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The Impact That Student's Homelife Have on Their Ability to Achieve Success in School

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THE IMPACT THAT STUDENT'S HOMELIFE HAVE ON THEIR ABILITY TO ACHIEVE
SUCCESS IN SCHOOL

A MASTER'S THESIS

SUBMITTED TO THE FACULTY

OF BETHEL UNIVERSITY

BY

ANNMARIE T UMLAND

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

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BETHEL UNIVERSITY

THE IMPACT THAT STUDENT'S HOMELIFE HAVE ON THEIR ABILITY TO ACHIEVE
SUCCESS IN SCHOOL

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APPROVED

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AUGUST 2020

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Abstract

The homelife of an adolescent has a profound impact on their ability to find success in school. Students who come from a family that is made up of a single parent, divorced parents, homelessness, and some other non-traditional family configurations are more likely to be unsuccessful in school and develop unwanted psychological adjustments. This research explores how a student's homelife affects their success in school from the views of both a traditional and non-traditional family type. It also focuses on the impact that teachers and school communities can have on a student's success, regardless of their upbringing. Through this research, it is hoped that teachers will be able to provide a more equitable education for students from a non-traditional homelife who may not be given the same head start that many of their peers from traditional family experience.

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Chapter I: Introduction

Adolescent Development

The homelife of an adolescent has a profound impact on their ability to find success in school. Students who come from a family that is made up of a single parent, divorced parents, homelessness, and some other non-traditional family configurations are more likely to be unsuccessful in school and develop unwanted psychological adjustments. This research explores how a student's homelife affects their success in school from the views of both a traditional and non-traditional family type. It also focuses on the impact that teachers and school communities can have on a student's success, regardless of their upbringing. Through this research, it is hoped that teachers will be able to provide a more equitable education for students from a non-traditional homelife who may not be given the same head start that many of their peers from traditional family experience.

Adolescence is a crucial time of development and discovery in every young adult's life. This is a time for questioning, growing, and learning while becoming autonomous and individualizing from parents (Keijsers & Poulin, 2013). As Goldner and Berenshtein-Dagan (2016) have discovered, during adolescence, the critical evaluation and discovery of the true self becomes reality. Adolescents are constantly creating, attempting to define, distinguish different roles, relationships, and situations as they relate to themselves. As the students in a High School setting enter this phase and mature, the search for how they fit into the social world in which they live becomes the center of their being.

Family Type Impact on Student Success

Adolescence is more than a time in which an individual begins to find autonomy from parents or guardians, it is also a time marked by physical, emotional, and social changes. A child raised within a home that offers a caring, supportive, and constant environment lends itself to the success of the child throughout high school. This success can be seen within their social relationships, within their physical confidence within a classroom, and within heightened self-esteem compared to peers who are not given a loving environment. The reason for their success academically can be attributed to multiple causes such as the ability to respond to stress in a healthy way, their trust in the teacher and the environment, or perhaps they are intrinsically motivated to succeed. Each of these causes for success are the result of being raised in a specific type of home.

Regardless of family type, whether two parents, divorced parents, single parents, or perhaps a blended family, a student is capable of finding success academically. When parents, or the leaders of the household, are able to provide an environment with cohesion, support, and low-conflict, students are more likely to find success within their secondary schooling years. However, those students who are raised in a non-traditional family type are more likely to be unsuccessful. This lack of success can be attributed to the family experiencing increased conflict, and parents being unable to devote substantial amounts of time or resources to their children. This results in the child feeling unsupported and a lack of connection to others in the home, all of which add to the recipe for the student to be unsuccessful in school during their adolescent years.

Although family type does have an impact on students' success, it is imperative that all parents realize their engagement with their student's academic life can support them to find success, regardless of homelife. Keith Robinson and Angel L. Harris (2014) highlighted the type

of family engagement matters for student achievement, not just engagement itself. Family engagement that is centered among academic activity results in students earning higher grades, attending school more regularly, and even results in students being more likely to enroll in secondary education after high school. It is not enough, however, for a parent to simply help a child choose classes in high school or observe their class one time. Rather, for families of low socioeconomic background, or families that are not a traditional mother and father in the household, creating a connection between student work and family engagement is critical for their success. This connection can be simple meaningful activities that follow curriculum but require engagement from the family as well.

Connection within the family results in a child feeling a sense of cohesion at home. When the student can also find a sense of support and low conflict, it becomes the perfect recipe for student success. This, however, can not be attained solely by a teacher. Teachers are faced gauging and understanding what is influencing each of their students at home while persisting for learning to take place. Creating relationships with students is the first step for teachers to have an influence on their success in the classroom, however, these relationships take time. A homelife that sets a student up for success is the most important thing parents can offer. When a student comes from a family in which they have been shown care, love, and trust, they will be more willing to make the same connections outside of the home, and with other stakeholders in their education.

Influences on Adolescent Adjustment and Achievement

Although adolescents enter the realm of self-discovery and attempt to make sense of the changing social world around them, the importance and impact of homelife can not be overlooked. The home is the first social experience any individual has. As young adults begin to

differentiate and individuate from their parents, how does the continued support, communication, and emotional connectedness impact the student's psychological adjustments within adolescents?

The role that homelife plays on a student's success in a school setting has been researched from many viewpoints. However, there has been little research completed on the impact that a student's homelife has on their ability to achieve success, specifically in High School. The focus of this is to determine how varying aspects of environment, family type, and support from the family unit can impact a high school student's ability to find academic success, autonomy, and meaningful relationships with parents, teachers, and peers. With a healthy home environment, students' academic achievement and overall well-being are increased while forming an "authentic self" in their late adolescent years (Goldner & Berenshtein-Dagan, 2016). This research provides educators with a new lens to view students within their classroom through. The hope is to gain new perspectives and realize new ways to build relationships along with engagement from students.

This research is intended to provide teachers and other stakeholders in a student's education a better understanding of how to provide an equitable education for students who are raised in a non-traditional home and lack the head start of peers who do come from a traditional two parent household. With this research, teachers specifically, can recognize the impact homelife has on their students and how to best respond. Teachers must become fully aware that those students who come from families of divorced parents, single parents, homelessness, blended families, multigenerational families, or same-sex parents are more likely to struggle academically.

