

## The impact of family disintegration on secondary school students

Numbers

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## مجلة البحوث في مجالات التربية النوعية

معرف البحث الرقمي DOI: 10.21608/JEDU.2024.334621.2139

المجلد العاشر . العدد 55 . نوفمبر 2024

الترقيم الدولي

P-ISSN: 1687-3424 E- ISSN: 2735-3346

موقع المجلة عبر بنك المعرفة المصري <https://jedu.journals.ekb.eg/>

موقع المجلة <http://jrfse.minia.edu.eg/Hom>

العنوان: كلية التربية النوعية جامعة المنيا جمهورية مصر العربية





## **The impact of family disintegration on secondary school students**

**Iman Sabra Muhammad, Muhammad Abdul Khaliq Abdul Mumin, Al-Husseini Muhammad Saber Al-Khabir, Mahmoud Farhan Hussein, Fatima Mustafa Ahmed Al-Zahri**

### **Research summary:**

The current study aims to reveal the impact of family disintegration on secondary school students, and that the lack of awareness of parents of the components of successful family life and ignorance of the purposes of marriage makes these factors a reason for the increase in family disintegration rates in a frightening and worrying manner. Many of us, when marriage fails, wonder what caused its failure, and why the increasing rates of disintegration without thinking about the mechanism to avoid it and avoid its occurrence in the first place, which negatively affects the behavior of children, especially adolescents, making them tend to practice bullying behavior in schools in particular. There are statistically significant differences between the responses of the students of the basic study sample in awareness of family disintegration according to the study variables, and the research tools were prepared, represented by the general data form, the family disintegration questionnaire, and it was applied to (200) male and female students who were deliberately selected from secondary school students and suffer from Family disintegration from different social and economic levels to apply research tools, and the research followed the descriptive approach, and the most important results were the presence of statistically significant differences between the responses of the students of the basic research sample in awareness of bullying behavior and between the study variables (student gender - student's order among siblings - student's place of residence - father's education level- mother's education level - father's profession - mother's work - average monthly income of the family - number of family members - student's gender at a significance level of 0.01.

The researchers recommend: preparing guidance and awareness programs for mothers to be aware of managing family life and solving marital problems to avoid disputes and family disintegration, the need to intensify courses on family relations and sociology in specialized colleges, especially the College of Home Economics, and paying attention to the adolescent stage, behaviors and practice of bullying in secondary schools.

**Keywords:** Family disintegration, secondary school students.

## Introduction and research problem:

There is no doubt that the family environment has a great impact on the individual's life, the formation of his personality and his behavioral pattern, as the relationship is very close between the individual and his family. Based on this close relationship, the impact on the individual's lifestyle and behavior is great (**Muhammad Abu Younis, 2010**)

Therefore, most societies, including Islamic societies, have paid attention to family structure, believing in the role of the family as a human group in preserving society, its stability, and its role in qualifying its members to be good citizens capable of working, producing and bearing the burdens of development in society (**Fatima Al-Zahri, 2018**).

In order for the family to be able to perform this role, a set of components must be available that guarantee its ability to perform its functions and the roles assigned to it in this framework (**Rabi' Nofal et al., 2020**)

And these anti-social behaviors are represented in aggressive behavior, which is a phenomenon that has existed since ancient times, and adolescence is one of the most important stages of human life. It is the beginning of a new birth for the individual, during which he moves from childhood to adulthood. This stage is accompanied by physiological, psychological, mental, emotional and social changes. Therefore, it is a critical stage in the individual's life and a link in the chain of growth that is affected by the stage that precedes it and affects the stage that follows it. Adolescence is described as the stage of problems. This may be due to the changes that accompany it. These changes may have negative effects that hinder the adolescent's (high school student) adaptation and compatibility with others (**Khawla Abdul Karim, 2004**)

This is because the initial structure of the social and moral aspect is placed in the bosom of the family. If the family is dominated by a spirit of understanding and affection, the individual feels safe and stable, and the parents adopt sound social and moral rules and principles, unlike Family disintegration that

results in wrong upbringing and the acquisition of undesirable behaviors (**Ayed Al-Warikat, 2004**)

Usually, bullying behavior among high school students is the result of severe family dysfunction, as he may belong to a home that is poor in warmth and continuous discipline, as well as suffers from the absence of a role model. The adolescent may be a victim of violence at home or school, meaning that the adolescent learns abnormal behaviors by imitating the people closest to him, as the student (adolescent) did not find anyone to teach him that this behavior is likely to harm others, and that he is not held accountable for these abnormal behaviors or taught better ways to liberate his feelings and then psychologically and socially adapt to others (**Mustafa Al-Qamish, et al., 2007**)

