THE EFFECTS OF THE FAMILY STRUCTURE ON THE ACADEMIC ACHIEVEMENT OF SEVENTH GRADERS

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment of the Requirements for the Degree
Master of Science in Education

by

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DEDICATION

To my family
My wife, Ruth, and my sons, Trevor and Justin.
Thanks for your prayers, love, support, encouragement and understanding.
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CHAPTER I
INTRODUCTION

Statement of the problem

Our nation's schools and its teachers are being held accountable for the academic success or failure of the nation's children. The academic programs of our schools are being revised, revamped, criticized and scrutinized by our nation's government officials and leaders. Many questions are being asked as to why students are not performing better academically in school. Is it strictly the fault of our academic institutions and those that teach in them, or are there other factors that should be taken into account? Is it the sole responsibility of our schools and teachers to produce academically successful students, or are there other establishments that should also share in the responsibility?

Our schools are being burdened by the rest of society with roles and responsibilities that other agencies and institutions no longer do very well, or for that matter, want to do. Major trends are affecting our schools and society. One of the most noteworthy trends in our culture has to do with the American family structure.

Since 1960, the number of divorces per number of marriages tripled (U.S. Bureau of Census, 1982). High divorce rates in the United States resulted in numerous changes in American family life, with perhaps the most
important consequences bearing on children whose families are disrupted. An area in which divorce appears to have a particularly strong effect is the academic performance of these children.

Purpose of the project

The purpose of this project is to determine if there is a relation between a child's academic achievement in school and if the child resides in a home in which his/her biological parents also reside.

Scope of the project

The accumulative records of seventh grade students currently in my classes at East Liverpool Middle School in East Liverpool, Ohio, will be used to determine the grade point average for each individual student. Grades for each student will be averaged for grade one through grade six. The grade point average will be compared to the child's family structure to determine if there is a correlation between the family structure of those students achieving academic success in school and those students who are not achieving academic success in school.

Definition of terms

**Academic Achievement** - Maintaining at least a 2.5 grade point average on a 4-point scale, according to individual accumulative records.

**GPA** - grade point average
Family Structure- The martial status of the biological parents of the child.

Home- The place where the child and parent, or parents, live.

Intact Family- Both biological parents residing in the same home with their child on a permanent basis.

Non-Intact Family- Both biological parents are not residing in the same home with their child on a permanent basis.

Nuclear Family- See "intact family".

Parents- Those individuals who have a child who has been born to them.

Single-Parent Family- One biological parent residing in the same home with their child on a permanent basis.

General hypothesis

There are significant differences in the family structure of those students who are achieving academic success in school and those students who are not achieving academic success in school.
CHAPTER II
REVIEW OF LITERATURE

In a general sense and from an adult perspective, today's children and children of the near future live and will live in a world of increasing complexity. A contributor to this complexity is the rapid changes that are occurring in the structure of the family.

Family Structure

The family serves as the primary initial context within which children learn appropriate and inappropriate interaction style (Forehand, Long & Fauber, 1986). The family, not the school, provides the primary educational environment for children (Henderson, 1988). If the family has undergone a period of conflict and change, the primary educational environment will be weakened.

Family circumstances are rapidly changing from the traditional two-parent situation to the phenomenon of a single-parent family. The rising number of single-parent families means the nations schools must face the problems of one-parent children (Brown,1980; Ornstein, 1982).

Divorce can have a very stressful effect on the emotions of the children involved in the divorce. Some of these stressful changes in family relationships are short-term and others are more enduring. These changes may direct children's adjustment and perhaps change the
course of their development. Those children who experience a marital dissolution are found to be significantly worse off than those who did not, with respect to several measures of problem behavior, academic performance and psychological distress.

Statistics

Single-parent families represent over 20 per cent of American families with school age children (Grolnich & Ryan, 1989). It is projected that 48 per cent of all children born in 1980 will live a considerable time with only one parent before they reach the age of 18. In actual numbers, we are talking about more than 12 million children, and that number is growing at a rate of more than one million a year (Brown, 1980; Roy & Fuqua, 1983; Demo & Acock, 1989).

Single-parent homes are created not only by divorce but by death of spouses and the birth of children to unmarried mothers. By far the greatest number of single-parent homes are the consequence of divorce (Brown, 1980; Norton, 1987). About 43 per cent of all one-parent families in 1986 were maintained by a divorced parent (Norton, 1987).

