



FAMILY ADJUSTMENT IN RELATION TO THE ACADEMIC ENGAGEMENT OF PUPILS AT PRIMARY LEVEL

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Abstract/Izvleček

Family adjustment is crucial for the child's school obligations. This quantitative study was conducted to determine the significant relationship between the family adjustment of primary school pupils and their academic engagement. The pupils' level of family adjustment was found to be positively and significantly related to their academic engagement ($r = 619$, $p < .001$). In addition, a small but significant difference was found between female students ($M = 3.59$) and male students ($M = 3.43$) regarding family adjustment. Also, a small but significant difference was found between female teachers ($M = 3.61$) and male teachers ($M = 3.80$) regarding pupils' academic engagement.

Keywords:

family adjustment,
academic engagement,
primary education,
teacher, pupil.

Ključne besede:

družinska prilagoditev,
akademski angažma,
osnovna izobrazba,
učiteljica, študent.

Prilagoditev družine in njen odnos do akademskega udejstvovanja učencev na primarni ravni

Družinska prilagoditev je ključnega pomena za otrokove šolske obveznosti. Ta kvantitativna študija je bila izvedena, da bi ugotovili pomembno povezavo med družinsko prilagojenostjo osnovnošolcev in njihovo akademsko angažiranostjo. Ugotovljeno je bilo, da je stopnja družinske prilagoditve študentov pozitivno in pomembno povezana z njihovo akademsko angažiranostjo ($r = 619$, $p < .001$). Poleg tega je bila ugotovljena majhna pomembna razlika med študentkami ($M = 3,59$) in študenti ($M = 3,43$) glede družinske prilagoditve. Prav tako je bila ugotovljena majhna pomembna razlika med učiteljicami ($M = 3,61$) in učitelji ($M = 3,80$) glede akademske angažiranosti študentov.

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Introduction

The ability of a child to adapt to and flourish within their familial setting is referred to as family adjustment (Cheung et al., 2021). Family adjustment is regarded as crucial to a child's overall development and well-being (Hetherington et al., 1998). As they navigate the intricacies of the outside world, children's emotional, mental, and social development is significantly influenced by their familial environment. Since a child learns about relationships, values, and social norms for the first time in the family, it is believed that the family serves as an important foundation for a child's growth (Roostin, 2018). To foster resilience and a positive sense of self in the developing person, families must be able to adapt to and support a child's changing needs and demands.

The adjustment of a child into a family is a complicated and continuing process that incorporates numerous factors, interactions, and family dynamics (Giannotti et al., 2022; Trute, 1990). When stability, communication, and support are lacking in a home setting, children frequently face a variety of obstacles that prevent them from succeeding academically. A family's emotional turmoil may provide a distracting environment that makes it difficult for a child to focus on his academics (Xu and Zheng, 2023). In academic activities, a loss of motivation and a weakened sense of purpose may result from unclear expectations and the absence of positive reinforcement. Pupils with low levels of family adjustment may also have trouble managing their time and being organized since their lack of regular home routines might affect how they approach their academic work (Calatrava et al., 2023). Pupils who have poor communication within their families may feel alone and unsupported, which might worsen their academic performance (Orm et al., 2022). Additionally, pupils who live in unstable or crisis-ridden homes may experience elevated stress levels, which can have a negative impact on their general mental health and cognitive abilities (Giannotti et al., 2022).

Academic engagement is necessary for a pupil's academic performance (Kim et al., 2019). A child is said to be academically engaged if he actively takes part in his academic duties, tasks, and obligations (Roksa and Kinsley, 2019). Through effective interaction, encouragement, and a dedication to education, parents can work to produce an atmosphere that can foster their child's well-being and academic achievement (Fard, 2020). Given the pressing need to improve children's academic

engagement, it is critical that parents and educators understand the factors affecting this dynamic.

