Effect of a Broken Family to the Child’s Personality

Research in MAPEH

TTh (4:00-5:30)

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INTRODUCTION

Families are the establishment of society. It is the place they appear on the scene, are supported and given the instruments to go out into the world, fit and sound (FamTies). While families have the best potential for raising solid people, they can likewise twisted their individuals in places that will never recuperate. At the point when families separate and neglect to give the sound supporting they require, the impacts affect our own lives, as well as our groups. As such, they all compensation for unfortunate families. On the off chance that they disregard the misery, they'll endure the outcomes, including: estrangement and dread, as our neighborhoods transform into places where we never again feel safe, savagery and wrongdoing, lost profitability, the expenses of restorative tend to casualties, policing, courts and penitentiaries,the expenses of a social emotionally supportive network to manage the aftermath from broken family connections. A definitive end to a marriage is grievous and its influence swells for the duration of the lives associated with that couple. Mayhem and stress, most likely sentiments that have been predominant for quite a while preceding closure the marriage result and isolated family (5.4.5 The Family Life Course Perspective).

According to Megan Mayle, Broken family was caused by mishandle, disregard, or the demise of parent at a youthful age. Youngsters are especially powerless against the effects of having a broken family. Unfit to comprehend and process such complex issues of life, youngsters depend on elective methods for communicating their sorrow and perplexity. The truth of the matter is that the detachment of guardians stays with youngsters, to some degree, the majority of their lives. Any grown-up offspring of a broken family can transfer past sentiments that went with the downfall of their guardian's marriage. Despite the progression of time, couple of offspring of the individual from the broken family can't give some memory of agony.  Connections are regularly stressed, physiology and brain research is influenced, and the future can appear to be dreary. When we comprehend the gravity with which a kid is affected by the division of their folks, the expectation is that couples will commit vitality toward any chances to rescue the marriage. This investigation guarantees that the youngsters who has a place with a broken family endures mental and passionate impacts.

In this regard, Sherman (1983) directed a far reaching audit of the early writing on the psychosocial connects of youthful substance manhandle. He inferred that: the larger part of research contemplates upheld the customary perspective of the youthful substance abuser as defiant, ailing in confidence, having a low feeling of mental prosperity, poor scholastic execution, low religiosity, a broken family, uneasiness, distance, and maladjustment. This segment of the introduced audit of the writing showed that there is a reasonable and direct connection between's immature substance manhandle and parental separation with the probability being that parental separation is, in any event some degree, a causative factor in both utilize and mishandle of medications and liquor among youngsters. Analyses shows that children mature in terms of personality during childhood, but that this development is significantly affected by family disruptions. Between the ages of 10 and 16, children generally demonstrate positive personality development, as shown by increasing scores on self-esteem and internal locus of control, as well as decreasing scores on the Rutter index for behavioural problems. These favourable changes are significantly smaller for children who have experienced family disruptions. Family disruption has both a level and growth effect on personality development. Children who do not live with both natural parents throughout childhood not only rank lower in terms of personality traits at the age of 16, but also show less growth between the ages of 10 and 16.1

Belonging to a broken family can cause psychological effects to the children. It can add stress at a time when they are dealing with rapid physical and emotional changes. In a way that they feel unimportant and unvalued by their parents, which some children also unvalued life, that they will no longer care for theirselves either they will enter to drug abuse, alcohol addiction, or they will think of how they would end their lives. They are becoming more independent but still need structure and routine, and the security of their family. Also this has effects on the children's studies and school environment because their performance in the school will be affected that they will no longer study, focus, and don’t have interest in learning anymore because they keep on thinking of why does it happened to them, and also if there are activities including family day , or any activities that needs the presence of the parents for the child to perform accurately. Also it may lead to the primary source of the child to experience bullying. Because of the occurrence the acrimonious process left them feeling suicidal, others found solace in in drinking and drugs, while others are involved in criminal exercises.

We researcher wants to know the effects of having Broken family to their personality, to how they handle everything especially their emotions and to their personality, also their perspective and feelings that they’ve experienced to protect them from doing exercises that would violate the law, either would end their lives. We want to know how they handle the challenges and to how they grow despite of the crisis they have. And be able to classify their different personalities with the tools we use in order achieve the steps in dealing with this different personality the have.

THEORETICAL FRAMEWORK

A growing body of literature in economics and psychology has shown that personality traits are important predictors of a variety of socioeconomic outcomes (e.g. Almlund, Duckworth, Heckman & Kautz, 2011; Borghans, Duckworth, Heckman & Ter Weel, 2008, for overviews). The development of personality traits seems to be strongly influenced by the stability of the family environment children experience (e.g. Knudsen, Heckman, Cameron & Shonkoff, 2006). Early beneficial encounters, for example, disturbances in family structure, could go about as an obstruction to a tyke's identity advancement. The setup of our observational investigation is partitioned into three stages. Initial, an arrangement of clear examinations gives understanding into the progressions that youngsters experience as far as the mean-level improvement of identity characteristics when they are faced with family disturbance. We contrast these improvements and youngsters who experience childhood in place families. Second, we center around heterogeneity in identity improvement crosswise over kids by researching to what degree the experience of family disturbance clarifies intra-singular contrasts from right on time to late adolescence. Specifically, we dissect diverse kinds of family disturbance, the age at which the kid encounters the interruption, and contrasts in identity advancement amongst young men and young ladies. At long last, while educational encounters are by and large observed to be associated with identity changes, the endogenous idea of the event of these encounters is for the most part disregarded.