About 90 per cent of the children living with one parent live with the mother, as do most children of never married women (Stevenson & Baker, 1987). About 60 per cent of the children under 18 years in mother-child families live in poverty, compared to approximately 25 per
cent of the under-18 child population as a whole. The serious consequences of a large portion of the population, especially children, experimenting the trauma of a marriage breaking up will remain a major concern of society (Norton, 1987).

For most children, divorce is only one in a series of family transitions that follow separation. The increasing prevalence of divorce has raised a number of issues regarding the effects of parental divorce on the well-being of children. Divorce diminishes the economic and social resources available for children. Fewer resources may have negative consequences for educational attainment (Keith & Finlay, 1988).

Predictors

There are certain predictors that may influence the effect of divorce on children. These include the gender, age, temperament and intelligence of the child.

Gender of the Child

Children's gender may be especially important in determining the effects of family disruption, as most of the evidence suggests that adjustment problems are more severe and last longer periods of time among boys. One explanation for boys' greater difficulties in adjusting to parental divorce is that typical post-divorce living arrangements are quite different for them than for girls. While custodial mothers provide girls with same-sex models, most boys have to adjust to living
without same-sex parents (Hetherington, 1989; Demo & Acock, 1988).

According to research conducted by E. M. Hetherington (1988) by two years following divorce, the majority of parents and children were adapting reasonably well and certainly were showing great improvement since the time of divorce. Some continuing problems were found in the adjustment of boys in relationship between divorced custodial mothers and their sons. Boys from divorced families, in comparison to boys in nondivorced families, showed more antisocial, acting-out, coercive, noncompliant behavior in the home and in the school and exhibited difficulties in peer relationships and school achievement. These boys were more aggressive, avoidant, and were less warm and involved than other siblings. Boys from divorced families spend significantly less time in the home with their parents or other adults and more time alone or with peers than with any of the other children.

The absence of the boys from their homes may contribute to the finding that divorced mothers interact less with sons and show more expressive affection with daughters (Webster-Stratton, 1989).

Girls demonstrate better post-separation emotional adjustment than boys (Tschann, Johnson, Kline & Wallerstein, 1989). Daughters in divorced families were more involved in teaching, play and caretaking activities with their younger sisters than were other children.
Single mothers interact more and give positive nonverbal affect to the daughters, such as laughing, smiling and affection. Single mothers also were more concerned about the behavior problems of their daughters and did not permit their daughters to be aggressive as they did with their sons (Webster-Stratton, 1989).

**Age and Intelligence of the Child**

Other factors can be used to determine what effect divorce may have on children. The effects of marital dissolution appears to be more severe among younger children, especially those whose parents separated when the child was in the preschool years (Allison & Furstenburg, 1989). It was also found the more intelligent children were more resilient during divorce (Hetherington, 1989).

**Temperament of the Child**

Because divorce is such a stressful experience, temperament may be an important predictor of children's adjustment after divorce. Children who had a more difficult temperament as babies have more problematic emotional adjustment after their parents separated (Tschann et al., 1989).

**Effects on the Child**

The actual effects of divorce on children and how children react to divorce is varied and diverse. Most children undergo an initial period of emotional distress and disrupted functioning following divorce but recover
within two or three years if the divorce is not compounded by continued stress and adversity. During this time period children experienced emotional distress; psychological, health and behavior problems; disruptions of family functioning; and problems in adjusting to new roles, relationships, and life changes associated with the altered family situation (Hetherington, 1989).

Marital dissolution also has more long term effects on children. In comparison to their peers from two parent families, children in divorced families have been found to exhibit poorer peer relations, over dependence on their parent and a higher incidence of rebelliousness, juvenile delinquency and aggressive acting out (Kurdek & Sinclair, 1988; Roy & Fugua, 1983; Allison & Furstenburg, 1989; Tschann et al., 1989).

Effects on Academic Performance

Children's conflictual or disruptive behavior frequently is not limited to one environment but occurs in multiple settings, including school (Wood, Chapin & Hannah, 1988; Brown, 1980; Demo & Acock, 1988; McCombs & Forehand, 1989; Forehand et al., 1986; Kurdek & Sinclair, 1988).

An area in which divorce appears to have a particularly strong effect is academic performance. Besides the direct effect divorce has on the child himself/herself, the disruption of home and family contributes to lower academic
achievement (Wood et al., 1988; Forehand et al., 1986; Kurdek & Sinclair, 1988; Brown, 1980; Demo & Acock, 1986; Keith & Finlay, 1988; McCombs & Forehand, 1989). Students with two parent nuclear families had higher end-of-the-year grades, higher achievement test scores and higher grades in school than those children being reared in a single parent family.

