

Psychological Effects upon the Children Belongs to Different Family Structure in Pakistan

Qaisara Parveen¹, Shumaila Khurshid², M. Imran Yousuf³ and Saima Mustafa^{4*}

*Division of Continuing Education and Department of Mathematics,
PMAS-Arid Arid Agriculture University, Rawalpindi, Pakistan*
E-mail: ¹<qaisarach@yahoo.com>, ²<shumaila_khurshid@yahoo.com>,
³<dr.imran@uaar.edu.pk>, ⁴<saimamustafa28@gmail.com>

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ABSTRACT The main objective of current research paper to determine psychological adjustment Psychological effects upon students' belong to nuclear and joint family system of Pakistan. The sample was consisted of 100 students (50 male and 50 female) belonging to different family structures. The study was delimited to the students studying in 9th grade. It was hypothesized that female and male students belonging to nuclear and joint family structure did not differ in their psychological adjustment. For data collection personal information questionnaire was filled by the students first, and then Reynolds Adolescent Adjustment Screening Inventory (RAASI) was managed to determine their psychological problems. After data collection their responses were scored by applying Mean, Standard Deviation and t-test. Significant difference did not expose between psychological adjustment of students in nuclear and joint family structure.

INTRODUCTION

Throughout one's life certain groups are important as models for one's ideas and conduct norms. Such groups are called "reference groups". At first the family group is most important, since it is the only group most infants have when they are most impressionable. All authorities agree that the basic personality characteristics of individual are formed in these first years within the family (White 1989; Shaffer and Dunn 1982). A family consists of people related by blood, marriage, or adoption. In the most primitive societies the family is the only social institution. Some primitive societies institutionalized something that would not consider a part of family. For example, some primitives developed as institutionalized pattern of trading with neighboring peoples with whom they were not at all friendly.

When we speak of the family, we ordinarily think of a husband and wife, their children, and occasionally and extra relative. Families have changed from instantaneous household to protracted household (International Encyclopedia of the Social Sciences 2014). Since this family is based upon the marital or "conjugal" relationship, it has been called the conjugal family. To-

day, however, it is most often referred to as the Nuclear Family. The consanguine family is based not upon the conjugal relationship of husband and wife but upon the blood relationship of a number of kin-persons. The consanguine family is an extended clan of blood relatives together with their mates and children. The term extended family is often used to refer to the nuclear family plus any other kin with whom important relationships are maintained. In early twentieth century, the term nuclear family was appeared first. Nuclear family is a small structured family composed of married couple and their children only. Families have changed from instantaneous household to protracted household (International Encyclopedia of the Social Sciences 2014). The extended families includes near relatives in addition in one house to an immediate family. In Pakistan, basically we have two family structures out of above mentioned families, Nuclear and Extended or Joint families.

The ability to handle life's issues and demands develop by the psychological foundations of early family experiences. Certain values that are important for the development of children, within the society, are identified by the parents (Goldsmith 2000). Family structure has great influence on the child's psychological well-being. The family remains the principal socializing agency although the school and the peer groups unquestionably fill important socializing

*Address for correspondence:
E-mail: saimamustafa28@gmail.com

functions. Other social agencies are occasionally called in for guidance. The major change has been in our attention to the socialization function. An earlier generation knew little about "personality development". We know something today of the role of emotional development in school progress, career success, physical well-being and practically all other aspects of the good life (Hoton and Hunt 1990).

The objectives of the study are as follow:

1. To identify the psychological effects students belonging to different family structure, joint and nuclear respectively.
2. To compare the adjustment score of male and female students belong to nuclear family structure.
3. To compare the psychological alteration score of both male and female students belonging to joint family structure.
4. To compare the psychological effects upon male students belonging to nuclear family structure and joint family structure.
5. To compare the psychological effects of the female students belonging to nuclear family structure and joint family structure.

Hypotheses

The null hypotheses were formulated and tested:

1. Students belong of nuclear and joint family structure is not significantly differ in their mean adjustment score.
2. There is no substantial difference between the mean adjustment score of male and female students of nuclear structure.
3. In joint family structure, there is no significant difference between the adjustment score of male and female students.
4. Female students living in nuclear and joint family structure are not differing in their mean adjustment score.
5. There is no significant difference between the mean adjustment score of male students of nuclear and joint family structure.