Recently, incidents of violence have increased and the spread of aggressive behavior and bullying has increased in many societies around the world, including our Arab societies, which were characterized by calm, stability, Islamic spiritual values, values of affection, good neighborliness, peace, kindness, and tranquility. Bullying and aggression are unacceptable behavior in societies with Advanced human civilization (**Ahmed Bahnasawy et al., 2015**)

(**Amani Abdel Wahab, 2013**) believes that family treatment characterized by respect for the adolescent's desires, understanding, and providing an atmosphere of mixing with the opposite sex within the limits of morality and religion, freedom of action in private matters, and filling free time with social and sports activities has a major role in creating an adapted adolescent, and the opposite is true in the case of family disintegration, as the disturbance of the psychological atmosphere in the family and family errors, including domination and control of parents, and lack of satisfaction of the need for appreciation, which constitutes the withdrawn, introverted adolescent or the aggressive adolescent and the practice of bullying, whether it is a bully or a victim, the family is the cornerstone on which society is based, and according to the strength or weakness of this family, the strength or weakness of society as a whole is (**Shaimaa Al-Shafei, 2014**).

The study of (**Fawqiya Rady, 2001**) and (**Amal Fawzy, 2010**) confirms that bullying has many harms, as bullying victims

suffer from anxiety, psychological loneliness, low self-esteem, high social anxiety, obsessive-compulsive disorder, panic attacks, exclusion, depression, and sometimes suicide, in addition to a scarcity of friends, a deficiency in social relationships, social withdrawal, poor academic achievement, mistreatment at home, family abandonment, and behavioral disorders. The concept of family disintegration and school bullying has developed with the development of studies that have addressed it in its various aspects. Behavioral aspects in school are considered among the most important issues, and engaging in aggressive behaviors towards others and property is among the clear psychological impact on students in high school and the negative consequences that follow on the individual and society. Accordingly, the researcher believes that family disintegration has a clear impact on bullying behavior among high school students (adolescents). This is due to the fact that the adolescent is more sensitive to situations and tends, in most cases, to vent that anger in unhealthy and negative ways that affect those around him and society in general and the adolescent's psyche in particular, which prompts him to To practice violence on students who are less than him in body and structure, which negatively affects the victim or directs blame and punishment towards himself, so he tends to withdraw into himself and towards the family, and these events negatively affect his level of academic achievement and decline, and from

**Here the idea of the research arose in answering the following main question:**

What is the effect of family disintegration on secondary school students?

**This is done by answering the following sub-questions:**

- 1- What type of family disintegration does your family suffer from?
- 2- What are the problems faced by the students in the basic research sample resulting from family disintegration?
- 3- Are there statistically significant differences in the responses of secondary school students in the basic research sample to the family disintegration questionnaire according to the study variables (student gender - student's order among siblings - student's place of residence - father's education level - mother's

education level - father's profession - mother's work - average income

Research objectives:

1- Clarifying the images and forms of family disintegration among the families of secondary school students in the research sample.

2- Revealing the problems faced by the students in the research sample resulting from family disintegration.

3- Identifying the responses of secondary school students in the research sample on the family disintegration scale according to the study variables (student gender - student's rank among siblings - student's place of residence - father's education level - mother's education level - father's profession - mother's work - average monthly income of the family - number of family members).

4- Clarifying the responses of secondary school students in the research sample on the bullying behavior questionnaire according to the study variables (student gender - student's rank among siblings - student's place of residence - father's education level - mother's education level - father's profession - mother's work - average monthly income of the family - number of family members).

5- Clarifying the relationship between family disintegration and bullying behavior among secondary school students in the study sample.

6- Knowing the extent of the difference in the percentage of participation of the independent variables (family disintegration) studied in explaining the percentage of variation in the dependent variable (bullying behavior) among the students of the research sample and the study variables (student gender - student's order among siblings - student's place of residence - father's education level - mother's education level - father's profession - mother's work - average monthly income of the family - number of family members).

Importance of the research:

The importance of the current research stems from:



- 1- Working to raise family awareness of the danger of family disintegration on children, especially adolescents in secondary school.
- 2- Shedding light on the forms and manifestations of bullying and how to reduce it.
- 3- Shedding light on how family disintegration affects adolescent behavior and its negative impact on society.
- 4- Shedding light on the role of parents in creating an environment that allows bullying or not.
- 5- Presenting some recommendations for secondary school students to raise awareness of the danger of school bullying.