The existing literature has gaps that highlight the need for more thorough research, like the one conducted in this study, to clarify the complex link between primary school children's academic engagement and family adjustment. Through identifying the subtle differences in how children adapt to their family situations, this research was intended to close the knowledge gap and offer insightful information to parents, teachers, and legislators. Equipped with a more profound comprehension of these relationships, stakeholders may cooperate to establish conditions that promote the best possible academic involvement and lay the groundwork for primary school pupils to succeed in lifetime learning.

Objectives

This study is intended to determine the level of family adjustment among children at the primary level of schooling. It investigated the relation between pupils' family adjustment and their academic engagement. The study also determined whether there was any statistical difference in perception among male and female respondents.

Hypotheses

H₁ There is a statistically significant positive relationship between family adjustment and the academic engagement of primary-level pupils.

H₂ There is a statistically significant difference in perception between male and female pupils regarding family adjustment.

H₃ There is a statistically significant difference in perception between male and female teachers concerning pupils' academic engagement.

Literature Review

How successfully a child adjusts to and performs within their family unit is referred to as family adjustment (Trute, 1990). The general health and development of a child can be significantly influenced by family changes. It is critical to understand that family adjustment is a continuous process, and difficulties can appear at various junctures in a child's growth (Trute and Hiebert-Murphy, 2002). A child's general wellbeing and success in life are influenced by their familial environment, which should be caring, reassuring, and stable (Gniewosz et al., 2023). The quality of the

interaction between children and their parents is a key factor in family adjustment (Trute et al., 2012). Relationships that are wholesome, encouraging, and loving are essential for a child's emotional and psychological growth (Chanda and Alkon, 2018). The family unit must communicate openly and effectively in order to resolve issues, address worries, and foster understanding. Children adjust to their families better when they feel heard and appreciated. The emotional health of a child inside the family is crucial to their entire growth and adjustment (Gniewosz et al., 2023). A child's emotional well-being is significantly shaped by a loving and supportive home environment (Flujas-Contreras et al., 2022). A sense of security and belonging is created for children when love and affection are shown to them. Hugs, pleasant words, and constructive encounters help them feel better emotionally. A setting that is consistent in its norms and standards can lessen anxiety and promote emotional stability (Ohannessian et al., 1994). When emotional encouragement, safe attachments, and an environment of affection are present, a child's emotional wellbeing within the family increases (Trute et al., 2012). Children are more likely to experience healthy emotional adjustment if they feel accepted, valued, and safe in their family (Schoors et al., 2019). A child's sense of security and predictability can be influenced by consistency and regularity within the family. Maintaining a stable setting that satisfies the child's fundamental needs is necessary for family adjustment (Sterle et al., 2018). The ability to acquire social skills, empathy, and the capacity to build lasting relationships with family members and others beyond the family are all influenced by healthy family adjustment (Quinn, 1983). Children learn and develop their social skills, values, and behaviours most frequently within the family, which serves as their primary social context. The first and most crucial socialisation factor for children is their families (Nichols and Keltner, 2005). Through interaction with their parents, siblings, and extended family, children acquire societal conventions, values, and behaviours. Their knowledge of how to connect with people in society is shaped by this early learning. A child's capacity to develop stable attachments and trust in others in future social connections is strongly influenced by the type of attachment they have with their primary carers, who are typically their parents (Singh et al., 2017). A sense of emotional stability that is fostered by a secure attachment to carers has beneficial effect on social development (Sterle et al., 2018). A child's freedom may improve his family adjustment naturally; as children become older, they want greater freedom and autonomy (Nicholas and Geers, 2003).