The struggle within school is the result of these students developing unwanted psychological adjustment due to homelife. However, it is imperative that teachers realize a non-

traditional family does not guarantee the failure of a student. Rather, if the home can still provide

cohesion, support, and low-conflict, the student may still find success, or even be

indistinguishable from their peers who come from a traditional home. This research explores

student homelife and the effects on their success in school, as well as the influence teachers and

the Arts can have on their success, regardless of upbringing. The leading question throughout

this research is what impact does a student's homelife have on their ability to achieve success in

school?

Thesis Question

What impact does a student's homelife have on their ability to achieve success in school?

Chapter II: Literature Review

The impact of homelife on development in adolescence

The family unit serves as the building blocks for social understanding, personal regulation, and self-motivation within a child. As the child grows, this family unit, or lack thereof, impacts their physical, social, and emotional development. Goldner and Berenshtein-Dagan (2016) found that high levels of security within a family allow children to grow confidence in relying on others for "safety, support, and predictability". The two continued by finding that a warm and cohesive family brought on the feeling of being worthy of support and successfully reacting in times of stress within adolescents. This reacting to stress and feeling supported are only the beginning of what solid familial relationships can offer students, specifically as they mature into late adolescents. Conversely, non-functional family relationships result in the lack of positive psychological characteristics during adolescence (Sbicigio & Dell'Aglio, 2012).

The importance of perceived family relationship, and more importantly relationship with parents, and adolescent well-being was clearly demonstrated in a study completed by Armsden and Greenberg (1983). Their research was conducted using 85 late adolescent students with a mean age of 18.6 years. The Tennessee Self Concept Scale, a set of 100 descriptive questions which are ranked by an individual, was used to gather an overall self-esteem scale for each participant. Armsden and Greenberg used this self-esteem scale and broke their results down further into scales labelled as Family Self and Social Self subscales. To study the adolescent well-being, Beahman's Affective States Index was also utilized. This index allowed the research to view a self-report of adolescent's feelings of depression/anxiety, irritability/anger, resentment/alienation, and guilt. Furthermore, the subjects also completed questionnaires based

on physical health, family characteristics, stressful life events, and affective quality of attachment to parents. What Armsden and Greenberg found was that the quality of both peer and parent attachment is highly related to an adolescent's well-being. This was particularly true for the adolescent's sense of self-esteem and overall life satisfaction. The most important findings of this study, however, is the strong correlation between parent-adolescent relationship and the predictability of the adolescent's depression/anxiety and resentment/alienation scores.

The results of Armsden and Greenberg show that those adolescents who experience frequent and meaningful communication with parents obtain higher than average self-esteem and report higher than average satisfaction of relationships with peers. Conversely, the results also show that those adolescents who do not experience a meaningful relationship with parents reported more feelings of resentment and alienation, as well as feelings of being detached, both emotionally and verbally, from their parents. This study solidifies the importance of the family role in providing children with a cohesive and warm environment in which they are able to develop physically, emotionally, and socially.

Typical Adolescent development

Adolescence is marked by many changes that can manifest in physical, social, and emotional milestones. These can be thought of as "rights of passage" for a typical adolescent. Whether it be body maturation, autonomy from parents, or increased emotional stability and well-being, these developments of a "typical" adolescent do not occur overnight. Instead they evolve over the years from middle school to late adolescence.

Adolescence is a time period marked by intense bodily change and maturation, typically labeled as puberty. Within adolescence, there are three phases: early adolescence (10-13 years),

middle (14-16 years), and late (17-19 years). Puberty begins in early adolescents, as a child begins to notice changes in their body and become more body image conscious. Puberty changes differ between male and female. The biggest difference being that females typically experience pubertal changes 12-18 months prior to males (Kar et al., 2015).

The time of physical change and growth for adolescents is completely attributed to the child becoming a reproductively capable adolescent. This physical change is not a single event, although it is often referred to as such, but rather a drawn-out process. This process has become trademarked with what are known as the Tanner Stages. These stages were developed in Europe from the 1940s-60s by Marshall and Tanner through a longitudinal study. The pair created separate scales for male and female external changes as a child grows through puberty. They are now widely used as a classification system to track and document developmental changes of children during puberty. The Tanner Stages are the expected sequence of changes that a child will undergo as they move through their pubertal phase and enter middle and late adolescence. Although these stages are seen as the norm and utilized by practitioners to help parents and children learn about the expected changes to come, it is important to recognize there are differences which occur based on sex, race, ethnicity, and environmental factors. Tanner stages only measure pubertal development and not chronological age. For example, the average onset of puberty in White American girls is 10 years old while in African American girls it is 8.9 years old (Emmanuel & Boker, 2017). Physical change is not the only challenge faced by those transitioning from childhood into adolescents. With changes in the body, and at different rates than peers as described by the age difference of puberty onset between White and African Americans, comes social changes as well.

Social changes within adolescents are mainly surrounding the shift from reliance on parents or guardians to seeking some or full autonomy from them. This search for independence correlates with the Self Determination Theory (SDT), or the amount of autonomy, competence, and relatedness an adolescent feels. It is through these three factors that a young person is able to form an authentic self. It is these three dimensions that allow a person to "maintain healthy psychological growth, integrity, and well-being, and direct people on their behaviors" (Goldner & Berenshtein-Dagan, 2016, p. 52). In order to understand why these 3 dimensions are crucial for an adolescent to develop in these ways, we must first understand them individually.

Autonomy is more than independence from parents or guardians to an adolescent. Autonomy is the motivation within someone to recognize and establish themselves on their own, as separate. This includes discovering and following "inner wills, interests, values, and choices when acting" (Goldner & Berenshtein-Dagan, 2016, p. 52). However, another dimension of the Self Determination Theory is Relatedness. Relatedness is contradictory to Autonomy. In order to develop, an adolescent requires a sense of belonging. Relatedness allows people to feel a sense of connection, belonging, and caringness to and from others. Finally, the third dimension an adolescent must encounter during development of the true self is competence. Competence occurs when a person experiences a desire to achieve and is validated for their achievement, this must take place for an adolescent to begin to understand their own self-worth (Earl et al., 2018).