#### Research Method:

##### First: Hypotheses

The research assumes the following hypotheses:

- 1- There are statistically significant differences in the responses of secondary school students in the research sample to the family disintegration questionnaire according to the study variables (student gender - student's rank among siblings - student's place of residence - father's education level - mother's education level - father's profession - mother's work - average monthly income of the family - number of family members).
- 2- There are statistically significant differences in the responses of secondary school students in the research sample to the bullying behavior questionnaire according to the study variables (student gender - student's rank among siblings - student's place of residence - father's education level - mother's education level - father's profession - mother's work - average monthly income of the family - number of family members).
- 3- There is a statistically significant correlation between family disintegration and bullying behavior among secondary school students in the study sample.
- 4- The percentage of participation of the studied independent variables (family disintegration) in explaining the percentage of variance in the dependent variable (bullying behavior) among the students of the research sample and the study variables (student gender - student's order among siblings - student's place of residence - father's education level -



mother's education level - father's profession - mother's work - average monthly income of the family - number of family members) differs.

Second: Scientific terms and procedural concepts:

Family disintegration:

It is a family that suffers from the loss of one or both parents due to migration, divorce, the absence of one of the parents for a long period, continuous quarrels, or the death or imprisonment of one of the parents (Aida Al-Warikat, 2004).

Procedural definition of family disintegration: It is the occurrence of changes in the stability of the family and the impact on the parents, which is reflected in the upbringing of the children and their psychological instability, which leads to a significant impact.

• Bullying:

(Abdul Rahman Suleiman et al., 2010) see it as an attack by a bully on a weaker person, who enjoys watching the victim's suffering and may cause the victim some pain.

(Umama Salem, 2012) indicates that any socially unacceptable act carried out by a person who feels that he is stronger, larger, more controlling, or more powerful than another weaker person, and the stronger person has an urgent desire to repeatedly inflict harm and pain on the weaker person with the intention of harming him, and as a result, a feeling of fame, popularity, acceptance, and control occurs among his peers.

Bullying is defined procedurally as: a deliberate behavior by a person or a group of people to cause harm, physical, verbal, and other violent behaviors to another person or group of people.

• Secondary stage:

It is the stage that follows basic education and precedes university education, and the student is in the adolescent stage and studies several specializations (Hamed Zahran, 2003).

Secondary stage is defined procedurally as: it is an academic stage that precedes university education, in which the student studies a group of specializations that provide him with sufficient information for university education.

• Adolescence:

It is the stage that falls between the end of late childhood and the beginning of adulthood, as the adolescent is no longer a child and not an adult, but rather falls within the overlapping area between those two stages, and is divided into three stages: early adolescence from the age of (12:14) years, corresponding to the preparatory stage, middle adolescence (15:17) years, corresponding to secondary education, and late adolescence (17:21) years, corresponding to the university stage (Hamed Zahran, 2003).

- Adolescence is defined procedurally as: It is a stage in an individual's life that lies between childhood and adulthood, during which the individual is changeable in his/her directions and progresses towards physical, mental and social maturity. It has three stages: early adolescence (12:14) years, middle adolescence (15:17) years, and late adolescence (17:21).

Third: Research Limits:

Geographical Limits of the Research:

Geographical Limits:

The geographical scope of a number of secondary school students within Minya Governorate is determined and the sample is taken from a number of secondary schools from urban Minya Governorate.

Human Limits of the Research:

1- The exploratory research sample: To standardize the research tools and its composition is (50) secondary school students from urban schools in Minya Governorate, namely (Qasim Amin Secondary School for Girls in Abu Qurqas, Commercial Secondary School for Girls in Abu Qurqas, Martyr Major Ahmed Mohamed Abdo Ismail Secondary School for Boys) They were chosen in a deliberate, purposeful manner and it is required that they be from families suffering from any type of family disintegration, and this was identified through the social specialist teacher present at the school from different social and economic levels.

2- The basic research sample: It consists of (200) students from urban schools in Minya Governorate, namely (Qasim Amin Secondary School for Girls in Abu Qurqas, Commercial

Secondary School for Girls in Abu Qurqas, Martyr Major Ahmed Mohamed Abdo Ismail Secondary School for Boys). They were selected in a deliberate, purposeful manner from different social and economic levels, and it is required that they be from families suffering from any type of family disintegration. This was identified through the social specialist teacher present at the school from different social and economic levels. 3- Time limits for the research: The field study was applied to the research sample during two months (September, October) of the year 2024/2025 AD, after conducting statistical analyses and extracting the results.