Giving a child the opportunity to make decisions that are age-appropriate might help them develop a sense of responsibility and self-worth (Robinson and Anderson, 1983). A

more peaceful home environment might result from parents encouraging their child's developmental autonomy because it lessens disputes brought on by power struggles. Children who are given some autonomy can improve family relationships and trust (Abdullah et al., 2023; Zemljak and Vrtič, 2022). It can foster an environment of openness and cooperation when parents pay attention to their children's viewpoints and appropriately involve them in decision-making (Kotaman, 2013). The act of feeding, playing with, and nurturing children can strengthen the emotional ties that bind a family together (Music, 2016). These connections can provide comfort and support during trying times. Effective family communication is frequently necessary for excellent parenting (Singh et al., 2017). To improve communication skills and foster more honest discussions within the family, parents coordinate their efforts and make decisions jointly. Parents and other family members feel a profound sense of duty and purpose in raising a child. Having a sense of direction can improve family satisfaction and adjustment in general (Wissow et al., 2011).

Academic engagement is the term used to describe a person's active and constructive participation in educational experiences and learning activities (Perkmann et al., 2021). It includes a variety of emotions, attitudes, and feelings that reveal a child's dedication to and enthusiasm for their academic endeavours (Linnenbrink-Garcia and Pekrun, 2011). Academic engagement is crucial to a child's entire growth and performance in school. Children are eager to learn and exhibit sincere interest in the subject. They frequently show curiosity and a desire to learn more about subjects. Children who are actively involved will work hard to finish tasks and homework. They exhibit a willingness to persist despite obstacles and failures. There is a complicated and nuanced relationship between children's family adjustment and their educational engagement. A child's academic progress and engagement can be impacted by familial factors (Morrissey et al., 2014). Parents who are actively interested in their child's education are frequently found in families that are functioning well. It can have a favourable effect on a child's academic engagement when parents take an interest in their child's schooling, attend parent-teacher conferences, and assist with homework. The academic engagement of children from families with excellent emotional and academic support systems is higher (Carmona-

Halty et al., 2022; Khan et al., 2023). A child is more likely to take their academics seriously if they believe that their family is encouraging and supporting them (Mićanović, 2019). Higher academic involvement among children is more common in families with high educational expectations for their children (Sakirudeen and Uwe, 2020; Barger et al., 2019). It can inspire children to become more involved in their studies when parents set clear goals and support their efforts towards academic achievement. The stability of the family and a regular schedule at home can also help children be more engaged in their academics (Boonk et al., 2018).

Methodology

Method and Sample

This quantitative study was carried out in Sargodha division, Punjab, Pakistan, under a cross-sectional research design. Sargodha, as a division, comprises four districts: Sargodha, Mianwali, Khushab, and Bhakkar. All primary-level public school pupils and teachers in the division made up the total population of the study. In Pakistan, primary education typically encompasses classes 1 to 5, with pupils starting primary school around the age of 5 or 6. Primary school students typically vary in age from 6 to 11 years old.

Sampling

Owing to limited time and resources, the study was limited to a single district of the division using multistage sampling techniques. At the first stage, the researcher selected the district of Bhakkar through simple random sampling, and this process was executed with the help of online random number generation tools after constructing a sampling frame of the four districts. Bhakkar district had four tehsils: Bhakkar, Mankera, Darya Khan, and Kallur Kot. At the second stage, Tehsil Bhakkar was selected, repeating the same process that was used in the first stage. Tehsil Bhakkar comprised 67 Union Councils (UCs). The researcher visited the district council in Bhakar and requested that they generate a list of all UCs in Tehsil Bhakkar. At the third stage, 20 UCs were selected randomly using the systematic sampling technique, in which the researcher made a random start between one and three, yielding the last two digits on the table of random numbers. Then, the researcher visited the district education office for primary education and requested that they generate a list of all primary schools falling under the selected UCs. They were also

asked about the total strength of students and teachers in the selected UCs. According to the researcher's own calculation after visiting all tehsil-level primary education offices, a total of 107 primary schools were found to be functional, of which 23 were for girls, 41 for boys, and 43 were providing education to male and female students at the same institutions. Moreover, almost 8000 male and female students were found to be enrolled in primary schools and were taught by almost 3000 primary-teachers, both male and female. In accordance with these estimates, the study sample was to be chosen from a population size of 11,000. The study sample was selected through the L. R. Gay calculation of population and sample distribution. The suitable sample size is 400 if the size of the total population exceeds 5000 (Gay, Mills, and Airasian 2012). Hence, the sample of 400 students and teachers was taken conveniently at the fourth stage. The sample was drawn without any proportion as the exact strength of teachers and students was unknown to the researcher because of new admissions, and the records were yet to be updated by the officials. Finally, equal samples (100 from each) were taken from each category of male and female pupils and teachers.