Students from single parent homes are perceived as having more than just academic difficulties. They also are suspended from school more often, tardy and truant more often and are expelled more often compared to those students living in a two parent home (Brown, 1980).

Parenting Styles

Divorce can effect the actions and attitudes of parents and their parenting style which in turn may effect their children.

Permissive parenting provides a home environment low in provision of guidelines for action and consistent follow through. This in turn makes it more difficult for children to differentiate who and what controls outcomes (Grolnich & Ryan, 1989; Dornbusch et al., 1987).

The opposite extreme of permissive parenting is authoritarian. This style of parenting attempts to shape, control and evaluate the behavior and attitudes of the children in accordance with an absolute set of standards (Dornbusch et al., 1987).

Both of these parenting styles have a negative effect on the child's academic achievement (Kurdek & Sinclair, 1988;
Grodnich & Ryan, 1989; Dornbusch et al., 1987). But these are the parenting styles most often used in a family that is experiencing marital conflict (Webster-Stratton, 1989; McCombs & Forehand, 1989, Tschann et al., 1989).

Parental Involvement

Separated parents spend considerably less time with their children than parents in other family structures (Demo & Acock, 1988). Less time involved with the child can be a predictor of lower academic achievement for that child.

It has been determined that those parents who are more involved with their children and his/her school are more likely to have children who are performing well in school (Henderson, 1988; Grodnich & Ryan, 1989; Stevenson & Baker, 1987). Some major benefits of parent involvement include higher grades and test scores for their children, better long-term academic achievement, positive attitudes and behavior, more successful programs and effective schools (Henderson, 1988). To effectively assist their child in his/her efforts to meet the demands of school, parents need to have knowledge about their child's schooling. This may be accomplished by incorporating the school schedule into the family schedule, preparing the child for school and helping the child meet the social and academic demands of school (Stevenson & Baker, 1987). It would be difficult for parents spending considerably less time with their children to meet these demands.
Parental Conflict

Conflict between parents before, during or after a divorce can be used as a predictor for emotional and academic problems for children. Greater marital conflict before divorce predicts a more problematic parent-child relationship after parental separation, and a poorer parent-child relationship is, in turn, related to impaired emotional and behavior adjustment in children after separation. Children whose mothers were involved in more marital conflict tend to have less warm and more rejecting relationships with mothers after the marital separation. Children who have a poorer relationship with their mothers in these ways tend to have a more problematic emotional adjustment (Tschann et al., 1989).

If there has been a great amount of marital conflict, it is likely to be followed by deterioration in the parent-child relationship, and child will have more difficulty adjusting to the divorce, as expressed with poorer coping ability, lowering self-esteem, anger and depression (Strangland, Pellegreno & Lundholm, 1989; McCombs & Forehand, 1989; Tschann et al., 1989).

Parents who are aggressive with each other are causing additional problems for their children by modeling the open expression of anger and poor problem-solving skills for their children. They may also be unable to help their children in the development of self control. The assistance needed by the child will more
likely become the responsibility of school personnel through individual or group counseling (Strangland et al., 1989; Tschann et al., 1989).

**Custody of the Child**

Mothers have traditionally been awarded custody of the children due to the presumption that mothers were uniquely suited to raise children. Our society has traditionally looked upon the mother as the central family figure for the social development of children (Schilling & Lynch, 1988). This still can result in problems for the children.

The combination of single parenthood, with its associated stresses due to financial losses, lack of support, or ongoing conflict, has a negative impact on single mothers' perceptions, parenting behaviors, and child adjustment (Webster-Stratton, 1989).

Divorced mothers monitor their children less closely than mothers in nondivorced families. They know less about where their children are, who they are with, and what they are doing than did mothers in two-parent homes. In addition, children in one-parent households were less likely than those in the two-parent households to have adult supervision during the absence of the parent (Hetherington, 1989). Single mothers are more critical and authoritarian and use spanking more often (Webster-Stratton, 1989).

Those children involved in a mother custody situation
were found to have increased academic achievement if their mother was involved in the education and schooling of their children and if the mothers had a lower level of depression, a higher educational level, and less conflict with their ex-spouse and children (Grohnich & Ryan, 1989; Shilling & Lynch, 1988; Webster-Stratton, 1989; McCombs & Forehand, 1989).