During their middle adolescent years, young people also enter Piget's Formal Operational Stage. This stage typically occurs within 11-15 years of age and signifies the psychological change of only concrete experience into thinking in more abstract, idealistic, and logical ways. It is during these changes that adolescents begin to imagine and desire qualities about themselves and others. It is due to this new awareness and desire that a form of egocentrism emerges in the

typical adolescent. Egocentrism, according to Piaget, is the heightened self-consciousness that others are as interested in them as they are themselves. Due to this shift in thinking, there begins to be more focus placed on peers by middle adolescents than on the parents which previously occupied their attention. During this new egocentrism, there also becomes a desire to find some sort of personal uniqueness. There is a need to be noticed or to stand-out from peers and family in some way. This egocentrism in the typical adolescent begins to subside or subdue itself as a student enters in their high school years. However, there are the atypical occurrences when adolescent egocentrism can contribute to unwanted behavior. These unwanted behaviors often include acting recklessly, sometimes leading to drug use, suicidal thoughts, and the overwhelming thought that an individual may be invulnerable (Santrock, 2015, p. 47).

Although there is the comparison phase of egocentrism, social relationships are of utmost importance throughout all of childhood, and particularly in adolescents. Peer interaction and relationship provides an adolescent a viewpoint in which to learn information and comparison about the world outside of their own family unit. With friendship being a valuable resource and experience for adolescents, not all friendships are alike. For example, if an adolescent wants a developmentally advantageous friendship, they must choose and align with peers who are "academically oriented, socially skilled, and supportive" (Santrock, 2015, p. 82). The same is true of the opposite. Those who befriend delinquents are at a greater risk of becoming delinquent themselves. The choice of friendship becomes especially important for the majority of typical students during the transition from middle to high school. Peer relationships play an important role in the development of individuals. During this time of change there are more opportunities for adolescents to spend time with peers, gain new friendships, experience less direct parental monitoring, and begin to be given choice in their academic work. With change and choice, it is

crucial for students to have the guidance and support necessary prior to these transitions in order to mentally make sound decisions.

Throughout adolescence, some have argued that the most important issue involves identity development. This occurs as individuals begin to seek answers to questions such as: Who am I? What am I all about? What should I do with my life? (Santrock, 2015, p. 95). These questions are often answered through youth experiences and exploration. Along with identity development, adolescence is also the time period when a sense of morality emerges in the typical young person.

As a person is transitioning through adolescents, they are not only facing bodily changes, seeking independence, and questioning who they are to become and meant to be, but they are also challenged with discerning how people should interact in a just way (morality development). Moral development can be broken down into 3 key developments: cognitive, behavioral, and emotional, much like the overall development of a young person. The cognitive development becomes centered around how an adolescent reasons or can process the "rules" surrounding ethical conduct (Santrock, 2015, p. 97). For example, as an adolescent's cognitive development occurs, they become aware of their reputation, or how others in society perceive them. Behavioral is the action or literal behavior that the person acts in rather than the processing of what is moral. This can be represented in an adolescent's choice to partake in name-calling or bullying, or to walk-away, or perhaps stand up for the victim. Finally, the emotional domain is composed completely of how the adolescent feels; guilt when a poor moral decision is made? Empathy towards others? It is the emotional response of an adolescent to a situation or decision that represents the emotional development or morality. This moral development holds a key role in the proper emotional change from childhood to adolescents.

Throughout all of the change and turmoil a child goes through as they grow and transform into an adolescent and finally a young adult, the main purpose and focus is to create an authentic self. A student must experience autonomy, competence, and relatedness if they are to fully develop an authentic self composed of self-awareness, self-esteem, and self-regulation. Each of these goals are molded and developed both within a classroom and in the home. However, the focus of this thesis remains; how does a child's homelife impact their success within the school setting?

The impact of a Child's homelife at School

Traditional Family

Homelife impacts a child far beyond the classroom. However, for the purpose of this thesis, we will look at how different family dynamics, environment, and parent-child relationships foster and/or hinder the child's success (academic achievement) in a school setting. Is there truly a difference in school success between children who experience a caring and responsive home, versus those who do not? How does a traditional family unit versus a non-traditional family type impact the success of a student? The research completed gives a glimpse into the impact of family life, and more importantly, how the community within a school is able to best serve the individual students.

A healthy family begins with cohesion, support, and low-conflict. When these three social, emotional, and environmental factors are met, children show positive psychological adjustments throughout childhood and adolescence (Sbicigo & Dell'Aglio, 2012). To understand how these three factors determine so much in a child, one must look at them individually. Cohesion in a family unit is more than "forming a united whole" (Google Dictionary definition).

Cohesion refers to the emotional bond which a family shares. This bond can be seen in any family type (traditional, single-parent, divorced, etc.), however the emotional connection needed to positively rear a child remains the same. This emotional connection refers to friendship, intimacy, and levels of affection a child experiences within the home (Sbicigo & Dell'Aglio, 2012). The second factor is support. This support does not refer to bearing the weight of another, but rather it is the perception of material and emotional support a child feels. The support within a family unit becomes increasingly obvious to children in the face of challenges. However, within support, there is greater importance placed on the ability for a family to offer emotional support. The final factor is conflict. Conflict within the sense of family health focuses on any negative feelings among the individuals comprising the family unit. Negative feelings, specifically from an adolescent, can lead to feelings of hostility, stress, criticism, and aggression within the family (Sbicigo & Dell'Aglio, 2012).

It is widely accepted that when cohesion, support, and low-conflict are all taken into account and are all maintained within a family, self-esteem and self-efficacy are the result. Adolescents who have experienced a warm and caring environment are more likely to have positive self-esteem and self-efficacy. What this means for the individual adolescent is the belief that they are capable. Positive self-esteem leads to optimistic outlooks. Those with high (or positive self-esteem), often believe that they are capable of achieving a goal based solely on their own ability. Self-efficacy follows the same trend, however, self-efficacy, in this instance refers to an adolescent's belief of their ability based on cognitive, emotional, and behavioral self-assessment to perform a task or achieve a goal. To clarify the difference; self-esteem is the "evaluation of personal competence" and self-efficacy "expresses the evaluation of confidence in such competence" (Sbicigo & Dell'Aglio, 2012, p. 616). Put simply, self-esteem leads to

adolescent thoughts and beliefs such as "I am", while positive self-efficacy creates the belief that "I can".

With an environment which is cohesive, supportive, and low-conflict leading to positive self-esteem and self-efficacy, how does this translate to a student's success in the classroom? Research has shown that when responsive and sensitive care is given to a child, they gain the ability to experience trust and closeness with others, as well as positive ways of dealing with stress. Dealing with stress in a positive way is the result of children viewing themselves as worthy of support and capable of coping with stress due to the warm and caring family environment (Sbicigo & Dell'Aglio, 2012). Reacting to stress in a positive manner allows students to successfully perform a variety of tasks and situations presented to them within a classroom. Students who maintain the mindset of being capable to perform are likely to find academic success as well. Throughout a child's upbringing and into adolescence, when their psychological needs are met their intrinsic motivation is increased. Motivation in the classroom is what causes engagement to increase, higher academic progress, self-esteem to continue, and resilience to form (Saeki & Quirk, 2015).