Third: Research Methodology:

This research follows the descriptive analytical method. It used the descriptive analytical method that is based on the scientific study of phenomena, analyzing them, extracting results, and making comparisons between them (Dhoqan Obeidat et al., 2014).

Fourth: Research Tools: (Prepared by researchers):

- General data form for the research sample members (prepared by researchers)
- Family disintegration form (prepared by researchers)
- School bullying form (prepared by researchers)
- Family disintegration questionnaire (prepared by researchers)
- Bullying behavior questionnaire (prepared by researchers)

1- General data form for the research sample members:

The form included the following:

Data about the students and their families from (student gender - student's order among children - student's place of residence - father's education level - mother's education level - father's profession - mother's work - average monthly income for a family - number of family members).

2- Family disintegration form: It included phrases that measure the extent to which students are affected by the occurrence of family problems and how to act when they see them.

3- Bullying behavior form: It included phrases that measured the extent to which students linked family problems to their

reflection on their behaviors within school. 4- Family disintegration questionnaire: This questionnaire was prepared in light of previous readings and studies and the procedural concept of family disintegration in order to identify the level of students' awareness of the extent of the impact of family disintegration. The questionnaire in its final form contained (60) phrases covering all aspects of the problems that lead to family disintegration. The correction key for the questionnaire was set and the phrases for this questionnaire are determined according to three responses (always - sometimes - never) and on a continuous graduated scale (3, 2, 1) in order to respond to positive phrases, and grades (1, 2, 3) are given in order to respond to negative phrases. Reference was made to the study (Saleem Al-Ayeb, Khaira Baghdadi, 2013) and the study (Ghani Nasser 2011), and the study (Ayed Al-Warikat, 2004) and the study (Shaimaa Al-Shafei, 2014).

#### 5- Bullying Behavior Questionnaire:

This questionnaire was prepared in light of previous readings and studies and the procedural concept of bullying behavior in order to identify the level of students' awareness of the extent of the impact of family disintegration on bullying behavior. The questionnaire in its final form contained (60) phrases covering all aspects of the problems that lead to bullying behavior. The correction key for the questionnaire was developed and the phrases for this questionnaire are determined according to three responses (always - sometimes - never) and on a continuous graduated scale (3, 2, 1) in order to respond to positive phrases, and grades (1, 2, 3) are given in order to respond to negative phrases. Reference was made to the study (Muhammad Abu Younis, 2010), the study (Abdul Rahman Suleiman, Ihab Al-Beblawy, 2010) and the study (Marwa Bali, and Shaliq Rabia, 2017).

Standardization of study tools: Standardization of tools means measuring the validity and reliability of the tools.

#### Family Disintegration Questionnaire:

First: Questionnaire Validity: The researchers relied on each of the following:

- Content Validity: This was done by presenting the questionnaires to a group of refereed professors specialized in family and childhood institutions at the Faculty of Home Economics, Helwan University, and the Department of Home Economics, Home Management Department, Faculty of Specific Education, Minya University, in order to express their opinion on the suitability of the questionnaire questions and responses to the phrases and their formulation for the information and data they aim to collect, and to add and suggest phrases they see as important. Their number reached (19) referees, and the percentage of agreement between the referees on each phrase of the questionnaire was calculated, and the percentage of frequency of the referees' agreement on the phrases ranged at (90%).
- Construct Validity: Construct validity was calculated by internal consistency validity by finding the correlation coefficient using the "Pearson" coefficient between the degree of each phrase through Table (1)

Table (1)

shows the values of the correlation coefficients between the score for each statement and the total score of the family disintegration questionnaire