Instrumentation

The study was carried out with the help of a self-developed tool for data collection. Two scales were prepared separately for teachers and pupils with fixed-choice items built on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, 5 = strongly agree). The pupils' scale, "Family Adjustment," was designed as a structured interview, aiming to eliminate the realistic possibility that a primary-level pupil might not understand the terms in a real sense. This scale consisted of twenty-three items with suitable content required for measuring children's level of family adjustment. On the other hand, the teachers' scale "Academic Engagement" was organized as a self-administered questionnaire containing nineteen relevant items to measure the extent to which pupils were engaged with their academics after scoring low or high on the level of adjustment from their families. The data collection tools were validated through face and content validity by presenting them to a panel of six experienced and highly qualified experts who had an adequate level of experience in similar areas of research. Having completed the validation process, the research scales went through a pilot testing procedure in which forty questionnaires (10%) were tested on teachers and pupils (5% each). This helped the researcher ensure the feasibility of research tools and design.

The reliability of the scales was established by employing Cronbach's alpha on the pilot-tested data to ensure consistency among the items in their respective constructs. Only items with a reliability coefficient of $\geq .70$ were kept on the scales. Factorial validity (convergent) and internal reliability of research scales are also visible in the factor analysis statistics given in Table 1.

Data collection procedure

Prior to the data collection procedure, the researcher approached the competent authorities at the tehsil and district levels to seek permission. They were told about the purpose of the study and assured of any ethical considerations during the data collection process. The researcher, in person, visited the schools and collected the required information during the half-time break. A rapport of loyalty and trust was developed with children as well as teachers, and they were completely assured of their personal confidentiality and anonymity. An informed consent was attached to the questionnaire, showing the purpose of the study and asking respondents for their voluntary participation. The overall response rate remained at 98% (392) as a large amount of missing data was found in 2% (8) of questionnaires, which were excluded from the data analysis procedure.

Data analysis procedure

The data were analysed through descriptive and inferential statistics, using the Statistical Package for Social Sciences (SPSS) V-23. In descriptive statistics, the grouped mean and standard deviation were calculated after computing the means and standard deviations of all the items of a specific construct into a single variable. In inferential statistics, a Spearman ranked-order correlation was determined between family adjustment and the academic engagement of students, while a test of significance (t-test) was executed to identify any difference in perception among male and female teachers and pupils. Prior to using the parametric test (t-test) in data analysis, its core assumptions, i.e., independence of two groups, data normality, and equality of variance, were met. Levene's test was used to determine equality of variance ($F = .083, p > .05$). The data normality matrix was added in the following section.

Results

Exploratory factor analysis (EFA) was performed to ensure the internal reliability and factorial validity of the research scales. Table 1 indicates that all the items were loaded under their respective factors, indicating satisfactory factorial validity. In factor one, all the items are consistent, revealing an alpha value $>.50$, except items e4 and e11. In factor 2, similarly, all the items except item e35 were loaded in their own factor, indicating reasonable internal consistency and factorial validity. However, items e4, e11, and e35 were not consistent with their counterparts and violated their respective factors. To ensure the quality of work, these items were excluded from their respective scales.

Table 1. Factor analysis (rotated component matrix).

