

A STUDY ON ACADEMIC ACHIEVEMENT OF CHILDREN FROM HAPPY AND DIVORCED FAMILIES

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Abstract

Academic success is measured by a student's performance in school, including their grades, test results, and academic performance. It is frequently quantified using academic measures like grade point average (GPA), test scores, and other quantitative criteria. Academic success, however, can also include qualitative traits like creativity, critical thinking, and problem-solving ability. Academic success is crucial to a student's professional and academic success since it affects their chances of pursuing higher education and job growth. Academic success is fundamentally about gaining information and skills through formal schooling. This entails mastering the subject's knowledge, cultivating critical thinking techniques, and improving problem-solving capabilities. These abilities are necessary for achievement in a variety of life endeavours, such as job, higher education, and personal development. In reality, particularly in the professional sphere, academic accomplishment is frequently seen as a major indicator of future success.

Keywords: Academic Achievement, Children, Happy, Divorced, Family, Student.

Introduction

Academic accomplishment is influenced by a variety of variables, including the qualities of each individual student, the standard of the learning environment, and the resources and assistance offered to pupils. For instance, pupils who have access to top-notch schools and educational resources as well as supportive families are more likely to succeed academically than those who do not. Similar to this, motivated, disciplined, and organised pupils are more likely to succeed academically than those who lack these traits. Academic achievement is influenced by broader societal and cultural influences in addition to these particular ones. For instance, marginalised kids may face obstacles to academic progress due to poverty, racism, and prejudice. Cultural perspectives on education can also influence academic standards for pupils and their capacity to succeed in school.

In recent years, the importance of non-cognitive elements in academic success has gained more and more attention. These components-also referred to as social-emotional skills-include qualities like restraint, tenacity, and resilience. These skills may be taught and strengthened through focused interventions, according to research, and they can be just as essential in predicting academic achievement as cognitive skills. Academic accomplishment measurement can be difficult and complicated. Grades and test scores, which are common traditional assessments, might not fully reflect the breadth of students' skills and knowledge.

Furthermore, there is a growing understanding of the limitations of standardised testing, which has come under fire for being unfair and limited in its application.

Alternative academic achievement metrics, such as portfolio assessments, performance-based assessments, and competency-based assessments, are being created in response to these worries. These methods seek to present a more thorough and complex picture of students' abilities and knowledge. Academic achievement ultimately refers to a broad variety of competencies, knowledge, and skills and is a complicated and diverse notion. It is influenced by a range of societal, cultural, and individual factors and is frequently regarded as a major indicator of future success. It is crucial to take into account the complete spectrum of variables that have an impact on students' progress as educators and policymakers continue to struggle with the issues of measuring and promoting academic achievement. Additionally, it is crucial to use inclusive, equitable, and efficient strategies. Academic success can boost kids' self-confidence. A child may have a sense of pride in their abilities and academic success when they perform well in school. Their sense of accomplishment may aid in the growth of their self-worth and confidence.

Children's academic success gives them a concrete indication of their skills, which might help them form a more positive self-concept. Children are

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more likely to regard themselves as capable and competent when they succeed in their academic endeavours, which might result in a rise in confidence in their talents. Achievement in the classroom can also give kids a sense of control over their surroundings. Children who achieve academic success may feel more in control of their lives and be more equipped to deal with the difficulties they face. Increased confidence in one's capacity to confront and get over challenges might result from this feeling of control. Additionally, academic success can give kids encouragement and praise from others, including parents, teachers, and friends. As kids receive recognition and encouragement for their efforts and successes, this positive feedback can help them grow in terms of self-worth and confidence.

Literature Review

Children from divorced families frequently encounter interruptions in their daily routines and transitions between homes, which can have an effect on their academic performance and emotional wellness, according to a study by Hetherington and Kelly (2002). The study also discovered that good co-parenting and open communication between parents can lessen the harmful consequences of these disturbances. The writers investigate the various reasons that can lead to divorce as well as the immediate and long-term effects of divorce on children's development and wellbeing by drawing on decades of research. They also look into what makes for effective co-parenting and successful outcomes for kids following divorce.

Some widely held notions regarding divorce and its impacts are called into question by research, including the idea that all divorced children will invariably experience unfavourable results. The authors stress the significance of understanding the particular characteristics and circumstances of each family in order to customise interventions and assistance to match their particular requirements. For academics, practitioners, and anyone else wishing to learn more about the complexities of divorce and how it affects children and families, research is an invaluable resource.