A traditional family unit refers to a family including two parents and child(ren). More accurately, a traditional family refers to a ""family" concept that is largely premised on biology, is grounded in the traditional conception of a nuclear family", rather than those who may be just functioning as a family (King, 2010). Within a two-parent home, there is no significant relationship found between delinquency and the adaptability or cohesion of the family, which may be due to the traditional family having access to more resources. This can become important when there is a lack of communication or cohesion, as the access to resources may compensate (Matherne & Thomas, 2001). Students from two-parent homes are also less likely to report

problems related to school compared to counterparts. This may be because of access to resources within a traditional family and being able to "provide a more balanced home environment and devote more time and energy to their children" (Matherne & Thomas, 2001, p. 661).

Family relationships, specifically a positive parent role, in a child's upbringing has an exponential effect on an adolescent's health and development. A child experiencing a supportive and organized family is likely to have increased self-confidence, social competence, and lower anxiety throughout adolescence, which leads to them becoming more self-sufficient and motivated as well (Kaneez, 2015). The first social experiences that the family offers continues to impact students as they mature into and through adolescents. These positive experiences and results are most commonly seen within the traditional family unit.

Non-Traditional Family

As a traditional two parent home plays a large role in the academic and psychological successes of secondary students, we must also look at the inverse. A non-traditional family is that which is not made up of two parents and child(ren), but rather a single-parent home, reconstructed home, same-sex parents, blended families, multi-generational, or lacking parents all together. Similar to a traditional family type, all non-traditional families can be measured through cohesion and adaptability. It has been found that a non-traditional family type does have a positive correlation with lack of cohesion and adaptability which leads to delinquency (Matherne & Thomas, 2001).

The research among multi-generational families and student success rates within the United States is relatively non-existent. However, the non-traditional family type of same-sex parents has recently become accessible to researchers due to the U.S. 2000 Census. The data collected from the Census in 2000 was used to compare student progress across the nation. Allen

(2012) and others found through their study, children raised by same-sex parents were 35% less likely than their peers raised by a traditional heterosexual couple to maintain normal progress through school. Similar outcomes were also discovered in children of blended families. Ginther and Pollak (2004) discovered, children growing up in a blended family in which both of their biological parents are raising them, compared to step-siblings in which only one of the parents is biological to the child, had significantly better educational outcomes. Even then, biological children in blended families still had significantly poorer academic outcomes than those of traditional nuclear families.

Delinquency is a form of misbehavior. This misbehavior is centered around social misbehavior at school, drug use, and weapon carrying. Delinquent acts from adolescents are becoming more common within the United States as children of divorced parents, born out of wedlock, or brought up in a reconstructed home become the norm. The acts of drug use and weapon carrying may not be the direct result of family type. Rather, these could be the result of societal factors such as "accessibility of weapons, media violence, and inequitable educational opportunities" (Matherne & Thomas, 2001, p. 656). Although these societal factors must be taken into consideration, let us look solely at the family environment.

Lack of parental supervision following the school day, lack of communication, low levels of adaptability, and lack of resources create an environment in which children and adolescents become more susceptible to problem behaviors. These problem behaviors often translate into the classroom, and as a result, the adolescent achieves lower academic success rates than their peers from typical homes. For example, Jennison, (2014) research shows that adolescents from a home environment in which the biological father was an alcoholic are three times higher to misbehave in school versus those without alcoholism in the home. This is not the result of the drinking

itself, but rather the quality of marriage, high conflict in the home, argumentativeness, disruption, and lack of parental monitoring of the adolescent. All of these results can be seen as a severe lack in family cohesion.

It is crucial to understand the mutual influence parents and adolescents have on one another. Cui and Donnellan (2007) discovered a positive correlation between an increase in marital problems and adolescent difficulties with developmental anxiety, depression, substance use, and delinquency. As family is the first social group a child belongs to, it has an important role in teaching children how to cope with stress. When an individual perceives their family to offer less support, they are more likely to experience depression and work or school-related stress (Aydin & Oztutuncu, 2001). Depression also increases in adolescents when there is a lack of affection and emotional support from their family (particularly from parent(s)), and a strong push from parents to achieve academically. It is now widely accepted that family climate and a sense of cohesion within the relationships play a large role in adolescent self-views and psychological health, both of which contribute immensely to their success in the classroom.

A non-traditional family can still produce academically, psychologically, and socially successful adolescents. Regardless of family type, the importance of family cohesion and adaptability remains the same. When a child experiences a sense of support, love, and low-conflict they are more likely to find success as an adolescent. The opposing view of an adolescent being unsuccessful in the classroom from a traditional family type also occurs.

Child Maltreatment and Homelessness

Maltreatment of a child results in lifetime difficulties that they will face. The maltreatment, whether it be emotional, physical, or verbal, often results in the child having problems regulating their own behavior. The lack of regulation the child experiences leads them to become aggressive, disruptive, and noncompliant, all of which have severely negative effects in the school setting. During the transition from childhood to adolescents, there is an increase in personal demands, responsibilities, and privileges that often leave the adolescent vulnerable. This vulnerability, coupled with maltreatment, leads to less than ideal developmental outcomes within personality, psychopathology, and alcohol or drug use within adolescents (Oshri et al, 2013).

Maltreatment of a child often leads to homelessness as well. A study completed by Wolfe (1999) found that maltreatment of adolescents left them with feelings of less parental love and cohesion. The adolescents in Wolfe's study reported more parent and adolescent physical and verbal aggression, and more conflict within the home in general. A large portion of homeless youth have experienced parental maltreatment, conflict, and drug and alcohol abuse. Within a sample of young adolescents, 78% self-reported they had experienced significant physical violence inflicted from their parents in the year prior to becoming homeless. These same adolescents reported extremely low levels of care and acceptance (Wolfe, 1999).

Child maltreatment sets in place hurdles and barriers for personality development, and adolescent adjustment or psychopathology. Those who experience maltreatment in developmental years often obtain less flexible personality patterns (Oshri et al, 2013). The lack of flexibility and maladjustment of maltreated adolescents translates poorly into a classroom. This being the result of less cohesion within the home can result in a student who lacks confidence in coping with stress and solving problems with their own resources. As a result of

the connection between cohesion, adaptability, coping ability, and problem solving, these

students are more likely to struggle to achieve academic success.