Items	Factor loading	
	1	2
Factor 1: Family Adjustment		
e5. My parents provide what I want.	.953	
e7. My parents keep an eye on my indoor and outdoor activities.	.942	
e13. My parents enjoy giving me hugs, cuddles, and kisses.	.923	
e15. I feel comfortable talking to my parents about my feelings.	.912	
e12. My family focuses on developing my self-esteem.	.898	
e10. My family members are very careful about my health.	.896	
e14. My family members enjoy spending time with me.	.876	
e2. I have a good relationship with my parents.	.870	
e9. My family is careful about my personality development.	.862	
e20. My parents remain involved in my extracurricular activities.	.847	
e22. My family feels proud of me.	.839	
e17. I feel supported by my family.	.832	
e6. My family members have an emotional attachment to me.	.818	
e8. My family members listen to me and give importance to my ideas.	.802	
e19. My parents are involved in my academic activities.	.797	
e21. My family employs a permissive parenting style with me.	.793	
e23. My family is very careful about my future.	.784	
e16. I feel loved by my family members.	.771	
e18. I get along with my siblings.	.756	
e1. I feel satisfied with my life.	.750	
e3. My parents reward me for behaving well.	.743	
e11. My parents take me shopping in the market.	.431	
e4. My parents get angry when I misbehave.	.325	

Factor 2: Academic Engagement

e32.	The pupil properly takes notes in class lectures.	.941
e34.	The pupil does homework regularly.	.923
e37.	The pupil spends leisure time in studying their lesson.	.921
e25.	The pupil does proper study for exams.	.907
e26.	The pupil struggles to achieve good grades on exams.	.890
e24.	The pupil is punctual in attendance.	.875
e36.	The pupil exerts more effort doing difficult tasks.	.871
e39.	The pupil studies harder to improve performance.	.857
e33.	The pupil reviews notes properly.	.842
e30.	The pupil attends lectures/classes properly.	.837
e41.	The pupil actively participates in all classroom activities.	.833
e31.	The pupil is prepared for class.	.802
e28.	The pupil becomes disappointed when the class teacher is absent.	.781
e38.	After an absence, the pupil prepares the missing lesson.	.773
e40.	The pupil spends less time with friends to concentrate on studies.	.770
e42.	The pupil remains active and attentive in the classroom.	.764
e29.	The pupil maintains good study habits.	.750
e27.	The pupil gets frustrated when the class is interrupted.	.743
e35.	The pupil focuses on material that is tested.	.436

Table 2. Cronbach's alpha statistics.

Scales	Number of Items	α
Family Adjustment	21	.770
Academic Engagement	18	.738

Table 2 exhibits the reliability statistics of the research scales. The family adjustment scale included twenty-one items, yielding a reliability coefficient of .770, while the academic engagement scale consisted of eighteen items with a reliability coefficient of .738. The statistics indicate that both scales possessed a reliability coefficient $\geq .70$, which is highly recommended.

Table 3. Grouped psychometric properties.

Scales	M	SD	Range	Skewness	Kurtosis
Family Adjustment	3.510	0.411	1-5	-0.85	0.74
Academic Engagement	3.705	0.351	1-5	-0.78	0.95

Table 3 shows the grouped psychometric properties of the research scales.

According to the statistics, the family adjustment results were ($M = 3.510$, $SD = 0.411$) and the academic engagement results ($M = 3.705$, $SD = 0.351$). The data on both scales were found to be normally distributed for family adjustment ($skewness = -0.85$, $kurtosis = 0.74$) and academic engagement ($skewness = -0.78$, $kurtosis = 0.95$). According to Ho (2013), if a calculated χ value exceeds ± 1.96 , the assumption of data normality will be rejected at the alpha level of .05.

Table 4. Spearman (ranked order) correlation matrix.

Variables	N	1	2
Family Adjustment	392	-	
Academic Engagement	392	.619***	-

*** $p < .001$.

Table 4 shows the Spearman correlation matrix between family adjustment and the academic engagement of pupils. The study found a significant positive correlation between two variables ($r = .619$, $p < .001$). Therefore, it is hypothesized that as the family adjustment of pupils increases, academic engagement also increases at the same pace.

