

The Impact of Parents' Polygamy Practices on Students' Learning at School

Jeanmarie Q. Anig, EdD
jeanmarie.anig@deped.gov.ph
Dinas National High School

Juvey R. Mustapha, EdD
juvey.mustapha001@deped.gov.ph
Dinas National High School

ABSTRACT

This research has been made to identify the impact of parents' polygamy practices on students' learning at school. It was recorded that twenty students come from Polygamous families in one of the secondary schools in Dinas. In doing such, this study utilized a qualitative research design, specifically phenomenological, which is the most appropriate research design considering its purpose of having an in-depth view of the participants. They were chosen using purposive sampling and were interviewed by the researchers. The data gathered from these participants were thematically coded for analysis. The results showed that most students perceived Polygamy as unjust, sunnah, and considered a sacrifice. Thus, participants revealed that they experience different challenges like anxiety and depression, are mentally and emotionally disturbed, and face competition and jealousy among siblings. It was also discovered that most participants find it hard to deal with the mentioned challenges, which leads them to be at risk of dropping out of school and obtaining low and failing grades. Therefore, the conduct of E - Guide Intervention (refers to effective guidance counseling for students with polygamous parents) should be done to help the students overcome their challenges and impact their school learning. It is recommended that the teachers continue monitoring the student's learning outcomes in school. The administrators should do a proper intervention and take immediate action to help the students perform better in school. Parents should always care for and monitor their children's psychological, emotional, mental, and physical aspects.

Keywords: *Polygamy; Student; Impact; Learning; Phenomenological Research*

I. INTRODUCTION

Family is the primary group of society and an essential factor for every individual's physical and mental growth. Simultaneously, it affects every member's growth and is vital to the social system's normal operation. One of the most significant social relations that helps develop an individual is their family. They serve as a child's initial socialization agent, teaching them how to interact with others and understand their own and other people's perspectives (Rediy & Tefera, 2020).

Consequently, Shari'ah or Islamic Law allows a man to marry more than one woman at a time as revealed in Qur'an, Chapter An-Nisa' (The Women), Verse 3: "Marry two, three, or four women who suit you, but only one if you are afraid, you will not be able to deal justly." Polygamy is a man's marriage to two or more women simultaneously; it is not an everyday norm in Philippine Culture but is adopted by the Muslim populace under Islamic Law. According to research by Berkowitz (2007), 83 percent of human societies tolerate Polygamy.

About 23.79% of Dinas, Zamboanga del Sur population are Maguindanaon, where some individuals adopted Polygamy. According to Dinas Maguindanaon Association (2022), the Qur'anic interpretations of Prophet Mohammed's deeds and sayings and Islamic principles serve as the foundation for Muslim men's justifications for engaging in polygamous behavior. In the said municipality, some men marry another woman because their partner cannot produce offspring, their wife works abroad, and he needs someone to provide for their needs without their first wife. Others also fall in love with someone, and he cannot endure his feelings because his wife is always jealous and insecure, which causes him stress. That is why he found someone to make him comfortable. Other related reasons are also mentioned in the study of Zahidul (2014), that a Muslim selects his future wife by considering a few characteristics. A guy should consider a woman's beauty, money, and progeny, among other things. A man engaged in Polygamy because he was not sexually satisfied with his wife. Among these reasons, marriage is not permitted in Islam when a man struggles financially and cannot support his future wife. Aside from that, he is unable to carry out his marriage duty. Marriage is acceptable when no barriers are in the way of the union and no external pressures compelling the union simultaneously (Bani & Pati, 2015). Polygamy is permissible under Islamic Shariah law under specific conditions, such as infertility and a wife's illness, as well as where there is a large proportion of widows and unmarried women (Al-Shamsi & Fulcher, 2005; Al-Krenawi, 2014; Rehman (2007).

Polygamy is always acceptable, but we cannot deny that their children are affected. As recorded in the anecdotal records of students, 20 identified students in one of the secondary schools of Dinas came from polygamous families whose fathers had two or more wives. It was observed that these students were having low-class performance in school. They commit tardiness, absenteeism, escape from classes, and even bullying during the face-to-face classes and late submission of modules and outputs during the new normal education. The teachers were worried about the behavior shown by those students. Teachers even conducted home visitations and consultations with the parents, but their low performances were stagnant. This research has been made to identify if Polygamy contributes to the students learning in school.

As Elbe dour, Onwuegbuzie, Caridine, and Abu-Saad (2002) believe, children from polygamous families experience a high incidence of marital conflict, increased violence, and family disruptions than children of monogamous families. Their exposure to such environments tends to affect them psychologically. The psychological state of mind plays a role in the child's performance in class. Llyod and Gage-Brandon (2007) stressed that environmental conditions

and social interaction in the family might positively or negatively influence academic achievement. Children's problems at home are more likely to disturb them academically because psychological problems are potential sources of trouble with learning.

According to Igwesi (2003), students from monogamous families perform better academically than polygamous families. She concluded that the home environment and human relationships in monogamous and polygamous families determine students' academic achievement.

This situation motivates the researchers to further study the Impact of Parents' Polygamy Practices on students learning at school to find valuable information if this existing condition contributed to the student's learning performance.

II. LITERATURE REVIEW

Polygamy

Polygamy is a relationship involving multiple spouses and occurs in several forms. It occurs when a man has multiple wives (Goodwin, 1999; Valsiner, 2000). Although not practiced by all, Polygamy is legally practiced in various Middle East, Asia, and African countries. This review focuses on polygyny, or a husband having multiple wives, the most prevalent type of plural marriage.

Elbedour et al. (2002) revealed that Polygamy is practiced in 850 societies across the globe. The impact of this type of marital arrangement on children's behavior and emotional and academic adjustments has been the subject of several theoretical research.