In psychology these measures are often used to measure personality development in children (Almlund et al., 2011) and economists have applied them in their research to measure personality development and behavioural problems in children (e.g. Currie & Stabile, 2006). Our examinations demonstrate that kids develop as far as identity amid adolescence, however that this improvement is fundamentally influenced by family disturbances. Between the ages of 10 and 16, youngsters for the most part exhibit constructive identity advancement, as appeared by expanding scores on confidence and inward locus of control, and in addition diminishing scores on the Rutter list for behavioral issues. These good changes are essentially littler for kids who have encountered family interruptions. Family disturbance has both a level and development impact on identity improvement. Children who do not live with both natural parents throughout childhood not only rank lower in terms of personality traits at the age of 16, but also show less growth between the ages of 10 and 16.1.

The analyses presented in this study contribute to the literature on the development of personality traits during childhood. The development of personality can be measured in various ways. Using meta-analytic techniques, Roberts, Walton & Viechtbauer (2006) show the pattern of mean-level changes in terms of Big Five personality traits and observe that the largest changes occur early in life. Measuring personality development in terms of rank-order stability, by reporting correlations between personality scores across two points in time, reflects the degree to which the relative ordering of individuals is maintained. These changes in rank-order development are also largest early in life (Roberts & DelVecchio, 2000). Theories on personality trait development attribute personality changes to a combination of environmental and genetic factors, as well as life experiences (see Roberts et al., 2006, for a discussion).

There are different types of personalities which can be classified according to the survey, First is the **L or the = Lions personality** they are individualists who love to look for new enterprises and openings. They are exceptionally sure and confident. Rash; settles on speedy choices because of objective or final product. Results-centered. Needs not very many realities to settle on a choice. The lion takes summon and winds up dictatorial. The lion needs to get comes about, encounter assortment, and face new difficulties. He needs to tackle issues and needs coordinate answers. What the Lion Desires: Freedom, specialist, assortment, troublesome assignments, open door for headway. They are the most persevering and centered. Next personality the **O or the = Otters** they're incredible at persuading others and should be in a situation where they can talk and have a vote on real choices. They can be extremely adoring and empowering unless under strain, when they tend to utilize their verbal aptitudes to assault. They want to be loved and appreciate being the focal point of consideration. They are frequently exceptionally mindful to style, garments, and blaze. Otters are the life of any gathering; and a great many people truly appreciate being around them. Quick paced. Individuals arranged. Propelled by: Recognition and endorsement of others .Otters center around the future and tend to race to the following energizing thing. Energetic and animating, frequently one-way; yet can move and rouse others. The otter ATTACKS. Can be more worried about their notoriety than about accomplishing substantial outcomes. The otter needs social exercises and acknowledgment; exercises that are fun, and opportunity from subtle elements. What the Otter Desires: Prestige, agreeable connections, chance to help and inspire others, and chances to verbally share their thoughts. They are unreasonable, enthusiastic and energetic. Next in line is **G = Golden Retrievers personality** one word describes these people: LOYAL. They’re so loyal, in fact, that they can assimilate the most passionate torment and discipline in a relationship and still remain submitted. They are extraordinary audience members, amazingly sympathetic and warm encouragers. In any case, they have a tendency to be such pleasers that they can have incredible trouble being confident in a circumstance or relationship when it's required. Moderate paced, individuals situated Motivated by: Desire for good connections and energy about others. Brilliant Retrievers center around the present and give bunches of time to helping other people and building connections. Settles on choices all the more gradually, needs contribution from others, and frequently respects the information. The Golden Retriever yields to the feelings, thoughts, and wishes of others. Frequently excessively tolerant. And lastly the **B = Beavers personality** Beavers have a solid need to do things right and by the book. Truth be told, they are the sort of individuals who really read guideline manuals. They are awesome at giving quality control in an office, and will give quality control in any circumstance or field that requests exactness. Since principles, consistency and exclusive expectations are so vital to beavers, they are frequently baffled with other people who don't share these same attributes. Their solid requirement for looking after high (and intermittently improbable) principles can hamper capacity to express warmth in a relationship. Beavers tend to work gradually to ensure they are exact. Abstains from deciding; needs bunches of data before they will settle on a choice. The beaver tries to dodge weight or tense circumstances. They can disregard due dates. The beaver needs security, slow change and time to conform to it. Plainly characterized errands, strength, security, generally safe, and assignments that require exactness and arranging.

These different types of personalities will identify and classify the data gathered from the respondents in order to know and interpret the different attitudes that the students have and the effects of these to their performance in school. These are the tools which are used in the data gathering.

METHODOLOGY

Design

This research is a descriptive method that are used to collect and analyze data.