Homelife Impact

Although parents typically begin to spend less time with students as they enter secondary

school, they still have a significant impact on the success of their child academically. The value

placed by parents within the home can mean the difference between a student being academically

successful or not. This involvement by parents is typically recognized and upheld with great

importance by veteran teachers. The education expert Joyce Epstein has stated "almost all

parents want their children to succeed in school but need clear and useful information from their

children's teachers and from other school and district leaders in order to help their children

develop their full potential" (Santrock, 2015, p.81). Students with absent parents, broken homes,

experiencing homelessness, or other non-ideal situations in which parents (or lack-there-of) may

not place value on academic success are often faced with another barrier in the form of inherited

views or values to succeed in school.

Environment can not be taken on its own accord. Nature-nurture is a long time argument

that involves a child's biological inheritance and environmental experiences. Experts claim that

you truly cannot base a student's intelligence off of one or the other, but rather both must be

taken into account. Although, nurture, or the environment in which an adolescent is raised, often

becomes the main focus of study. Many experts have found that it is a great deal easier to place

emphasis on prevention of at-risk students versus remediation. Many parents who face monetary

difficulties or marital conflict find it hard to create an "intellectually stimulating environment for

their children" (Santrock, 2015, p. 145). It is with this view that there becomes a need for

programs to educate parents and provide them with the ability to be sensitive caregivers to young

children, as well as offer high quality support such as child-care programs. Whether a child is born with biological intelligence or "growing up with all the advantages" does not guarantee success, specifically if those advantages are taken for granted. The same is true for those born without genetic predisposition to academic success. These students are not guaranteed failure, especially if the family or homelife can provide care and support to take advantage of all resources available to them (Santrock, 2015, p.123).

Nurture continues to play a large role when a child's family experiences low socioeconomic status. Socioeconomic status here, refers to the combination and quantification of family income, parental education, and occupational status (Bradley & Corwyn, 2002). The term socioeconomic status in the United States implies some inequality immediately. Four main inequalities come into play; access to higher-status occupations, access or attainment of higher education, economic resources, and influence on community decisions. It is the inability to control resources and to participate in society's rewards that lead to lower socioeconomic status. This low status within families turns into less education, less power to influence a community's institutions (schools), and fewer resources for students (Santrock, 2015, p. 144).

More often than not, a parent's low socioeconomic status is linked to the neighborhood in which they raise their children and schools they will attend. This environmental influence does not only play a role on the child's academic success. Kohen (2008, p. 158) and others found that those families of low socioeconomic status within a neighborhood were "linked to less consistent, less stimulating, and more punitive parenting, and ultimately negative child outcomes (low verbal ability and behavioral problems)." Those students from low income families are not guaranteed to fail, just as those from affluent homes are not guaranteed to succeed. For example, Souniya Luthar and her colleagues discovered that adolescents from affluent families are at risk

for high substance abuse rates, with males having more problems than females. However, they did find that female adolescents from affluent families were more likely to maintain high levels of academic success.

Children who grow up within poverty in the United States represent a great concern. In 2017, 17 percent of children in the U.S. were living in families that were below the poverty line (Childstats.gov, 2020). For example, in the United States in 2017, a traditional household made up of a married couple had a median income of $90,386, a household of a single male held a median income of $60,843, and lastly, a household maintained by a single female had the lowest median income of $41,703 (Fontenot, Semega, & Kollar, 2018).This is much higher than other industrialized nations whom we compare. For example, Canada has a child poverty rate of 9 percent, and Sweden only 2 percent. These children are more often than not born into misfortune. In 2006, 42 percent of families with females as the head of the family lived in poverty, compared to only 8 percent of married families. In the same year it was found that 33 percent of African American families and 27 percent of Latino families in the U.S. lived in poverty, compared to only 10 percent of non-Latino White families. Children born as ethnic minorities are more likely to live in poor neighborhoods where "social supports are minimal and threats to positive development abundant" (Santrock, 2015, p. 145). This racial inequality is evident when comparing overall median incomes of races within the United States, regardless of family type. The average white American brings home a median income of $65, 273 annually. This seems like child's play when compared to the median income of Asian Americans bringing home $81,331 per year. However, the racial disparity becomes evident when both White and Asian American incomes are compared to those of Black and Hispanic Americans standing at $40,258 and $50, 486 respectively (Fontenot, Semega, & Kollar, 2018). During the developmental years

into adolescents, students begin to become aware of their disadvantage compared to others due to their cognitive growth. It is this growth and awareness that begins to create a need to hide their poverty status from others, including peers and teachers.

A Teacher's Impact

From the viewpoint of a teacher, all students deserve the right to a strong education. Although this becomes the desire, how can it be provided to students from low socioeconomic backgrounds? These students are often facing barriers at home and in school (socially) that will compromise their learning. Children from non-affluent families are experiencing more family conflict, violence, chaos, and possibly separation, as well as are experiencing less social support, less intellectual stimulation, less equipped school settings and teachers, and less involved parents.

Although these students may be ridden with reasons that make it difficult to succeed academically, they have a clear advantage if they possess one thing: courage. The downward trajectory of these students is not set in stone. One possible program to help uplift these students is a mentor program. Many students living in poverty lack involved parents as they work to provide what they can for their children. A mentorship program may provide guidance, support, and incentive for students to focus on both social and academic success. For example, the Ford Foundation funded such a mentorship program with incredible results. This program, called the Quantum Opportunities Program, provides year-round mentorship for minority students who are entering high school and are experiencing high rates of poverty whose family receives public assistance. Each day within the program, a mentor provided support, guidance, and concrete help to their students for four years.

Throughout the Quantum program, students are required to participate in academic activities like reading, writing, math, peer tutoring, and computer skills outside of school hours. They are also required to complete community service projects, life skills training and college and job planning. In exchange for their involvement in the program, students received financial incentives. When looking at the results of the program, 63 percent of mentored students graduated from high school, while only 42 percent of non-mentored students did. 42 percent of mentored students went on to college, and only 16 percent of those non-mentored students did. Long term results revealed that students without a mentor were twice as likely to receive food stamps and welfare, as well as having more arrests. This program stood for what is clearly the potential of all students. Although this program itself no longer exists, others have taken its place through the Eisenhower Foundation (Santrock, 2015, p. 147). Programs such as these show the importance of relationships to students. Specifically, relationships with a person they are able to view as a mentor who can provide the guidance and support desired and needed. Teachers hold a special position in that we have the ability to provide this mentorship to our students each day.