Table 5. Mean comparison of female and male pupils on family adjustment.

Variables	Female Pupils		Male Pupils		t(197)	p	Cohen's d
	M	SD	M	SD			
Family Adjustment	3.59	0.63	3.43	0.59	0.513	.03	0.26

Note. female pupils ($n = 98$), male pupils ($n = 97$).

Table 5 shows the t-test statistics of the mean comparison between female and male pupils on family adjustment. The study found that female pupils exhibited a mean score ($M = 3.59$, $SD = 0.63$) similar to that of male pupils ($M = 3.43$, $SD = 0.59$). It is hypothesized that there was a small significant mean difference between male and female pupils regarding their family adjustment ($p = .03$, $< .05$). The study found a small difference or effect size between the two groups (Cohen's $d = 0.26$).

Table 6. Mean comparison of female and male teachers on academic engagement.

Variables	Female Teachers		Male Teachers		t(197)	p	Cohen's d
	M	SD	M	SD			
Academic Engagement	3.61	1.02	3.80	0.71	-0.601	.02	-0.21

Note. female teachers ($n = 99$), male teachers ($n = 98$).

Table 6 shows the statistics of the mean comparison between female and male teachers on academic engagement. The statistics revealed that female teachers exhibited scores ($M = 3.61$, $SD = 1.02$) similar to those of male teachers ($M = 3.80$, $SD = 0.71$). The study hypothesized that there was a small significant difference in perception between male and female teachers concerning pupils' academic engagement ($p = .02$, $< .05$). A small difference or effect between the two groups was observed (Cohen's $d = -0.21$).

Discussion

The study found a significant relationship between pupils' academic engagement and their family adjustment. In other words, it emphasizes how crucial a loving home environment is for encouraging children to succeed academically and to be engaged. It emphasizes the variety of ways that family dynamics affect children's wellbeing and capacity to succeed in their academic endeavours. Hetherington et al. (1998) emphasized that familial adjustment is a necessary factor in the emotional and psychological wellbeing of children. Gniewosz et al. (2023) concluded that a child's emotional health is crucial for his overall growth and adjustment. Most students reported successful family changes, demonstrating that they received support and value from their families. The provision of necessities and health care were included in these healthy family dynamics. These findings are consistent with those of Gniewosz et al. (2023), who concluded that a child's overall wellbeing is dependent on his family environment. Most students reported feeling completely at home in their families, which they described as having strong bonds, a positive outlook on family life, and open lines of communication. Trute et al. (2012) emphasized that quality relationships and interaction between parents and children are among the key factors in children's family adjustment. A pupil's capacity for navigating the norms and values of their community is intimately related to their capacity for social flexibility in a variety of contexts. The study also emphasizes the importance of family participation and children's self-perceived familial network integration in affecting family adjustment. The style of attachment a child has with their primary carers, who are often their parents, has a significant impact on their ability to form secure attachments and trust in others in future social connections. These findings are supported by Sterle et al. (2018), who found that children's social development

benefits from a sense of emotional stability that is fostered by a stable attachment to parents.

Importantly, the results highlight the considerable influence of interpersonal support and family ties on pupils' academic involvement. Academic performance is generally greater for pupils who obtain emotional support from their families. Supporting these findings, Morrissey et al. (2014) emphasized that family factors can have a significant impact on a child's intellectual development and participation. Supportive family relationships, including physical health and emotional support, are important determinants of academic involvement. The findings of this study make it abundantly evident that increased academic engagement in primary school children can be linked to a variety of psychological, social, and intellectual changes made within the context of the family. Academic success is more likely to occur when students feel supported, appreciated, and emotionally attached to their families. Carmona-Halty et al. (2022) concluded that children from families with effective emotional and intellectual support networks are typically more engaged in their academics. This emphasizes how crucial it is to support strong family ties as a basis for the academic achievement and the general wellbeing of primary school children. According to the figures reported in this study, children who were well-adjusted to their families consistently outperformed other pupils in academics and showed a keen sense of responsibility. These pupils were prompt, reliable, and diligent in their study habits, putting their all into their assignments and other academic duties. They participated fully in class discussions and kept a laser-like focus on their homework at home. Boonk et al. (2018) emphasized that a regular schedule at home and the stability of the family might also encourage children to take an interest in their academics.