M	Link	Significance	M	Link	Significance	M	Link	Significance
1	**0.962	0.01	18	**0.644	0.01	35	**0.850	0.01
2	**0.829	0.01	19	**0.689	0.01	36	**0.794	0.01
3	**0.711	0.01	20	**0.841	0.01	37	**0.921	0.01
4	*0.609	0.05	21	**0.798	0.01	38	**0.773	0.01
5	**0.954	0.01	22	**0.914	0.01	39	*0.606	0.05
6	**0.685	0.01	23	**0.706	0.01	40	**0.680	0.01
7	**0.769	0.01	24	**0.749	0.01	41	**0.848	0.01
8	**0.740	0.01	25	**0.889	0.01	42	**0.790	0.01
9	**0.932	0.01	26	**0.863	0.01	43	*0.612	0.05
10	*0.638	0.05	27	**0.708	0.01	44	**0.734	0.01
11	**0.885	0.01	28	**0.911	0.01	45	**0.851	0.01
12	**0.718	0.01	29	**0.776	0.01	46	**0.693	0.01
13	**0.677	0.01	30	**0.824	0.01	47	**0.809	0.01
14	**0.881	0.01	31	**0.853	0.01	48	**0.948	0.01
15	**0.732	0.01	32	**0.926	0.01	49	**0.771	0.01
16	**0.868	0.01	33	*0.618	0.05	50	**0.897	0.01
17	**0.929	0.01	34	**0.722	0.01			

It is clear from Table (1) that the correlation coefficients are significant at the level (0.05, 0.01), which indicates the homogeneity of the questionnaire phrase and its validity for application.

There are statistically significant differences in the basic research sample in the family disintegration questionnaire and between some economic and social variables (gender, student's order among children, parents' educational level, student's place of residence, father's profession, mother's work, average monthly income of the family, number of family members)?

**To verify the validity of this hypothesis, the researcher:**

- 1- Conducted an analysis of variance to find the "F" value to determine the significance of the differences between the questionnaire and each variable of the study variables.
- 2- To show the direction of the function, the (L.S.D) test was conducted for multiple comparisons as shown in the following table

**Table (2)One-way analysis of variance for the differences between the average responses of the members of the basic research sample to the family disintegration questionnaire according to the study variables (n=200)**

Significance level	Ratef	degrees of freedom	Mean squares	sum of squares	Contrast Sourceof variance	Family disintegration
0.01 Dal	53.111	2	5567.577	11135.154	Between groups	Student's ranking among children
		197	104.828	31134.024	Within groups	
		199		42269.179	the total	
0.01 Dal	58.147	2	5287.012	10574.024	Between groups	Student's place of residence
		197	90.925	27004.593	Within groups	
		199		37578.617	the total	
0.01 Dal	32.371	2	5393.912	10787.825	Between groups	Forfather education level
		197	166.625	49487.766	Within groups	
		199		60275.591	the total	
0.01 Dal	35.557	2	5320.937	10641.874	Between groups	Mother's education level
		197	149.647	44445.029	Within groups	
		199		55086.903	the total	
0.01 Dal	46.132	2	5484.294	10968.588	Between groups	Father's profession
		197	118.882	35308.010	Within groups	
		199		46276.598	the total	
0.01 Dal	35.889	2	5463.350	10926.700	Between groups	Average monthly income
		197	152.227	45211.457	Within groups	
		199		56138.158	the total	
0.01	42.215	2	5568.445	11136.891	Between groups	Number of

Dal		197	131.907	39176.345	Within groups	family members
		199		50313.236	the total	

Table (2) shows that there are statistically significant differences at a significance level of 0.01 between the averages of the research sample responses to the family disintegration questionnaire according to the study variables (student's rank among children, student's place of residence, father's education level, mother's education level, father's profession, average monthly income, number of family members). This means that there are differences between the categories of research variables in the average responses to the family disintegration questionnaire, which requires the use of the L.S.D test to determine the most accurate significant difference between the averages of these measurements.

**Table (3) Differences between the average scores of the basic sample members in the family disintegration questionnaire according to gender and mother's work (n = 200)**

Significance level	Value (t)	Sample (n)	Standard deviation	Arithmetic mean	Significance of differences Sex	Family disintegration
0.01 For females	32.504	87	15.223	44.130	male	Student gender
		113	22.700	67.419	feminine	
0.01 For the benefit of female workers	35.470	89	10.669	67.193	It works	Mother's work
		111	7.186	43.178	I work	

It is clear from Table (3) that all values of (F) are statistically significant at the level of (0.01), which indicates the existence of differences between the scores of the sample members in family disintegration according to the variables (student gender, mother's work). The value of "t" for the variable of student gender reached (32.504), and the variable of mother's work (35.470). To know the direction of significance, the (LSD) test was applied for multiple comparisons, and the following table shows that.