In order to build relationships with students, it also becomes crucial for teachers to empower them. Empowering students refers to "providing intellectual and coping skills to succeed and make this a more just world" (Santrock, 2015, p. 157). Empowerment from teachers is a crucial step to providing a multicultural education to students today. Multicultural education should provide students an opportunity to learn about different cultures and ethnic groups and their experiences, struggles, and visions. For example, minority students in the United States are far more likely to experience a multigenerational family residency. This is often the result of a minority family experiencing low socioeconomic status, or immigration. When a non-Hispanic White family experiences multigenerational family type, it is almost always due to adult children

moving back into their parents' home when faced with financial hardship. This is quite different from the common multigenerational family experienced by African Americans due to social and structural barriers of society. With high rates of single motherhood among African American women, and lower income among men, African American families are more likely to experience this non-traditional household than White (Keene & Batson, 2010). Through providing all students with an education inclusive of all, students of minority groups begin to have increased self-esteem and those who are not part of the minority group begin to have less prejudice, thus providing a more equitable education for all students. When a teacher is able to provide rigor and an expectation of high achievement, while combining culturally relevant material, minority students and those from low socioeconomic backgrounds benefit enormously.

With the need for relationships, the role of a school moves beyond providing the basic necessities, such as meals, to a student. A caring school environment that is promoting success within its students must provide access to cultural connections and relationships, social opportunities with peers and teachers, options to partake in extra curriculars in a structured setting after school hours, and access to necessary support staff such as nurses, school social workers, and counselors. In order for a school and teachers to create a positive learning environment for all students, positive relationships with students is required. One study by Emmer, Evertson, and Anderson (1980) found that the most effective teachers not only had rules and procedures within their classrooms, but also put great priority on showing a caring attitude toward students. Due to this attitude, students reported feeling safe and supported while also being treated fairly. These teachers effectively expressed their feelings to their students and had good communication skills, including listening skills. More recently, Ahmed (2016) and others found that in order to create a positive learning environment, there must be good interactions

between teachers and students. They emphasize the ability of a teacher to shape the environment into a place that is comfortable for students, and in turn improve the ability for students to learn as well as understanding students' needs because of the strong relationship that has been built. These aspects will lead to a classroom that is enjoyed by both teacher and student, relaxed and pleasant, yet maintaining great emphasis on high achievement expectations.

With relationships, a caring environment, multicultural education, and access to support staff being crucial for continued success of students in secondary schools, it is no secret that early interventions for students at risk is imperative. Prior to student arrival in secondary education, early childhood education and care can have profound impacts on young students from disadvantaged backgrounds. When these families receive early childhood education and care it can provide opportunities for families (particularly mothers who would stay home to care for their child) to return to work and continue providing for the family unit. Children within these programs can be exposed to an educational environment which is caring and supportive while upholding high expectations at an early age. This exposure translates into more success within secondary years of their education (Archambault et al., 2019).

Visual Arts Impact

Identifying the academic and personal disadvantage a child brings to the classroom because of their homelife is a crucial part of teaching. A child without a traditional family life may exhibit unwanted or unnecessary behavior within the school setting, resulting in often denunciation of the student. Research shows that positive arts education experiences can provide students with increased social-emotional competency (Farrington et al., 2019). Perhaps increasing their social/emotional competence can provide additional self-awareness, self-regulation, and social-emotional health, specifically in those students who need this most.

It is within human nature to create. The creation process, be it painting, drawing, photography, music, dance, or any other art form can allow a student to flourish. As Wright and Pascoe (2015, p. 296) stated, "Art is not to do with the practical side of making a living. It's to live a fuller human life. It is this broader understanding that takes educators into realms of social and emotional health, wellbeing, sociality, what is life-enhancing, and human flourishing." Wright and Pascoe also place great emphasis on the concept that arts practice, regardless of in an educational setting or not, can strengthen a student's response to change, flexibility, and fluidity.

Students from a traditional family background, who have been raised within a cohesive and adaptable environment benefit from a strong arts education through creating a broader understanding of a diversity of viewpoints, ideas, or visions. However, it is the students who have lacked a cohesive, adaptable, and loving environment who may strongly benefit from a well-rounded arts education program the most. Arts educators have a unique role then. If the arts can offer students more than an academic mark, perhaps a strong arts education can move students from the "fast-food" production of education into focusing on both the process and product. The ability to change and respond in a positive manner to an unknown future, as well as be resilient in this unknown could be a product of the inquiry and expression from arts practices (Wright & Pascoe, 2015).

Wright and Pascoe, through their use of case study and research, argue that students who experience a strong arts education program also begin to experience connection. Connections made in the arts are the result of making, or as they put it "We argue first *making is connecting* and through acts of making, connections are developed and well-being improved" (Wright & Pascoe, 2015, p. 298). Pascoe and Wright do not stop there. Within their research they narrowed down four more benefits art education can provide, all of which improve a student's well-being.

The second benefit is a student being active in a form of inquiry that is required in the creation process. An art student is constantly asking questions of themselves such as "What could I do with this painting? How can I make it more interesting? What do I want it to mean? What should it feel like to the viewer? Third, a student begins to develop the ability to take notice. A student begins to "*observe and be sensitive* to aspects of the world in aesthetic ways". As a student grows in their own artistic and creative confidence, they begin to take notice of how others use art around them. They may now not just view a mural in a big city as street art, but rather a painting in which they can now actively take notice and appreciate, or the way their local coffee shop redesigned their logo, even the architecture occurring in a new home being built down the street from their own. Fourth, as students are urged through their inquiry and taking notice, they keep learning. Through arts education, students are creating a sense of what true craftsmanship is, how to complete a task with a quality performance, as well as learning how to set goals that become necessary within the arts classroom and beyond.

And finally, Wright and Pascoe recognize the fifth way arts education can benefit a student is in the form of giving. After students create, question, take notice, and learn, they are then asked by art educators to place their creation into the world in some way for others to view and appreciate. It is through all five of these benefits that arts education can "provide skills, processes and understandings that constitute at their best, sets of 'productive' conditions through which young people flourish *through* an arts ecology as they are on trajectories of becoming through the 'public life' and creative manifestations of the imagination" (Hyde, 2007).