Divorce usually results in loss of income and increased obligation to the custodial parent, which is usually the mother. This loss of resources means not only an overtaxation of the custodial parent's time and energy due to increased responsibility, but increased stress and increased burden due to loss of income (Stevenson & Baker, 1987; Keith & Finlay, 1988).

It has been found, though, that the quality of the time the mother spends at home with the children and not the quantity of the time has a greater positive influence on the children (Grohnich & Ryan, 1989).

In regards to academic achievement, children living with their mother achieved at a significantly higher level than children with their father (Schilling & Lynch, 1988).

**Father Absence**

In a divorced family, when a father is no longer in the home, his influence may be reduced. Because of father absence, children in female-headed families are not pressured as strongly to conform to traditional gender roles (Demo & Acock, 1988; McCombs & Forehand,
The absence of the father has a greater influence on boys, especially those boys of middle school age. Fathers are the guardians of the boy's developing healthy male aggression. When fathers are not there, boys struggle with father hunger and problems of aggression and impulse control. Fathers play an important part in the boys dealing with issues of masculinity and their need for an available male object. The absence of a father can have a very negative influence on the child who is the only one whose father is not there for the child (Oskerson, 1988; Tcchann et al., 1989).

Many fathers may have the financial resources to maintain households, which many single mothers do not. But fathers cannot cope as well as mothers with school-related activities which are important in assisting children's achievement (Schilling & Lynch, 1988).

**Loss of Parent-Child Relationship**

While the quality of the parent-child relationship is important for the child's adjustment, loss of the relationship, especially during the formative years, may hinder a child's emotional adjustment. Divorce results in the loss or diminished availability of at least one parent, usually the father. Children may experience grief in response to the loss suffered when the father leaves. Children can also feel angry and deprived by the separation. This may result in a child forming an
alignment with one parent and rejecting the other. This in turn may introduce a cycle of mutual rejection between parent and child. This type of relationship is associated with poor emotional adjustment in children (Tschann et al., 1989).

Reducing the Effects of Divorce

There are some approaches that may effectively buffer the effects of divorce on children and enhance academic performance. Reducing conflict between parents in front of the child, lower levels of maternal depression, a positive, close relationship with one parent, and good peer relationships are factors that may reduce the negative effects of divorce on a child (Hetherington, 1989; McCombs & Forehand, 1989, Tschann et al., 1989).

When under the stress that children experience during divorce, they will seek for security. This security can be gained in a structured, safe, predictable environment. Explicitly defined schedules, rules and regulations coupled with consistent discipline and expectations for mature behavior can enhance the behavior and development of children (Hetherington, 1989; McCombs & Forehand, 1989).

Security may also be experienced when post separation relationships with both parents is less rejecting and the child spends more time with the visiting parent (Tschann et al., 1989).

When disengagement from the family occurs, contact
with an interested, supportive adult plays a particularly important role in buffering the child against development of behavior problems. A supportive relationship with a single friend could moderate the adverse consequences of divorce (Hetherington, 1989).

It would also be beneficial if an adequate social support system for both parents and children could be found. Parents could be assisted if they could learn positive parenting skills, stress management and become informed as to how their interpersonal conflicts can lead to negative effects for children. Parents could also learn how to keep children out of interpersonal conflict. Becoming involved in school activities can also be helpful to the parent-child relationship (Roy & Fuqua, 1983; Webster-Stratton, 1989; Hetherington, 1989).

The complex world of a child becomes even more complex when divorce enters it. Any security, structure or continuity the child may have experienced within the family and become accustomed to, is seriously jeopardized. To what degree divorce effects the behavior, psychological development and academic achievement of the child has many and various determining factors. The many variables of divorce and how each is managed by family members will greatly determine the academic success or failure of the child.
CHAPTER III
DESIGN
Type of Design

For this project I will use basic research. This will be using convenient sampling through documented analysis.

Participants

The original eighty-three students involved in this project are currently enrolled in my seventh grade science classes at East Liverpool Middle School in East Liverpool, Ohio. The students were assigned to my classes by random computer selection.

Included in this project is information concerning seventy-two students. Information about eleven students could not be included because their academic records were not complete in their student accumulative records and their grade point averages could not be determined, or because the answers given on their student information cards could not be used to determine their family structure.

The ages of the students ranged from 12 years of age to 15 years of age.

The seventy-two students were divided into two groups, those students living in an intact family and those students not living in an intact family. Each of these two groups was further divided into two other groups according to their gender.
The group of students living in intact families totaled 41 students or 57 per cent of all the students in the project. Of these 41 students, 19 were boys and 22 were girls. The group of students that were not living in intact families totaled 31 students or 43 per cent of all the students in the project. Of these students, 15 were boys and 16 were girls.

