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ACADEMIC ACHIEVEMENT AND DISCIPLINE
OF CHILDREN FROM INTACT AND SINGLE-PARENT FAMILIES

834000

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ABSTRACT

This paper is concerned with the Academic Achievement and school Discipline of children from Intact and Single-Parent (S-P) families. It aims to study whether there are significant relationships between the school performance of selected high school students of Benedictine Abbey School, and Family Type. Furthermore, it aims to find out the significant difference in academic achievement and discipline of students specifically from S-P families.

The researcher conducted a purposive sampling of all students from 1st to 3rd year high school. She distributed the Student Data Sheet to all the former 1st, 2nd and 3rd year students, schoolyear 1987-1988, who are presently enrolled at B.A.S. She conducted a room-to-room survey and the returns were classified into the two family type groups. Grade Point Averages (GPA), Average Conduct Grades (ACG), Final Academic Grades, Final Conduct Grades per subject, Number of Academic Failures, Number of Reported Disciplinary cases, were then recorded and the means were computed for each group.

To determine if there are significant relationships between school performance and family type, data analysis entailed the use of the Pearson Product Moment Correlation Coefficient, and the t-test. Significant differences in S-P students on the other hand, were tested comparing several sample means, through the use of Analysis of Variance and F-test. For both statistical treatments, the level of significance was tested at .05.



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Findings show that there is a significant relationship between both Academic Achievement and Discipline and Family Type. Specifically, a relationship was found between GPA/ACG and Family Type; Final Academic/Final Conduct Grades and Family Type; Number of Academic Failures/Number of Reported Disciplinary Cases and Family Type.

In the S-P students, a significant difference in the GPA/ACG of male and female students was found. However, no significant differences were found on GPA/ACG of those whose custodial parent is the father or the mother; males and females living with the same or opposite sex parent; and those who experienced the disruption before or during adolescence.

Therefore, Family Type has a direct implication on students' performance in school. Living with S-P or Intact families has a bearing on students' GPA/ACG, Final Academic, Final Conduct Grades, Number of Academic Failures and Number of Reported Disciplinary Cases. For the S-P students, the males manifest more the effect of marital disruption, with lower academic and discipline performance than females. The effects of mother custodial however, sex of S-P students living with parent of the same sex, and marital disruption before adolescence, does not discriminate the effects of father custodial, sex of S-P students living with parent of the opposite sex, and marital disruption during adolescence, on S-P students' academic achievement and discipline.

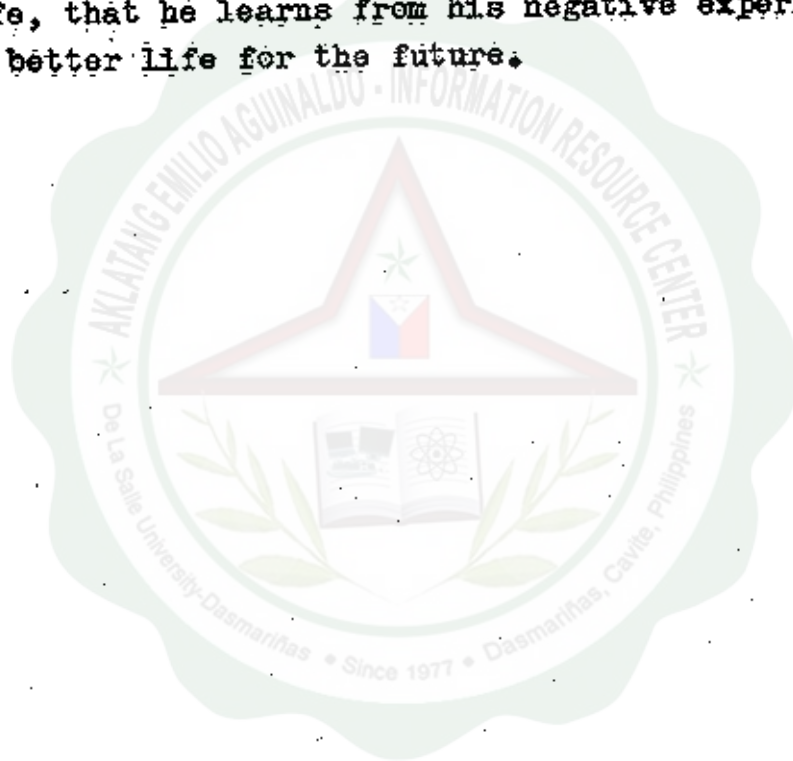
Based on the findings and conclusions, recommendations are given for school administrators, teachers and guidance counselors, to work together and look into the individual needs of students. Teaching styles and methods may be



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adjusted, to include in the curriculum the enhancement of the total development of students, and provide a loving classroom atmosphere for them.

For single-parents, that they develop a positive parent-child relationship with their S-P children, and help them adjust and cope with the situation. But most importantly, for the S-P adolescent child, who is capable of planning his own life, that he learns from his negative experiences and make a better life for the future.



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TABLE OF CONTENTS

CHAPTER I

Introduction.....	1
Conceptual Framework.....	3
Flowchart.....	8
Statement of the Problem.....	11
Hypotheses.....	13
Importance of the Study.....	15
Scope and Limitations of the Study.....	16
Definition of Terms.....	17

CHAPTER II

Review of Related Literature.....	19
Single-Parents vs Intact Families.....	19
Students' Discipline.....	29
Students' Achievement.....	34
Summary.....	40

CHAPTER III

Methodology.....	41
Research Design.....	41
Sampling Design.....	42
Distribution of Participants.....	43
Research Instruments.....	47
Procedure.....	50
Statistical Treatment.....	51

CHAPTER IV

Results & Discussions.....	52
Results.....	52
Rel. of GPA & Family Type.....	52
Diff. in GPA due to Sex & Parent Custodial..	53
Diff. in GPA due to Time of Disruption.....	54
Rel. of Final Academic Grades & Family Type..	55
Rel. of Subject Failures & Family Type.....	56
Rel. of ACG & Family Type.....	57
Diff. in ACG due to Sex & Parent Custodial..	57
Diff. in ACG due to Time of Disruption.....	58
Rel. of Final Conduct Grades & Family Type..	59
Rel. of Disciplinary Cases & Family Type.....	60
Discussion.....	61
Academic Achievement & Family Type.....	61
Discipline & Family Type.....	65



DE LA SALLE UNIVERSITY

CHAPTER V

Summary, Conclusions & Recommendations.....	69
Summary.....	69
Conclusions.....	71
Recommendations.....	73
BIBLIOGRAPHY.....	75
Books.....	75
Journals & Periodicals.....	77
Theses & Dissertations.....	80
Others.....	82
APPENDICES.....	83
Appendix A.....	83
Appendix B.....	84
Appendix C.....	100

LIST OF TABLES

1. Total & Sample Population.....	43
Distribution of Participants According to:	
2. Sex & Year Level.....	43
3. Family Type.....	44
4. Type of S-P.....	44
5. Parent Custodial.....	45
6. Time of Disruption.....	46
Grade Point Average (GPA),	
7. Sex & Parent Custodial.....	53
8. & Time of Marital Disruption.....	54
Family Type &	
9. Final Academic Grades.....	55
10. Academic Subjects Failed.....	56
Average Conduct Grades (ACG),	
11. Sex & Parent Custodial.....	57
12. & Time of Marital Disruption.....	58
Family Type &	
13. Final Conduct Grades.....	59
14. Reported Disciplinary Cases	
a. Correlation Results.....	60
b. Group Means.....	65