The findings of this study offer significant new information about how children's familial adjustment and academic involvement are related. Spearman correlation analysis revealed that the relation between children's familial adjustment and their degree of academic engagement is substantial and favourable ($r = 0.619, p < 0.001$). These findings are consistent with the existing literature, such as Roksa and Kinsley (2019), which emphasises that the social and familial development of a child can have substantial impact on how involved he is in education. Moreover, Fard (2020) concluded that parents can attempt to create an environment to support their child's wellbeing and academic accomplishment through effective contact, encouragement, and a commitment to education. The study also looked at potential gender disparities

among pupils' opinions of family adjustment and found small, statistically significant differences ($p = 0.03, < 0.05$). This shows that in this situation, male and female pupils have comparable viewpoints about adjustment within their families. Additionally, the study compared the views of male and female teachers on the academic engagement of their students and discovered small, appreciable differences ($p = 0.02, < 0.05$) in their responses. This implies that, based on the information gathered, teachers differ slightly in their perspective on pupils' academic participation. The main conclusion from these findings is that gender does appear to be a significant determinant in how pupils perceive their family adjustment and how teachers assess student academic engagement.

Conclusion

In conclusion, this study emphasizes how important family support and dynamics are in determining children's academic engagement and general wellbeing. According to the research, there is a substantial correlation between family adjustment and academic engagement, which suggests children who grow up in families that are loving and supportive are more likely to achieve high academic involvement. The study also emphasizes the significance of a number of elements within the setting of the family, including strong ties, open communication, and a positive attitude towards family life. These components help children feel emotionally secure and connected, which directly translates into improved academic performance and a greater sense of personal accountability.

The results also highlight the importance of maintaining family links and interactions, as children from families with strong emotional and mental support are more likely to be academically engaged. This emphasizes how important it is to encourage a supportive family environment as a basis for academic success and the general wellbeing of primary school pupils. The study also showed small gender differences that were statistically significant in how these pupils felt about their family's adjustment or how teachers evaluated their academic commitment. This shows that in this situation, teachers of both sexes have a small difference in viewpoint about the academic participation of pupils and that male and female pupils have slightly different ideas regarding their familial situations. These observations can help politicians, educators, and families create a supportive atmosphere that encourages children to succeed academically.

Limitations of the research

There are several noteworthy limitations, even though the study highlights the strong and positive correlation between academic engagement and family adjustment among primary school pupils in Bhakkar, Punjab, Pakistan. First, the study's limited generalizability stems from its exclusive emphasis on a specific area, which may limit the findings' significance in other contexts. Furthermore, the cross-sectional nature of quantitative research hinders the investigation of changes over time and the discovery of causal relationships. Response bias may arise from the use of self-reported data from teachers and pupils, since people do not always appropriately perceive or represent their experiences.

Guidelines for future research

A number of recommendations may be made for future research that builds on the current study in the areas of family adjustment and academic engagement among primary school pupils in Bhakkar, Punjab, Pakistan. First, to improve the generalizability of results to a more varied population, researchers could think about broadening the geographic reach beyond a particular area. By using a longitudinal research design, it would be possible to identify potential causal linkages and gain greater knowledge of the temporal dynamics between academic involvement and family adjustment. A wide range of research techniques, such as observational measures or qualitative approaches, could also be usefully included in future studies to triangulate results and provide a more thorough knowledge of the intricate relationship between family dynamics and academic involvement. To fully reflect the complex impact on pupils' academic experiences, a wider variety of demographic characteristics, such as socioeconomic status and cultural aspects, could be investigated.

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