Literature Review

Structure and function are two aspects of the something. Changes in one are both cause and effect of changes in the other. A century ago the American family as a unit of economic production, united by shared work on the farm. Today

only one of thirty five families is a farm family. Family is no longer united by shared work. Connections between individuals strengthen by Kinship which establish through marriage or connects blood relatives (siblings, mothers, fathers, offspring etc.). Family relationships are always known by wider kinship groups. A family consisting on father, mother and their children refer to a nuclear family (Oxford Advanced Learners Dictionary 2012). The nuclear family was part of a larger kinship network of some type in most traditional societies.

An influential observer of families, the late George Murdock characterized the social group by economic co-operation, common habitation, and reproduction which is known as family which contains adults of both genders and their children (Murdock 1985). Our family is the first group who have a major impact on us. These experiences set up our preliminary motivations, values, and beliefs. Why is it that children raised in the same family are so different from one another, even though they have had the same experiences? The point is that they have not had the same experiences; they have had social experiences which are similar in some respects and different in others. Each child enters a different family unit. Family pattern vary greatly from society to society, yet there are few cultural patterns about which people are as highly ethnocentric as their family pattern (Hoton and Hunt 1990).

In many societies, children socialized by their families according to a method that is passed from one generation to the next with little thought; children are raised in much the same way that their parents were raised. In fact, one of the things that is learned in the socialization process is how to raise children, and children apply this lesson when they become adults and raise offspring of their own. In some societies, including Pakistan, parents carefully examine and evaluate child-rearing practices. They are conscious of how they might affect their children, and they strive to socialize their sons and daughters to produce the kind of children they want (Shahid 2007)

Household, whether nuclear or joint always has a great influence on the child's psychological, emotional, social wellbeing. Adolescence can be denoted as transitional period. During adolescence, which lasts from about age twelve until about age twenty-one, peer groups are especially important. Adolescents sometimes devel-

op a counter-culture that stresses different values and norms than those of the dominant culture, but even these adolescents continue to share many aspects of dominant culture.

Due to intense physical, cognitive and contextual variations early adolescence is deliberated as the most difficult time. Simultaneously occur changes effects various areas of youngster's life in a such a way that can be distressing. Early insistent anti-social behavior with peers, academic disappointment in elementary school, and lack of commitment toward school, come under the category of school based risk factors. The socialization of children is influenced by the parents' motives for having children; by the relative importance that they attach to their own fulfillment and to the needs of their children; and by the size and the structure of the family. In small families, each child receives considerable parental attention. There is opportunity in a small family for parents to communicate their expectations more effectively than would be possible in a large family. Children from smaller families perform better in school, score higher on intelligence test, and are likely to be anti-social, although some of these differences may be due to the fact that middle-class families tend to be smaller, on the average, than working class families; in other words, economic advantage, than working-class family size may be responsible for these differences (Doughlas 1964; Clausen 1966; Hirschi 1977). There is also evidence that children who are born first in family are more successful later in life than children born later in the same family. First born children receive more attention as infant, and because they have more opportunity to talk with their parents when young they can thus learn their parents when young they can thus learn their parents' expectations about school performance and everyday behavior (Doughlas 1964; Clausen 1966).

Personal distress inhabits pro-social responding but dis-inhabit hostile reactions, while sympathy linked with positive peer status and social competency (Cummings and Davies 1994; Eisenberg and McNally 1993).

Negative emotions articulated by the parent-child in problem-solving direct their children toward to lower quality solution which leads to distinctiveness of children who show verbal and/or physical aggression at home and school (Forgatch 1989). The self-concept has been considered into a major social-psychological focus, as

it helps to systematize our thoughtfulness and monitor social behavior in adolescents. Self-concept also effects information processing about the social world around us along with information about ourselves, for example our intentions, emotional states, self-evaluations, and capabilities etc. (Klein et al. 1989; Van Hook and Higgins 1988).

METHODOLOGY

The study was descriptive in nature which aimed to find out the psychological effects upon the male and female students relate to nuclear and joint family system. The population consisted of the adolescent students belonging to nuclear and joint family structure studying at secondary classes. Study was delimited to public and private schools located in city Rawalpindi. The sample consisted of 100 students (50 males, 50 female) belonging to nuclear and joint family-structure. The cluster sampling method was used for the present research.

Tools of Research

Two questionnaires were used for data collection. Firstly, personal information questionnaire was used to get personal information regarding their family structure, age, gender, nuclear/joint family structure, socio-economic status, number of siblings, birth order. After getting personal information RAASI (Reynolds Adolescent Adjustment Screening Inventory) developed by William M Reynolds (2001), was administered to identify psychological effects upon the school children belong to different family structure. RAASI included 31 items related to psychomatic problems such as anger control, antisocial behavior, emotional distress and positive-self. The high internal consistency of that questionnaire was .92 and reliability is .88.