**Table (4): Significance of differences in the scores of the individuals of the basic sample in family disintegration according to the study variables (LSD)**

The last	The middle	the first	Student's ranking	Family
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			among children	disintegration
48.847	52.325	68.636	Average	Student's ranking among children
			the first	
	-	**16.3111	The middle	
-	3.478	**19.789	The last	
In the house of one of the grandparents and relatives	lives with one parent	Lives with parents	Student's place of residence	Student's place of residence
31.552	24.301	16.540	Average	
			Lives with parents	
	-	**7.761	lives with one parent	
-	**7.251	**15.012	In the house of one of the grandparents and relatives	
High	middle	low	Mother's educational level	Mother's educational level
82.999	73.939	62.494	Average	
		-	low	
	-	**18.555	middle	
	**10.94	**29.495	High	
High	middle	low	Father's professional level	Father's educational level
34.152	41.614	43.858	Average	
		-	low	
	-	**12.244	middle	
-	**17.462	**19.706	High	
Other	An employee in a government agency	Private business	irregular employment	Father's profession
38,157	25,182	22,490	21,184	
			Average	
			--	
		-	**10,306	irregular employment
				Private business
	--	**8,692	**23,998	An employee in a government agency
-	**18,172	**20,456	**23,125	Other
From 2000 to less than 4000 pounds	From 2000 to less than 4000 pounds	Less than 2000 pounds	Average monthly family income	Average monthly family income
20.622	26.483	38.024	Average	
		-	Less than 2000 pounds	
	-	**16.459	From 2000 to less than 4000 pounds	
-	**15.139	**21.598	More than 4000	

				pounds	
8 children or more	(7-5)children	(4-3)sons	Less than 3 children	Number of family members	Number of family members
32,711	25,435	19,308	12,169	Average	
			--	Less than 3 children	
		--	**17,139	(4-3)sons	
	-	**16,127	**23,266	(7-5)children	
--	**12,124	**25,567	**38,342	8children or more	

\*\*Data at a significance level of 0.01

It is clear from Table (4) that there are statistically significant differences at a significance level of 0.01 in the family disintegration awareness questionnaire according to the student's gender in favor of females. The researcher attributes this to the fact that females are the most present in the family and thus the most affected by the problems occurring within the family and are affected more than males, especially during the stressful period of adolescence, which is the stage of personality formation. It is also one of the most sensitive periods because adolescent girls during that period tend to feel that they are responsible for their actions and that they are not bound by the opinions of parents and modifying their behavior. Accordingly, when living with family problems that lead to family disintegration, this is reflected in how they confront these problems occurring within the family and their impact on their behavior directly. There are also statistically significant differences at a significance level of 0.01 according to the order of children within the family in favor of the first son. The researcher attributes this to the fact that the first son is most affected by the problems occurring within the family and thus this is reflected in his behavior directly because he is aware of the problems occurring within the family and is unable to solve them. These problems and thus tend to practice abnormal behaviors such as school bullying due to his awareness that his behavior is not monitored by his parents and that each of them is preoccupied with his problems and that he is a victim of school bullying as a result of dissatisfaction with the family reality in which he lives. There are also statistically significant differences at a significance level of 0.01 according to the student's place of residence in favor

of the student who lives in the home of grandparents and relatives. The researcher attributes this to the fact that the student in this case feels uncomfortable and that the life he lives lacks the vital meaning of life and that the loss of parents or the absence of one of them, and thus the feeling of family disintegration within his family, affects him directly. On the other hand, grandparents and relatives are often insufficient in terms of psychological care and achieving a sense of satisfaction with him and not following up on his behaviors resulting from these problems within the family. There are also statistically significant differences at a significance level of 0.01 according to the educational level of the father and mother in favor of low education. The researcher attributes this to the fact that the lower the educational level of the parents, the less awareness there is of the danger of family disintegration on the family and children and how to solve the problems between them and the extent of the impact of these problems leading to disintegration on the children. And their behaviors that reflect on society, whether negatively or positively, as there are statistically significant differences at a significance level of 0.01 according to the father's profession in favor of another profession. The researcher attributes this to the fact that the more irregular the conditions of the profession that the father performs, the more family problems that lead to family disintegration. This is due to the fact that the father, during that time, neglects many aspects of family life in exchange for increased income or other points that he takes into account when choosing those professions. Consequently, this is reflected negatively on the children and wife and their feeling of marginalization by the father. There are also statistically significant differences at a significance level of 0.01 according to the average monthly income in favor of those with a low monthly income. The researcher attributes this to the fact that the lower the average monthly income of the family, the more family problems that occur within the family, which lead to family disintegration as a result of the lack of many of the necessary needs for the family and thus the occurrence of many family problems. There are also statistically significant differences at a significance level of 0.01 according to the number of children in favor of the number of family members 8 children or more. The

