

The Relationship between Family Problems and their Impact on the Academic Performance of  
University Students in Saudi Arabia

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**THE RELATIONSHIP BETWEEN FAMILY PROBLEMS AND THEIR IMPACT ON THE ACADEMIC  
PERFORMANCE OF UNIVERSITY STUDENTS IN KSA**

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**Abstract:**

Family problems is a rising issue in Saudi Arabia. It often leads to a negative impact on the family members who directly or indirectly live through it. Family problems can be defined as any verbal or non-verbal conflict arising in the family due to misunderstandings and problems that often results in physical or mental harassments. Year after year, many cases of domestic violence have been reported in news and the numbers keep increasing from time to time and experiencing this problem is leaving negative impact on the victim. This study aimed to determine the prevalence of the rise in family problems and to discover their result on the academic achievements of university students in Saudi Arabia

A cross sectional study was carried out in form of questionnaires that was distributed to the students in university based in Jeddah. The questionnaires were designed in such a way to explore and exclude that the academic stress was not included. There were total of 30 responses from students across various departments. This will aim to establish whether there is a connection between family problems and academic performance.

Results showed that at least 23 respondents (75%) is currently experiencing family problems; all of them suffered physical and emotional violence. Age, gender, residence, family income, institution's type and specialty of study has no significant association with the family problem. Most of those experiencing family problems showed low CGPA. It is concluded that there is an inverse correlation between increased family problems and decrease in students academic performance. Serious family issues have hugely impacted student's development even in their adulthood.

*Keywords:* Domestic violence, Physical violence, Sexual violence, Emotional violence,  
Academic achievements

### **Introduction:**

Domestic violence can be described as any act committed against a partner, ex-partner, child, incompetent adult, or any family member. For instance, putting or attempting to put the victim in fear of physical harm or causing physical harm to the victim. It also involves confining the victim against their will, causing malicious damage to their property, compelling them to engage in any behavior, act with the goal to distress, or irritate them. The bulk of the time, those who commit crimes have held positions of trust, intimacy, and power. In the meanwhile, the victims can be of any gender, age, place of residence, or income level. Nonetheless, there have been more female victims compared to male ones.

It has been demonstrated that experiencing DV can lead to a variety of issues, including suicide, anxiety, and running away from home. In addition, it could lead to persistent posttraumatic physical and psychological issues. This happened because of the victims' silence and refusal to speak up about the domestic violence they had experienced. The linked impacts of DV, such as poor concentration in class, low learning capacities, low engagement, and absenteeism, may have an impact on the victims' academic performance.

Domestic abuse is a severe problem that society frequently ignores. It covers any abuse that takes place amongst family members, be it physical, psychological, or sexual. Many instances of domestic violence have been reported in the news year after year, and the numbers occasionally rise. The victim may suffer harmful effects from witnessing this brutality. This study set out to

find out how common domestic violence is among university students in Jeddah, Saudi Arabia and how it affects their academic performance.

### **Literature review:**

A study was conducted in Migwani sub-county where respondents were drawn from 10 schools in 4 locations district where each school provided 125 participants. Then a sample of 56 respondents was appropriately selected from the analyzed data using SPSS (Statistical Package for the Social Sciences). Questionnaires and interviews were used to collect data and data were analyzed using the SPSS. The results showed dire consequences that affect students directly and indirectly. (Kithonga, F & Mbogo, Rosemary, 2018)

While another study conducted by Rocio Uevuera Romero et al. Br J indicates that exposure to violence, teacher support, and school delay amongst adolescents in South Africa brings a Highrisk sample of 503 adolescents aged 10-18 exposed to multiple types of violence and socioeconomic disadvantage at home, in school, and in their communities. Adolescents' academic support from teachers is low contexts in South Africa. impact of violence and socioeconomic disadvantage on adolescents' schools. (Herrero Romero, Rocio & Hall, James & Cluver, Lucie, 2018)

In BaksoNcooinshaw et al. Child Abuse study experiences of violence and deficits in academic achievement among urban primary school children in Jamaica results in fifty-eight percent of the children experienced moderate. Boys had poorer academic achievement and aggression among peers at school than girls. Exposure to three different types of violence was independently associated with poor school achievement among children. The result of this study

shows that primary school children are exposed to high levels of violence in school and the community and that exposure to violence is associated with, the correlation between providing a logical setting for implementing programs aimed at reducing children's exposure to violence and helping to mitigate the effects of violence exposure on child functioning provide a logical setting for implementing programs aimed at reducing children's exposure to violence and in helping to mitigate the effects of violence exposure on child functioning (Baker Henningham, Helen & Meeks-Gardner, Julie & Chang, Susan & Walker, Susan, 2009)

Other studies in Malaysia (2018) showed the Effects of Domestic violence on Academic Achievement among University Students in Selangor, Malaysia with a sample of 368 students said most of the respondents who did not experience any domestic violence showed high GPA and unfortunately the majority of the victims had lower CAPA compared to other. It is concluded that there is a low prevalence of DV among university students in Selanser, experiencing DV during childhood has an impact on the academic achievement of the victim in future university life. (Attala, Sohayla & Rome, by Amira, 2020).

### **Methodology**

The study's research design is based on correlation, which aims to establish whether there is a connection between family problems and academic performance. The study is conducted on a sample of students from Effat university in Jeddah, Saudi Arabia. A power analysis was conducted to determine the sample size required detecting any significant relationships between family problems and academic performance. Data is collected using a self-administered questionnaire. The questionnaire is designed to collect information on family problems, academic performance,

and other relevant variables such as gender, age, and socio-economic status. The data collected was analyzed using statistical software such as SPSS. Descriptive statistics such as mean, standard deviation, and frequency distribution were used to describe the sample. Inferential statistics such as correlation analysis and regression analysis were used to determine the relationship between family problems and academic performance. The study followed ethical guidelines for research involving human subjects. Participants were informed of the purpose of the study, their right to refuse participation, and the confidentiality of their responses. The results of this study provide insight into the relationship between family problems and academic performance. This information can be used to develop interventions to support students who may be experiencing family problems and struggling academically. Following questions were asked:

<b>S No.</b>	<b>Questionnes</b>	<b>Yes/No</b>
1	Have you experienced any family problems in the past year?	7 = Yes 3 = No
2	Do you feel that your family problems have affected your academic performance?	8 = Yes 3 = No
3	Have you sought any form of counseling or support to deal with your family problems?	9 = Yes 3 = No
4	Do you feel that your university provides adequate support for students dealing with family problems?	10 = Yes 3 = No

5	Have you ever missed a class or assignment due to family problems?	11 = Yes 3 = No
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### **Limitations**

The limitations of this study include the use of self-reported data, which may be subject to bias. Additionally, the study was conducted on a sample of university students, which may have limited the generalizability of the findings to other populations.

### **Discussion**

This study has been applied on university students in Jeddah, Saudi Arabia to explore the incidence of family problems, the characteristics of the victims, and to check the effects of the problems on their academic achievement. Results show that 100 percent are victims of some sort of family issues and the intensity of issue varies. The way of coping and the intensity of issue is connected with the academic performance of the student. Those who are better coping at home are also coping well in academic performance. Those who are undergoing severe issues are also facing hard time with academics.

### **Result**

Results showed that 23 (75%) respondents is currently experiencing extreme family problems while the remaining 7 (15%) classify their issues as moderate. The majority of the respondents understands that their problems are due to either financial constraints or parents misunderstanding. The remaining minority says they are used to the family issues and has learned



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to cope with it in a better way. When the results were ran in the SPSS software using a pearson's correlation, the result was 0.7 which is higher strength of positive association between the two variables.

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