Method of Data Analysis

After collection of data, the scale items were scored.

The responses to 6 positively stated items were scored as below:

Never = 1, Sometimes = 2, All the time = 3

The responses to 25 negatively stated items were reversed and scored as below:

Never = 3, Sometimes = 2, All the time = 1

The obtained scores were summarized separately by calculating their average score and standard deviation score. To find out whether the students in each category differed in their average adjustment scores t test was applied.

RESULTS

Table 1 shows that Sig (2-Tailed) value is .411. This value is greater than .05. So we can conclude no significant difference between the mean adjustment score of students belonging of nuclear and joint family structure. So we accept null hypothesis.

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The entries in Table 2 indicate that significant value is .406. This value is greater than .05.

So we can say male and female students belong to nuclear family structure did not differ in their mean adjustment score. So the null hypothesis is therefore retained.

The entries in Table 3 indicate the Sig value is .111 which is greater than .05. It indicated significant difference between the mean adjustment score of male and female students belonging to joint family system. So we accept null hypothesis.

The entries in Table 4 show that significant value is .277 which is greater than .05. So we can say that there no significant difference exist between mean adjustment score of male students belonging to nuclear and joint family system. So we accept null hypothesis.

The entries in Table 5 indicate that Sig. (2-Tailed) value is .984. This value is greater than .05. So we can conclude that female students belonging to nuclear and joint family structure did not differ in their mean adjustment score of. So the null hypothesis is retained.

Table 1: Comparison between students belonging to nuclear and joint family system

<i>Family system</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>SED</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Nuclear	50	71.1400	7.65056	1.44843	.828	49	.411
Joint	50	69.9400	7.34961				

Table 2: Comparison between male and female students belonging to nuclear family system

<i>Nuclear family system</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>SED</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Male	25	70.6000	6.13732	2.06472	.523	24	.406
Female	25	71.6800	9.01258				

Table 3: Comparison between male and female students belonging to joint family system

<i>Joint family system</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>SED</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Male	25	68.2400	7.75285	2.05751	-1.652	24	.111
Female	25	71.6400	6.64505				

Table 4: Comparison between male students belonging to nuclear and joint family system

<i>Family system</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>SED</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Nuclear	25	70.6000	6.13732	2.11965	1.113	24	.277
Joint	25	68.2400	7.75285				

Table 5: Comparison between female students belonging to nuclear and joint family system

<i>Family system</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>SED</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Nuclear	25	71.6800	9.01258	1.99038	.020	24	.984
Joint	25	71.6400	6.64505				

DISCUSSION

The present research was conducted to determine psychosomatic effects upon students belonging to two opposite family structure. The study aimed to measure and compare how male and female students differ in their psychological adjustment, reside in nuclear and joint family structure. Study result revealed that no statistically significant difference exist between the male and female adolescents living in nuclear families and joint families. The results found inconsistency with research carried out by Aneesa et al. (2013) which was initiated to find the impacts of family dynamics on the adolescents' development. The result of current study was found to be supported in the study conducted by Shumaila et al. (2014) in which no difference was found out between psychological alteration of adolescent children of employed and un-employed women in nuclear and joint family structure. On the whole, the study result shows that family background characteristics such as nuclear or joint family system did not influence the psychological well being on adolescent boys and girls.

CONCLUSION

The following conclusion is drawn on the basis of result;

1. Students both male and female have their place in nuclear and joint family structure did not differ in adjustment.
2. Male and female students of nuclear family structure did not differ in adjustment.
3. Male and female students of joint family structure did not mean adjustment score.
4. The female students belonging to nuclear and joint family structure did not differ in their adjustment score.
5. The male students of nuclear and joint family structure did not differ in adjustment.

RECOMMENDATIONS

The result of the present study focused on the psychosomatic problems in adolescent children resides in combined and nuclear family structure. The recommendations for future action are:

1. The results are reflective of positive influence on the psychological well-being of male and female students, whether they were living in either joint or nuclear family structure. There might be some factors beyond family structure that affect children psychological well-being. There is need to determine those factors.
2. Additional research is required to determine the effects of family functioning on the overall students' development.
3. There is need to investigate the effects of different socio-economic status and its effect upon the life pattern related to different family structures.
4. Assistance programs may be conducted to provide support to Pakistani families for the more betterment of children, their counseling and home maker services.

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