researcher attributes this to the fact that the more The number of family members, as there were many family problems due to the failure to provide the material needs and psychological care for the children, follow up on their behavior, understand the needs of each of them and try to meet them. On the contrary, the more the number of children increases, the less care is provided to them. There are also statistically significant differences at a significance level of 0.01 according to the mother's work in favor of working mothers. The researcher attributes this to the fact that when she is working, she spends most of her time outside the home, which is reflected in the home in one way or another by neglecting to provide full care for the children and husband. Consequently, there are many problems that ultimately lead to family disintegration and insufficient awareness of solving these problems and the inability to reconcile work and home.

Descriptive results according to the family disintegration questionnaire:

The type of family disintegration that your family suffers from

**Table (5) The type of family disintegration that your family suffers from**

Arrangement	%Percentage	Relative weight	The type of family breakdown your family is experiencing
the second	%46.5	93	Total disintegration
the first	%53.5	107	partial disintegration
	%100	1005	the total

Table (5) shows that the most common types of family disintegration according to the research sample were partial disintegration at a rate of (53.5%), followed by total disintegration at a rate of 46.5%. The researcher attributes this to the occurrence of some indirect family disintegration problems such as abandonment or disputes between parents and children. This is consistent with Basant Ibrahim's study (2008), which aimed to identify the most important social and cultural variables through which the culture of early divorce in Egyptian society is formed. The researcher attributes the high rate of partial disintegration in society to the multiple forms of partial disintegration, such as abandonment, polygamy, travel abroad, children's delinquency, drug addiction by one of the parents, marital infidelity, disputes

between parents, disputes between parents and children. All of these problems occur more frequently and may eventually lead to total disintegration. Fifth hypothesis:

The percentage of participation of the independent study variables represented by (family disintegration) varies according to the degree of awareness of the research sample of family disintegration according to the weights of the regression coefficients and the degree of correlation.

To verify the validity of this hypothesis, the following was done: Multiple Regression Analysis was used using the Stepwise method to identify the most contributing factors to the variable (family disintegration) as shown in the table.

Table (6)

Relative importance using the regression coefficient (stepwise forward) for the variables affecting the family disintegration questionnaire

Significance level	T value	regression coefficient B	Significance level	value f	Participation rate R <sup>2</sup>	Correlation coefficient R	Forstudy variables	independent variable
0.01	15.13	0.93	0.01	714.38	0.92	0.96	Average monthly household income	Family disintegration
0,01	7,85	0,18	0,01	920,35	0,86	0.93	Mother's educational level	
0.01	2.95	0.15	0.01	198.55	0.82	0.91	Father's educational level	
0.01	5.27	0.77	0.01	175.24	0.78	0.89	Student's place of residence	
0,01	3,97	0,92	0,0	186,63	0,74	0,87	Father's profession	
0.01	4.85	0.73	0.01	348.18	0.72	0.86	Student's ranking among children	
0.01	5.27	0.77	0.01	175.24	0.64	0.82	Number of family members	

Table (6) shows that the most influential study on family disintegration was (average monthly income, mother's educational level, father's educational level, student's place of residence, father's profession, number of family members, student's rank among children) in order, where the average monthly income variable for the family was the first variable added at a significance level of 0.01 (% 0.92) R<sup>2</sup> in the regression analysis (first step) if the value of the participation rate reached (second step) was the mother's educational level if the participation rate reached R<sup>2</sup> (0.86%) and at a significance level of 0.01 and (third step) is the father's educational level variable and the participation rate of the variable R<sup>2</sup> reached (0.82%) and at a significance level of 0.01 and (fourth step) was the student's place of residence variable R<sup>2</sup> (0.78%) and at a significance level of 0.01, while (fifth step) is the father's profession variable, the participation rate reached R<sup>2</sup> (0.74%) and at a significance level of 0.01, (sixth step) is the student's rank among Children with a participation rate of R<sup>2</sup> (0.72%) and a significance level of 0.01, (step seven) number

of family members with a participation rate of R2 (0.64%) and a significance level of 0.01

In light of the above, the fifth hypothesis has been fully achieved.

