academic tests, behavioral assessments in the classroom, and surveys completed by teachers and parents. By analyzing these quantitative data sets, they were able to draw conclusions about the differences in academic achievement and behavioral patterns between the two groups.

Moreover, another study conducted by Johnson (2022) utilized a similar quantitative approach to examine the psychological well-being and academic outcomes of solo parent pupils in comparison to their peers from dual-parent households. Through surveys administered to students and their teachers, coupled with academic records analysis, Johnson identified significant differences in behavioral patterns and academic performance based on family structure.

In both studies, the quantitative methodology enabled researchers to objectively measure and compare the academic and behavioral outcomes of solo or separated parent pupils. By focusing on numerical data, researchers could identify specific areas where these children might face challenges or excel compared to their peers from intact families.

Therefore, the use of quantitative methods in studying the experiences of solo or separated parent pupils provides valuable insights into how family structure influences children's academic

performance and behavior in the classroom. It allows researchers to identify trends and make informed recommendations for educational policy and interventions to support these children effectively.

2.2 Research Instrument

The researchers used a survey and questionnaire where the respondents answered the questions. The questions contain the classroom behavior of a child having separated or solo parent.

2.3 Data Gathering Procedure

First, the researchers asked permission from the College Dean, then the thesis adviser and to the school principal before distributing the questionnaire to the respondents. The respondents pick from the teacher's record on the children having a separated or solo parent and ask the teachers opinion on the children having complete parents and pick them randomly then we ask the pupils with confidentiality and respect. We ask permission and gave a consent to the parents. The consent from the respondents was assured that their answer will be safe with confidentiality.

During the data collection, the respondents were instructed clearly in the questionnaires that they answered "Always", "Often", "Sometimes" and "Never". When there was no clarification, the researchers will distribute the survey questionnaires.

After the respondents retrieved the questionnaire, the researchers will compute and analyze the data that were conducted to be come up with the final result.

3 RESULTS AND DISCUSSIONS

The analysis and interpretation of data gathered from thirty (30) pupils of Bliss Elementary School as presented in the table below.

Table 1. Level of Classroom Behavior Manifested by the Children Having Separated or Solo Parent

Numerical Scale	Descriptive Interpretation	Frequency	% of Total
1.00 - 1.74	Less Manifested	0	0
1.75 - 2.49	Moderately Manifested	0	0
2.50 - 3.24	Manifested	6	20
3.25 - 4.00	Highly Manifested	24	80
Total		30	100
Weighted Mean			3.46
Remarks			Highly Manifested

The table 1 shows the level of classroom behavior manifested by the children in terms of separated or solo parent partnership status. It presents that 3.46 or highly manifested is the level of classroom behavior manifested by the children having a separated or solo parent in Bliss Elementary School.

Table 2. Level of Academic Performance among the Children Having Separated or Solo Parent

Level of Academic	Descriptive Interpretation	Frequency	% of Total
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Performance			
75 – 79	Fairly Satisfactory	4	13.33
80 – 84	Satisfactory	9	30
85 – 89	Very Satisfactory	9	30
90 – 100	Outstanding	8	26.67
Total		30	100
Weighted Mean			85.20

Remarks **Very Satisfactory**
Table 2 shows the level of academic performance among the children having separated or solo parent. It presents that 85.20 or very satisfactory is the level of academic performance of the child having a separated or solo parent.

Table 3. Testing the Relationship between the Level of Classroom Behavior and Academic Performance of Children Having Separated or Solo Parent

Variables	Pearson Correlation (r)	Remark	p-value	Interpretation
Level of Classroom Behavior and Academic Performance	0.131	Negligible	.318	Not Significant

The table shows the test of relationship between the levels of classroom behavior of children having separated or solo parent and their level of academic performance. As reflected in the table, the test yielded to a Pearson Correlation (r) coefficient of 0.131 with p value of .318 which signified not to reject the null hypothesis. Therefore, it can be concluded from the results that there was no significant relationship between the levels of classroom behavior of children having separated or solo parent and their level of academic performance.

The lack of a significant correlation implies that factors other than classroom behavior may have a greater impact on how well children from households with separated or single parents perform academically. This suggests that behavior modification-only interventions might not be enough to improve these kids' academic performance. According to Amato (2001), children of single parents frequently experience a variety of difficulties, but rather than being solely influenced by behavioral problems, academic achievement is also highly mediated by the degree of parental support and financial stability.

4 CONCLUSION AND RECOMMENDATIONS

This study comes to the conclusion that children's behavior in the classroom and academic achievement are not significantly impacted by the civil status of their parents, whether they are solo or separated.

Based on the results, it appears that children from these kinds of homes can do well academically and behave well in the classroom. This demonstrates the kids' tenacity and emphasizes how crucial it is to provide them with resources and supportive surroundings so they can grow academically and behaviorally. To promote equal possibilities for academic accomplishment, educators and legislators should concentrate on offering learners comprehensive support, regardless of their familial backgrounds.

Thus, based on the findings and conclusions drawn from the study, the following are hereby recommended.

1. The teachers should no longer consider special treatment on handling classroom behavior of a child having separated or solo parents.
2. The teachers should always check or communicate with their pupils if he/she is doing good in all ways;
3. The parents or guardians should always check their performances in school to show love and support;
4. The parents should give time to their children to make them feel that they are not alone or left.
5. School administrators should tract and update the activities in relation to parenting as parents are one of the clientele in the organization.
6. Similar study will be conducted with a wider scope of population size.

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