Procedure

To gather data regarding individual student grade point averages, I needed access to the students' accumulative record files which are kept in the school's offices. A conference was scheduled with the school principal where I explained my project to him and how I would like to conduct my research. I asked for and received permission to use the students' accumulative record files (Appendix A).

The grade point average of each student was determined by averaging each student's grades from grade one through grade six. Some accumulative records were not complete with grades for all six years, so a minimum of at least four years of grades was established before the grade average could be included in this project.

Other information gathered from the student accumulative record files was the student's yearly absenteeism total and if the student had been retained at least one grade between the first grade and the seventh grade.

To determine the family structure of each student
I used the information found on student information cards. At the beginning of each school year I have every student complete one of these cards. The information given on these cards can be used if I need to contact the parent or parents of any of the students assigned to my classes. Included on the student information card is the student's name, mailing address, telephone number and the name of each parent currently living in the home with the child. From the information available on the student information card I could determine if each student lived in an intact family or a single-parent family.

Operationally Defined Hypothesis

The students from intact families will achieve a higher percentage of academic success than those students who are from families that are not intact.
CHAPTER IV
FINDINGS

The student grade point averages shown in Table 1 were averaged for each family type. Figure 1 shows that according to family type, students from intact families have a higher percentage of students achieving a GPA of 2.5 or higher. Nearly 71% of the students from intact families achieved academic success. Students who were not from intact families and achieving academic success totaled nearly 55%.

Students from intact families also had a higher mean grade point average. As shown in Figure 2, the mean GPA for students from intact families was 2.8046. A lower GPA was achieved by those students who are not from families that are intact. The mean GPA for students from non-intact families was 2.5622.

Grade point averages were further sub-divided to show the distribution of the students' GPA. As can be seen in Figures 3 and 4, 24.390% of the students from intact families achieved a GPA of 3.5 to 4.0. Moving down the GPA scale, it can be seen that 14.634% of the students from intact families and 16.129% of the students from non-intact families had a GPA between 3.0 and 3.49. 31.7073% of the students from intact families and 25.806% of the students from non-intact families had a GPA of
2.5 to 2.9.

When comparing the grade point averages of those students who had a GPA below 2.5 and were not achieving academic success, there was a turn around with those students from non-intact families showing higher percentages. 9.756% of the students from intact families and 19.3548% of the students from non-intact families had a GPA between 2.0 and 2.49. 14.6348% of the students from intact families and 19.3548% of the students from non-intact families had a GPA between 1.5 and 1.9. Of those students achieving a GPA between 1.0 and 1.49, 4.878% of them were from families that were intact, while 6.4516% were from non-intact families.

The effect of the family structure on the academic success of students as to their gender was also taken into consideration in this project. Table 2 shows each student's GPA according to family type and gender.

When taking gender into consideration, the figures showed that girls from families that were not intact achieved the lowest mean grade point average. Figure 2 shows the mean GPA for this group was 2.544. Girls from non-intact families, as a group, barely achieved academic success. Slightly higher than the mean GPA for girls from non-intact families were boys from non-intact families. This group had a mean GPA of 2.5803.

The group showing the highest percentage of students not achieving academic success was boys from non-intact
families. Figure 5 shows that 46.666% of these students had a GPA below 2.5. 43.75% of the girls from non-intact families had a GPA below 2.5 and were not achieving academic success. This is shown in Figure 6.

When comparing boys and girls from non-intact families to their gender counterparts from intact families, the greatest difference in those not achieving academic success was found to be between the two groups of girls. The difference in percentage of those girls from non-intact families and achieving a GPA below 2.5 and those girls from intact families who were not achieving academic success was 25.561%. The difference between the boys from the two family types who were not achieving academic success was much lower at 4.561%.

Students from non-intact families were shown to be retained at a higher rate than those students who live in a nuclear family. Figure 7 shows that nearly one-third of the students from non-intact families have been retained at least one grade between the grades of one and seven. Students from intact families were retained at a lower rate, with about one out of five having been retained at least one year.