### **Summary of study results:**

From the previous statistical treatments and analyses, a set of results can be extracted that helped answer the study questions as well as verify the validity of the hypotheses. The study results reached:

#### **First: Summary of descriptive results:**

The actual reality of the level of the relationship between family disintegration among secondary school students in the basic study sample is achieved on average, and this is evident in that:

- 1- The relative weight of the most influential factors on family disintegration in the basic study sample. The most influential factor on awareness of the danger of family disintegration among secondary school students in the basic research sample was the average monthly income factor at 0.92%, followed in second place by the mother's education level factor at 0.86%, and in third place by the father's education level factor at 0.82%, then in fourth place by the factor represented by the student's place of residence at 0.78%, then in fifth place by the father's profession at 0.74%, and in sixth place by the student's rank among children at 0.72% and finally the number of family members at 0.64%.

#### **Second: Summary of the results of the hypotheses:**

##### **The current study reached the following results:**

- 1- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the student's order among the children in favor of the first son, with a percentage of (68.636)
- 2- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the student's place of residence in favor of the student who lives in the house of one of the grandparents or relatives, with a percentage of (31.552)
- 3- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire



- according to the father's education level in favor of the father's low education level, with a percentage of (43.858).
- 4- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the mother's education level in favor of the mother's low education level, with a percentage of (82.999)
  - 5- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the father's profession in favor of other professions, with a percentage of (38.157)
  - 6- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the average monthly income in favor of the average low monthly income, with a percentage of (38.024)
  - 7- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the number of family members in favor of more than 8 children.
  - 8- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the gender of the student in favor of females, and the calculated "t" value was (32.504)
  - 9- There are statistically significant differences at a significance level of 0.01 in the family disintegration questionnaire according to the mother's work in favor of working mothers.

#### **Research Recommendations:**

**According to the results of the current research, the researchers recommend the following recommendations:**

#### **First: Recommendations related to motherhood and childhood centers:**

- Urging motherhood and childhood centers to pay attention to the components of a successful family to avoid family crises, disputes and family disintegration due to its negative impact on children.
- Activating the role of family guidance and counseling offices to solve family problems in Upper Egypt governorates.

- Preparing guidance and awareness programs for mothers to raise awareness of managing family life and solving marital problems to avoid disputes and family disintegration.
- Providing educational courses and programs for the community on the components of a successful family and achieving marital compatibility.
- Holding educational courses by the National Council for Women to spread awareness of the foundations that help achieve marital stability and compatibility and deal with the problems and crises facing the family and provide proposed solutions that limit the problems of secret disintegration.
- Activating the role of social specialists in schools to reduce the problem of bullying in schools.
- Providing ongoing awareness courses to reduce the problem of bullying and know the extent of its danger to both parties.
- The school holds educational workshops for teenage students to learn about the different forms of bullying and how to reduce and address them.

### **Second: The role of the media:**

- Urging the media to shed light on the obstacles facing families and how to deal with them positively to achieve family stability and marital compatibility.
- The media must, through programs directed at youth and television drama, raise awareness of the dangers of family disintegration and its impact on adolescents' bullying in schools.

### **Third: The field of scientific research:**

- Directing researchers in the field of home management and family economics to prepare guidance programs and awareness seminars based on studying the actual needs in urgent areas related to family life and to address all developments and changes in life and related problems and the best ways to solve them and avoid falling into problems that lead to family disintegration.
- Conducting more studies in Egyptian society that address issues of marriage and family as a relationship between the components of a successful family and some psychological and

social variables such as divorce, spinsterhood, family disintegration and family compatibility.

**Fourth: Field of specialization (home management and family economics):**

- The need to include educational curricula at different stages with courses specializing in family and community sciences to provide them with ideas and information related to building the family and societal stability.
- The need to intensify courses related to family relations and sociology in specialized colleges, especially the College of Home Economics.
- Using graduates of home economics in general and graduates of home management in particular to prepare educational courses for young people on how to make the right marital choice, methods of dealing between spouses, the rights and duties of the wife, proper management of family affairs, dealing with marital problems, and knowing the extent of the danger of family disintegration for each individual in the family in general and the adolescent in particular.
- The necessity for graduates of the Home Management and Family Economics major to have an effective role in family guidance and counseling offices and institutions concerned with the family, given their experience in family and social relations and family affairs management.

**Proposed research:**

1. Components of a successful family and its relationship to marital satisfaction.
2. Family disintegration, causes and solutions.
3. Financial resource management and its relationship to achieving marital compatibility.
4. The impact of social media on achieving family stability.
5. Domestic violence and its impact on women and students.
6. Sibling rivalry disorder and its relationship to anger and bullying among high school students

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