Children from divorced households may be more likely to engage in dangerous behaviours like substance misuse and criminality, according to a 2011 study by King et al. However, the study also discovered that parental support and involvement can act as safeguards against these adverse effects. The authors speculate that a number of reasons, such as disorganised family situations, decreased parent-child bonds, and financial difficulties, may be responsible for these findings. They also point out

that other elements, such as the child's age at the time of the divorce and the nature of their relationships with both parents, may have an impact on the relationship between parental divorce and risky behaviours.

Academic Achievement of Children from Happy Families

Happy families foster a favourable atmosphere for kids, which improves their academic performance. Parents who are interested in their children's education and who support them are more likely to come from happy homes. The support and encouragement these parents give to their kids inspires them to do well in school. Children from happy households are therefore more likely to achieve academic success. Children from happy households perform better in school than children from divorced homes, according to studies. For instance, a study by Amato and Keith (1991) revealed that kids from divorced homes are more likely than kids from intact households to have worse grades and lower levels of educational attainment. In a similar vein, Kalil et al. (2010) observed that children from happy households are more likely than those from divorced families to graduate from high school and enrol in college. Academic attainment is typically higher for kids from happy homes than for kids from other family types. Children can grow in a loving and nurturing atmosphere in a happy family, giving them the tools they need to excel in school. The following are a few ways that happy families can enhance their kids' academic performance:

1. **Parental Involvement:** Parents are frequently actively involved in their children's education in contented homes. They support and encourage one another, participate in school activities, and assist with schoolwork. Children who participate in these activities feel supported and valued, which can improve their academic achievement.
2. **Positive Reinforcement:** Parents in contented households frequently employ positive reinforcement to support their kids' academic achievement. They give their kids praise for their efforts and accomplishments, which can boost their self-esteem and encourage them to put in more effort.
3. **High Hopes:** Parents in contented households frequently have high hopes for the academic performance of their kids. They set objectives for their kids and give

them the tools and support they need to reach them. This high bar for performance can encourage kids to do better in school.

4. **Emotional Support:** Children who grow up in happy households receive emotional support from their parents, which can improve their academic achievement. Children who have emotional support are more likely to be self-assured and academically driven.
5. **Stable Home Environment:** Academic success can be influenced favourably for children from stable homes, which are frequent in happy households. Stable homes offer a regular schedule, a cosy living space, and fewer distractions that might impede scholastic achievement.
6. **Educational Resources:** Parents of contented families frequently give their kids access to learning tools like technology, educational games, and literature. Children's cognitive, critical thinking, and creative abilities can all be developed with the use of these materials.
7. **Consistent Discipline:** Consistent and appropriate discipline techniques are frequently used by parents in contented households, and they can aid in the growth of children's self-control, responsibility, and accountability. Children who acquire these abilities are better able to handle their academic obligations and succeed in school.
8. **Positive Role Models:** Successful family members, mentors, or influential community people frequently serve as positive role models for children in happy households. Children might be motivated to pursue academic success by these role models, who can also offer them assistance and direction along the way.
9. **Intellectual Stimulation:** Happy families frequently expose their children to intellectual stimulation at a young age. Their parents might read to them, participate in educational pursuits, or foster intellectual zeal. This exposure may encourage a passion of learning, which may have a good effect on their academic performance.
10. **Healthy Habits:** Healthy behaviours like regular exercise, a balanced diet, and

enough sleep are frequently given priority in happy families. These behaviours may have a favourable effect on kids' physical and emotional health, which may then affect their academic achievement.

11. **Positive Attitude Towards Education:** Parents in contented families frequently have a positive attitude towards education and see it as crucial for the future success of their kids. This mindset can spread and influence kids to approach their academic endeavours with a similar mindset.
12. **Great Social Skills:** Due to the excellent interactions they experience with their family members, children from happy households frequently grow up to have great social skills. These social skills can aid kids in establishing good rapport with peers and teachers, which can enhance their academic success.

Due to the nurturing and supporting environment they grow up in, children from happy homes typically have better academic results. As a result of their parents' emotional support, access to educational materials, and encouragement, they are better able to handle the problems they confront in school. The quality of their schools, their access to resources, and their unique talents can all have an effect on how well academically successful children from happy households perform.