Descriptive designs include case studies, surveys, and naturalistic observation. Descriptive research designs measure two or more relevant variables and assess the effects that they’ve experienced between or among them. In other words this will be used to gather information towards the effects of broken family to the child's personality.

Environment

The study was conducted in the University of the Visayas Main Campus located at Corner D. Jakosalem Colon Street Cebu City, Philippines 6000. As observed, most of the children's are affected to this crisis, and it is also very convenient for the researchers to conduct the study.

Respondents

The respondents of this study will be the Junior High School students from Grade 7-Grade 10 of the University of the Visayas. The population of the students from grade to grade 10 will follow respectively 85, 88, 109, and 119 with the total of 401 students. In sampling technique the researchers will use the random sampling by means of fish bowl method. In this method our main goal is to focus on the availability of the respondents that would enable to answer our research instrument.

Instruments

To proceed with this research, the researchers will use two instrument as tool for the study. The instrument used were adapted by the 5minute personality test by Dr. Gary Smalley. The respondents will answer the survey the tool is composed of 10 items. It will be classified into 4 types of personality which is the Lion, Otter, Golden Retrievers, and Beaver. It will be interpreted depending on the average per personality type.

Data Gathering Procedure

In gathering the data, the researchers will follow certain procedure. First, the researchers will secure a permit to conduct the research to Junior High School Students. Letters will be sent to the school principal, noted and approved by the college Dean. Second, the researcher will orient the implementer, and the student about the research flow and the target goals to achieve in the whole study process. Third, the researcher will introduce the different personality types. Lastly, the results of the data gathering conducted will be evaluated and analyzed.

Data Analysis

The data gathered were scored and subjected to the following statistical treatments: Mean (arithmetic average), standard deviation (measure of the variability of a set of scores around the mean) and P – value (weight of the strength of evidence) in analyzing the performance of the children in the test using the 5 minute Personality Test. The evaluated data shows that there are 18 children labeled a Lion in their personality type that contains 37.5% of the data gathered, and 10 children identify their personality as Otters has 20.8% of the data gathered. 11 students labeled as Golden Retrievers in the result which contains 22.9% in the data gathered. And 9 students is labeled as Beavers which contains 18.8% in the data gathered.

Ethical Consideration

The data gathered from the respondents will be kept exclusive only for the researchers and will remain confidential.

The researcher will give assurance to the participants that whatever information will be gathered will be remain confidential

There will be no risk on the part of the respondents it is because the study will only assess and examine their own personality as they answer the test, also for them to know what type of personality they have.

Results and Discussion

Table 1

*Personality Type of the Children*

|  |
| --- |
| Types Frequency Percentage |
| L 18 37.5%  O 10 20.8%  G 11 22.9%  B 9 18.8% |
| Total 48 100.0% |
| n= 48 |

The table illustrates the different personality types of each students this reveals that there are only 48 respondents who are part of broken families in the University of the Visayas. They have this personality because this was developed during their growth of dependency to their selves, and also to the environment they lived in. It also reveals that the **L (Lion)** type of personality has the highest percentage in the data’s which means that Lions are leaders. They are definitive, main concern people who are onlookers, not watchers or audience members. They want to tackle issues. They are generally individualists who love to look for new undertakings and openings. They are extremely certain and confident. Lamentably, on the off chance that they don't figure out how to tone down their forcefulness, their normal ruling characteristics can cause issues with others. Lions center around NOW rather than inaccessible future. They accomplish significantly more in significantly less time than their companions. They despise sitting idle; and get a kick out of the chance to come to the heart of the matter. They are Impulsive; settles on fast choices in light of objective or final product. Results-centered. Needs not very many certainties to settle on a choice. The lion takes order and ends up imperious, lion needs to get comes about, encounter assortment, and face new difficulties. He needs to take care of issues and needs coordinate answers. What the Lion Desires: Freedom, specialist, assortment, troublesome assignments, open door for progression. They are extremely dedicated and exceptionally centered around their work and ensures their works or yield has a high fulfillment.

According to Stevenkscott, Personality types reveals our natural inclinations, strengths, and weaknesses. They determine how we naturally respond to human interaction and most work or life situations. The higher your score in any column, the more strongly you possess that particular personality trait. Each of the four traits carries with it particular strength, and weaknesses. There is no right and wrong here but rather a continuum. The higher your score in a given column, the more naturally you act ways specific to that personality type.

**Conclusion**

Therefore, we conclude that most of the students who belong to the broken families and the effects of this crisis to their selves which helps develop their personality inside them. They are very motivated that in spite of that they take or make it as their motivation to work hard, focus and always desire for satisfactory results. They are very sensitive when it comes to utilizing the time and in doing the work, they are goal-oriented and very specific in achieving their plans and desires in life, and they are keen observers in everything. They are very straight forward for their plans, they have this personality who molds them during their growth for them to have a better life and future in the present.

<http://www.edu.pe.ca/southernkings/familydefinition.htm>

http://vcampus.uom.ac.mu/soci1101/545the\_family\_life\_course\_perspective.html

http://ftp.iza.org/dp8712.pdf