It is with concern however, that for these benefits to become reality, the arts program within an educational setting must be strong. It is not enough for a teacher to simply teach their students how to use oil paints or develop film from a camera. Arts teachers have the ability to

create cultural experiences and new interests within their students when provided with support from their district, colleagues, and their teacher education coursework. When a talented teacher is set up for success, they are able to more fully participate and develop those students they have the privilege of teaching. So, what is implied when a strong arts program is referenced is the "creativity, team-work, perseverance, imagination and discipline" surrounding and completed by the art teacher to build the program (Wright & Pascoe, 2015, p. 304).

When this program is achieved, all students, particularly those facing a non-traditional homelife, are given the opportunity to create connections with history, concepts, heritage, and begin to build or strengthen their own identity, all while contributing to the creative world. When the five benefits of arts education are considered in a multi-dimensional way, rather than at face-value, it becomes clear that education within and through the arts contribute to student's well-being in social, emotional, and functional ways. These are the result of students feeling accomplished, engaged, expressive, and developing meaning.

Chapter III: Discussion and Conclusion

Summary of Literature

Adolescence is the period of time between childhood and adulthood. It is the time when a child matures into a young adult in physical, emotional, and social ways. The typical development of an adolescent follows a sequence, known as the Tanner Stages. These stages measure pubertal development in children, and not chronological age. This is important to note because of the difference in pubertal onset between sex, race, and ethnicity. For example, Emmanuel and Boker (2017) discovered the average age of puberty onset for White American girls is over 1 year later than that of African American girls. Coinciding with these physical changes, adolescence is also the time period when a child searches for autonomy and relatedness outside of their parents or home.

Autonomy, relatedness, and connectedness are the three focal points of the Self Determination Theory, a theory that explains the search for independence. Autonomy can be understood as the motivation within an adolescent to distinguish themselves from others, to be recognized and addressed as their own person. As the adolescent strives to develop their own sense of self, their connection, or relatedness, to others outside of the home is crucial to their psychological and social development. Finally, in order to fulfill the Self Determination Theory, an adolescent must experience competence. Competence allows a young person to be recognized for their achievements and in turn build their sense of self-worth due to the recognition and drive created to continue succeeding (Earl et al., 2018).

In order for the typical adolescent to move through the Tanner Stages, as well as find autonomy, relatedness, and competency, their homelife becomes the crucial ingredient for their success. Whether an adolescent comes from a traditional or non-traditional family, the keys to finding academic success remain the same. A student who feels they belong in a home where there is cohesion, support, and low-conflict will experience higher self-esteem and self-efficacy. These two characteristics in a student lead to the belief of being capable. With increased self-esteem, self-efficacy, and being raised in a warm and caring environment that results in a student being able to trust others, a student is better able to respond and cope with stress in a more positive manner. This response allows a student to react within a classroom in a way that is positive, confident, and unafraid (Sbicigo & Dell'Aglio, 2012).

The academic success of a student relies heavily on their upbringing. Whether a family is able to provide cohesion, support, and a low-conflict home is greatly impacted by family type. A traditional family refers to a family including two parents and their child(ren). Within the two parent homes, there are often two monetary providers. This access to money is viewed as having greater access to resources, and possibly compensating if the family home does not maintain cohesion, support, and low-conflict. However, with an increase in access to resources, parents are more likely to provide a balanced home environment that may not be possible if struggling for resources (Matherne & Thomas, 2001). In order to produce a well-rounded, motivated, and self-sufficient individual, it is crucial for parents to provide a supportive and organized family life.

Although providing a supportive and organized home is not only accomplished through a traditional (two-parent) home, students from these homes are more likely to achieve academic success. A non-traditional family can take many forms, such as a single-parent home, same sex

parents, blended families, multigenerational, non-existent parents all together, or homelessness. Adolescents raised in non-traditional homes are more likely to exhibit unwanted behavior. Children of divorced parents are more likely to act in a delinquent manner (Matherne & Thomas, 2001), those of alcoholic fathers are more likely to be argumentative in the school setting (Jennison, 2014), and those of homosexual couples are less likely to maintain normal progress through school (Allen, 2012).

When the impact of homelife on academic success of students is fully understood by teachers and other school personnel, the importance of relationships, mentorship, and empowerment take focus. Empowering students provides steppingstones to relationship building. When a teacher is able to empower their students through multicultural education, providing coping skills, and increasing their intellect, the classroom moves beyond providing basic necessity. Students begin to find academic success, cultural connections and relationships, social relationships beyond the family, along with important access to counselors, social workers, and nurses. The benefit of teacher-student relationship, mentorship, and empowerment can be upheld within an Arts classroom as well.

The arts provide a special opportunity to students of all homelife backgrounds. The arts can offer students growth academically, emotionally, and socially. Strong arts programs allow students to make connections within the world around them, teaches students how to ask questions and remain curious, allows students to become better at observation, to continue learning through their observation and inquiry, and finally to give back to their community in the form of their creation being on display in some way. When a strong arts program is able to provide students with guidance in these five areas, they are also given a chance to create

connections with history, heritage, contributions to the creative world and to continue strengthening their own identity (Wright & Pascoe, 2015).

Professional Application

Within the United States, children are raised in a vast array of environments and family types. As these children grow into adolescents, their family and homelife continue to play a large role in their development. It has become clear through this research that adolescents of non-traditional family types, or those with single parents, divorced parents, absent parents, or who experience homelessness, are well below their peers of traditional families in finding academic success in school. This is the result of children from two parent homes often having more access to resources, having at least one parent available for support and guidance, as well as more value being placed on education from the parents.

Within my time as an educator, I have personally experienced working with adolescents who have been reared for success, and those who have not. Two students in particular emerge when I think of how diverse home lives affect students in an academic setting. The first student is Stella. Stella comes from a two-parent home. Both of Stella's parents are extremely successful in the eyes of the public: her father is chair of emergency medicine at an extremely large hospital, and her mother owns a dental practice. Stella is also the youngest sibling of three, with both her older sister and brother having found incredible academic success in their own high school experiences. Stella, whether she realizes it or not, is expected to succeed. Due to her family type and status, the value her parents place on education, their eagerness for her to be involved in multiple extracurricular activities, as well as the support given to her as she faces these endeavors is unwavering.