Academic Achievement of Children from Divorced Families

Children from divorced households confront particular difficulties that may lower their academic success. Economic challenges brought on by divorce may reduce the funds available for children's schooling. Children from divorced households may additionally struggle with emotional and behavioural issues, which may have an impact on their academic success. Studies have revealed that children from divorced homes are more likely than children from intact households to have worse grades and lower levels of educational attainment. For instance, a research by McLanahan and Sandefur (1994) indicated that children from divorced households are less likely to attend college and are more likely to drop out of high school. In a similar vein, Amato and Keith's (1991) research revealed that kids from divorced homes are more likely to perform academically below average than kids from intact households. Children from divorced homes may perform academically differently based on a number of variables, such as the child's age, the level of conflict between the parents, and the amount

of support given by both parents. While some kids from divorced homes may struggle in school, others might do exceptionally well. Following are some elements that may have an impact on the academic performance of kids from divorced families:

1. **Age:** Younger kids may have a tougher difficulty adjusting to divorce's changes, which could affect how well they do in school. Older kids may be more able to adapt to the changes and may be better able to concentrate on their academic goals.
2. **Parental Conflict:** Children from divorced households may perform worse academically when there is a high level of parental conflict. Children may find it challenging to concentrate on their studies when there is constant squabbling and tension in the family.
3. **Stability:** Children from divorced households may perform better academically depending on the stability both parents provide. Children may perform better in school if both parents maintain a stable home environment and encourage their children's academic endeavours.
4. **Assistance:** Children from divorced households may perform better academically depending on the level of assistance received from both parents. Children may have a higher chance of academic success if both parents are engaged in their life and support their endeavours.
5. **Economic Situation:** Children from divorced homes may perform differently in school depending on their family's financial situation. Children may suffer academically if there is a major drop in the family's income following the divorce due to a lack of resources and opportunities.
6. **Parental Involvement:** Parents' involvement in their kids' academic endeavours can have a good effect on their academic performance, especially if their divorced. Academic success can be aided by parents who are interested in their kids' education and support them in their academic endeavours.
7. **Resilience:** Children from divorced families may learn to be resilient, which may help them perform better in school. They gain the ability to adjust to change and overcome obstacles, which can help children excel in school despite challenging circumstances.
8. **Self-Reliance:** As they learn to care for themselves and become more independent, children from divorced families may also become more self-reliant. This may make them more driven and proactive in their studies, which will help them perform better academically.
9. **Empathy:** As they learn to negotiate difficult emotions and relationships, children from split households may become more empathic. This may make them more sensitive to others' needs and more able to work with peers and teachers, which may have a favourable effect on their academic performance.
10. **Creativity:** Due to their frequent exposure to novel situations and viewpoints, kids from split families may also exhibit increased creativity. As a result, individuals could approach learning with greater creativity and openness, which might have a favourable effect on their academic performance.
11. **Time Management:** As they learn to handle the demands of numerous residences and schedules, children from divorced families may also acquire great time management abilities. Because they might be more effective and organised in their studies, this can have a favourable effect on their academic performance.
12. **Motivation:** Lastly, when they learn to persevere in trying situations, children from split families may become more motivated. This may make them more motivated to succeed and complete their academic objectives, which may have a favourable effect on their academic performance.

While children of divorce may experience certain difficulties that may hinder their academic success, they may also acquire a variety of excellent traits and qualities that will aid them in both their academic and general success.

Conclusion

It's crucial to remember, though, that a child's self-esteem and confidence are not just influenced by their academic performance. Their relationships with their family, friends, and peers, as well as their

physical and mental health and personal values and beliefs, can all have a big impact on how they perceive themselves. Therefore, it is crucial to take into account a variety of variables while analysing the connection between academic success and kids' self-confidence. Children's confidence can rise thanks to academic success since it gives them a sense of mastery, accomplishment, and acknowledgment. Academic success can support children's general wellbeing and success in life by encouraging good self-concept and self-esteem. Children's confidence can also be boosted by academic success by giving them the chance to take chances and explore novel experiences. Academic success may make kids more open to trying new things and pursuing their interests, which can boost their confidence in their capacity to learn and develop. Additionally, academic success might aid kids in gaining a sense of resiliency and tenacity. Children may learn to persevere and work hard to overcome academic problems or disappointments, such as a challenging assignment or a subpar grade. Through this experience, they can cultivate a development mentality and a conviction in their capacity to get better, which will boost their confidence in their capacity to prevail in the face of difficulty. Children who succeed academically may feel more purposeful and well-directed. When kids succeed academically, they could feel more inspired to follow their dreams and ambitions, which could boost their self-confidence in their capacity to lead satisfying lives. It is crucial to recognise the nuanced and complex nature of the connection between academic success and self-assurance. Although academic success might boost children's confidence, this is not always the case. Other elements, such as the child's personality, experiences, and support system, can also have a big impact on how confident they become. Academic success can boost kids' self-esteem in a variety of ways, including by giving them the chance to take calculated risks, encouraging tenacity and resilience, and giving them a sense of direction and purpose. The necessity for a comprehensive approach is evident in order to enhance children's performance and general well-being as academic achievement is not the only aspect that influences their confidence.

Conflicts of Interest

The authors declare that there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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