Absenteeism among students from intact families was lower than among those students who are from non-intact families. Figure 8 shows that students from non-intact families missed an average of 10.622 days of school each school year, while those students from intact families
missed fewer days of school. Students from intact families missed an average of 8.62 days per school year.
<table>
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FIGURE 1
PERCENTAGE OF STUDENTS WITH G.P.A. ABOVE AND BELOW 2.5

STUDENTS FROM INTACT FAMILIES

STUDENTS FROM NON-INTACT FAMILIES

G.P.A. 2.5 OR HIGHER

G.P.A. BELOW 2.5
Figure 2
Mean grade point average according to family structure and gender.
FIGURE 3
GRADE POINT AVERAGE DISTRIBUTION
- STUDENTS FROM INTACT FAMILIES -
FIGURE 4
GRADE POINT AVERAGE DISTRIBUTION
- STUDENTS FROM NON-INTEGRAL FAMILIES -

GRADE POINT AVERAGE

PERCENTAGE
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GRADE POINT AVERAGE BELOW 2.5
ACCORDING TO GENDER AND FAMILY TYPE

FIGURE 5

-BOYS-

PERCENTAGE

0 10 20 30 40 50 60 70 80 90 100

COMPARSED TO ALL BOYS FROM LIKE FAMILY STRUCTURE

COMPARSED TO ALL STUDENTS FROM LIKE FAMILY STRUCTURE

FIGURE 6

-GIRLS-

PERCENTAGE

0 10 20 30 40 50 60 70 80 90 100

COMPARSED TO ALL GIRLS FROM LIKE FAMILY STRUCTURE

COMPARSED TO ALL STUDENTS FROM LIKE FAMILY STRUCTURE

FROM INTACT FAMILIES

FROM NON-INTACT FAMILIES
FIGURE 7
PERCENTAGE OF STUDENTS
RETAINED AT LEAST ONE YEAR

PERCENTAGE

FIGURE 8
AVERAGE YEARLY
ABSENTEEISM

STUDENTS FROM
INTACT
FAMILIES

STUDENTS FROM
NON-INTACT
FAMILIES
CHAPTER V
DISCUSSION
Conclusions

The findings of this project show that students who come from intact families stand a much better chance of attaining academic success in school than do those students who are from non-intact families. Those students who are not from intact families had nearly 16% fewer students with a grade point average of 2.5 or better. These findings are in agreement with previous studies completed on this subject (Wood, Chapin & Hannah, 1988; Forehand, Long, Brody & Fauber, 1986; Kurdek & Sinclair, 1988; Brown, 1980; Demo & Acock, 1988; Keith & Finlay, 1988; McCombs & Forehand, 1989).

The mean grade point average also showed that students from intact families achieve a higher level of academic success. These students, as a group, achieved a grade point average of 2.8046 as compared to a grade point average of 2.5622 for all students who did not live in intact families. When using the GPA minimum of 2.5 to indicate academic success for a student, those students from non-intact families, as a group, barely attained this level of academic success.

When gender comparisons were made, it appears that boys, regardless of family structure, achieve less academic success than do girls. But when family structure
and gender are compared, girls from non-intact families seem to have the least amount of academic success when compared to their gender counterparts who reside in intact families. The difference between the two groups of girls achieving academic success was 25.569%. The difference between boys from intact families and boys from non-intact families who were achieving academic success was only 4.561%. These figures do not agree with the findings of Hetherington (1989) or Demo and Acock (1988) who determined that the effects of divorce would be greater among boys than it would be among girls.

Another finding of this project was that absenteeism increases for students who come from non-intact families. Students from intact families who have been shown to achieve a greater amount of academic success miss fewer days of school per school year. This may account, to some degree, for the higher percentage of academic success in school.

When the family structure has been disrupted, the effects can be further seen when over ten per cent more students from non-intact families are retained for at least one year before they have completed seventh grade.

Interpretation

From the information compiled in this project, it can be seen that the family structure in which a child lives greatly effects the child's academic success in school. Those students living in intact families are at an advantage as they tend to achieve at a higher rate
of academic success than do those students who are living in families that are not intact.
APPENDIX A
LETTER OF AUTHORIZATION

EAST LIVERPOOL MIDDLE SCHOOL
WEST EIGHTH STREET EAST LIVERPOOL, OHIO 43920-2399
PHONE (216) 386-8765

GLENN DICKINSON  FRANK ROSE, JR.
PRINCIPAL     ASSISTANT PRINCIPAL

October 15, 1991

To Whom it May Concern:

I have granted permission to James R. Allen to use information found in student accumulative record folders to be used for his master's project. The identity of individual students is to be confidential and their names are not to be used in the master's project.

Sincerely,

Glenn Dickinson
Principal
East Liverpool Middle School
BIBLIOGRAPHY

Works Cited


Works Not Cited