Stella has been given, to no fault of her own, a head start. Due to the affluence of her parents alone, she has access to resources in a way that she can feel supported and guided, even while her parents are consumed with careers. The same is not true for all of my students. The second student I would like to introduce is Deon. Deon is, like Stella, a younger sibling to two, and attends the same school as Stella. However, the similarities end there. Deon and his siblings are being raised by a single mother, in North Minneapolis, and being brought in by a taxi paid for by the school district each morning. His mother has struggled to support her children and has had difficulties with addiction. The most important thing to Deon is a hot meal in the morning and at lunch, provided to him from school, versus graduating with a grade point average that will get him into Carnegie Mellon, which happens to be Stella's goal. His attention is lacking in the classroom, and he often shows signs of defiance or unwillingness to participate. His need is for relationships and an outlet, both of which he has discovered within my art classroom.

From such diverse backgrounds, these two students each require a different type of teaching style. From my research, I have found that the most important aspect of teaching style for Stella is challenge and empowerment. Stella will thrive when given a challenge or problem to solve with little instruction, rather the encouragement from her teachers and reminder that she will be successful. Her family has instilled a sense of intrinsic motivation in her. She wants to be successful because that is what she knows. Deon on the other hand, often requires incentives and intensive guidance to keep his attention on a task. He works best when in an environment that he feels confident and safe within, and with a teacher who has built a relationship first. All of these differences between the two students are supported within my research. Reviewing the research of Goldner & Berenshtein-Dagan (2016) a warm and cohesive family allows a student to feel worthy of support and successfully coping with stress. When a student is given safety, support,

guidance, predictability, and care as a young child, this translates to positive psychological characteristics developing during adolescence. When a student lacks these positive experiences and becomes fixated on the stress and lack of support in the classroom, it may be difficult for them to view the importance of their own education. This creates a crucial place for teachers to begin to connect with their students. It becomes imperative that teachers are able to create an environment in which a student feels there is little to no conflict, violence, or chaos, which are often what those from low socioeconomic status or broken families experience. A school environment of care, social support, intellectual stimulation, and an expectation for high achievement is where all students will begin to find success regardless of their homelife. The expectation for teachers to create an environment that can be all of these things to students and build strong relationships or mentorship with them is a great deal to expect without proper education and resources. Teachers working within schools that lack funding, proper facilities, and leadership have a very difficult challenge in front of them.

This research has helped me realize how often I, as an educator, do not recognize the possibility of greater underlying reasons for a student's unwanted behavior in a classroom. There are often times a student blurts out, makes a sly comment, or is unkind to peers within the classroom setting. When this has occurred in the past, I have found myself admonishing students without consideration of background or what they may have brought with them emotionally to the classroom that day. By becoming aware of how a student's homelife may affect their behavior, teachers, counselors, building leaders, and parents are able to be better equipped to serve them on a daily basis. The cornerstone to keep this research a priority is the constant need a student has for an environment that is cohesive, supportive, and low-conflict. When a student is

provided this type of stability and care within an academic setting, especially if it is lacking in their homelife, they are more likely to find both social and academic success.

Limitations of Research

The lack of teacher support, funding, resources, and guidance becomes the focus of the limitations in my research. Successful programs such as the Quantum Project, in which minority students of low socioeconomic status were given mentorship that included incentives for them to participate in all requirements of the program, showed incredible progress in raising these students interest in school, there drive to succeed, and ultimately, their success compared to their peers who did not partake in the program. This was a privately funded project which leaves the question of funding in order to support teachers in their quest to offer students the best educational experience possible. The lack of research surrounding the lack of resources and training for teachers was shocking.

There are many other limitations in this research that focus on the homelife of students and the implications of this for teachers. It is important to learn how the gaps in this research could be bridged to better equip teachers to best support their students that fall into this particular demographic.   Discovering more interventions, case studies, and specific resources for educators to implement would help these students feel supported and set them up for a higher chance of social and academic success at school. As an educator, tangible guidance on interventions to use within my classroom are invaluable. This is where the largest gap of research within this subject lies. There is a lot of research that provides information on how homelife may affect individual students, but there remains the need for an increase in additional resources for teachers to use so they both can identify and serve these children. Another limitation found within my research is the challenge to answer the following question: how do districts provide professional

development based on how to lead an inclusive classroom that reaches all students for their teachers when faced with funding and resources deficits?

Lastly, a teacher may recognize a student who exhibits unwanted or uncontrolled behavior. This behavior, however, is not guaranteed to be the result of the student's homelife. There are many other possibilities such as Attention Deficit Hyperactivity Disorder, Reactive Attachment Disorder, the need for attention, or possibly they are acting out of frustration. Since there are countless other possibilities, it becomes important that a teacher be able to recognize what is causing the behavior within their classroom, so they are able to determine how to best support and teach these students. While adolescent students are often overly aware of peers and their view of each other, an adolescent who is experiencing a non-ideal homelife may do an extremely good job of hiding it. Keeping this hidden from peers may result in it remaining hidden from teachers as well. If this is the case, there must be research done on how teachers and schools can best serve those students who are placing a great deal of effort on remaining unidentified as struggling among peers. As a result, they will be able to better recognize who they are while maintaining emphasis on social support, an expectation of high achievement, and providing an environment the student feels safe and welcomed within.

Implications of Future Research

Given the research read, there are gaps that need to be filled within the future. First, I was unable to find any research focused on what effect teacher awareness of homelife has on student academic success in a high school setting. In the future, research focused on how awareness can positively or negatively impact a student's success could be an excellent resource for teachers to begin learning how to approach student learning from diverse backgrounds.

Another important area of research missing that could offer insight to the students' perspective is a case study focused on student perception of a teacher and their success because of the teacher. Understanding exactly what students feel toward a teacher who provides them an environment in which they feel successful, versus one who does not, gives new teachers a way to understand how they should approach their students and how they want to be taught. Furthermore, by viewing the success of a student through the lens of the student themselves, and not parents, teachers, or other stakeholders in their education, the student can provide direct evidence for their success. Perhaps homelife does hold a large place in the reasons for student academic success, but perhaps in the student's eyes their success can be attributed to their own motivation, interest, or relationship with a teacher.

Conclusion

What impact does a student's homelife have on their ability to achieve success in school? The homelife of a student continues to have a profound impact on their development psychologically, socially, and emotionally throughout their secondary education years. Students who are raised in a non-traditional family type are consistently found to be more likely to develop unwanted psychological adjustments and to be unsuccessful academically during their adolescent years. This research focused on how homelife affects a student's success in school, and the impact teachers and school communities can have on that student, regardless of their upbringing.

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