About 83 percent of human societies practice Polygamy, based on a study by Berkowitz (2007). However, the worldwide percentage of men with more than one wife is tiny. Suppose one were to consider the patriarchal characteristic of many societies worldwide.

The wives in polygamous marriages have suffered so much compared to single married. Thus, children were significantly affected by their situation. Nurrohma (2003) found that all nine women in polygamous marriages experienced psychological, physical, economic, and sexual abuse. From their husband. However, believing that all polygamous marriages are abusive is also unfair. Accordingly, Polygamy gives men "boundless power and authority" (Dangor, 2001). With this, Children were adversely affected by polygamous marriages. The rivalry between the co-wives often proves damaging to the children in polygamous families. Besides, children's thoughts and beliefs were controlled, and they were only allowed to learn the theology of Polygamy. Thus, it blinds children from the existence of life of Polygamy (Ward, 2004). Children cling to the polygamous lifestyle and view Polygamy as the only key that can lead them to the happiness they aspire to.

Impact of Polygamy

Children from polygamous families have developmental problems, which manifest in several ways, including poor grades, mental health problems, low self, problematic interpersonal adjustment, and sibling rivalry, impacting children's school performance (Adenike, 2013).

A study in Oromia by Feda (2008) established that family size, family type, and birth order are many household characteristics considered determinants of child schooling performance in developing and developed countries. This demonstrates that big family sizes and family types negatively affect children's schooling due to the dilution effect in developing countries. There is a clear consensus on the impact of family size and family type on children's academic achievement. However, much literature suggests a positive relationship, while others have argued an ambiguous effect (Parfait & Williams, 2005).

The house is a student's immediate setting and impacts academic performance (Hoover-Dempsey, 2005; Redding, 2006). Moreover, the home is the primary avenue of education for the child (Nyarko, 2010). Akolomolafe (2011) believes that the type of family system the child is exposed to could influence their academic achievements in school.

Family types like nuclear, extended, and compound families affect a pupil's academic performance. Whitaker (2006), citing Nwezeh (1988), suggests that parents influence their children's performance, aspirations, expectations, and maturity. The family setup contributes to the motivation and de-motivation of the child to learn.

Anertt (2007) states that the parents' problematic relationship, either with the mother or the father, was equally damaging to the child's performance. In this research, the concern is directed at Polygamy's influence on children's academic achievement. The Children's attitude and behavior problems at home disturbed them academically. This is because psychological problems are potential sources of trouble with learning. Elbe Dour (2003) postulates that children from polygamous marriages are at a greater risk of behavioral and developmental issues. One's attitude or behavior has an impact on class performance. In the study carried out in Nigeria, one's mood and actions affect his achievements. If the family molds the child into a hooligan, that behavior will influence his performance.

According to Adenika (2013), a child's academic performance would be impacted if their emotions and psychology were negatively impacted. Therefore, violent trends at home tend to affect the child's feelings. The child can develop rude behavior such that he would even love to stay home to protect their mother or protest the prevailing situation. Absenteeism affects the general performance of the child. Therefore, the conditions at home force the child to behave in a manner that can affect his academic performance. Uwaifo (2008), in his studies on the effects of family structure, concluded that parental involvement and an individual's experiences at home play a tremendous role in building a child's personality and making the child what he is.

In fact, it is thought that monogamous households have better learning environments and can settle disputes more quickly than polygamous families (Adika, 1987). This becomes clear when children mature and develop a healthy emotional equilibrium, allowing their parents to meet their educational demands. Parents in monogamous families are closer and friendlier, which benefits the well-being of their kids. Such families' parents can attend to their children's needs, such as purchasing textbooks, registering them for extracurricular activities, and paying tuition, without too much trouble or delay. Parents of fewer kids also tend to give each child their undivided attention and quality time. Additionally, they might have higher expectations for each child than parents who practice Polygamy and have several kids (Thompson, 1957, cited in Ali, 2012). These ideal circumstances, absent or seldom present in polygamous families, cause the kids' emotional instability because the home environment is harsh and intolerable for them.

Learning becomes problematic with psychological problems, resulting in poor academic performance. Children face threats and counter-threat from their stepmothers and sometimes from their stepsiblings in such homes. The topic of conflict between women, striving for dominance, and their respective children's social and economic well-being, thereby making life entirely unbearable for the children from polygamous families, is discovered (Hassouneh, 2001). Adenike (2013) opined less psychological disturbance in the monogamous family. Students from polygamous homes have more significant difficulties than those from monogamous families, impacting their academic performance. There is burgeoning and extant literature on family types and their impacts on students' academic achievement or performance. According to research, monogamous families produce intellectually superior kids than polygamous ones.

III. Research Objectives

This study focused on the Impact of Parents' Polygamy Practices on Students' Learning at School. It aims to answer the existing problem on what are the perceptions of students on Polygamy, what are the challenges encountered by the students at home with having polygamous parents, how the students deal with those challenges, what are the impacts of this Polygamy on the student learning at school, and what intervention should be done to cater the students' learning problems from polygamous families.

IV. Method

Research Design

This study utilized a qualitative research type and using a – phenomenological method. Researchers can better comprehend and investigate participants' real-life experiences through this design. It calls for a thorough comprehension of the audience's opinions and views. The researchers used this method because it suits the necessary information and the appropriate intervention design.

Research Environment

One of the secondary schools of Dinas municipality was the research environment of the study. It was chosen as the research environment because it was observed that the problem exists in the school. Every school year, the problem always arises and is recorded in anecdotal records of students, which triggers the researchers to conduct the study.

Research Participants

The study participants are the 20 identified students from polygamous families in one of the secondary schools of Dinas. They are the target participants because the researchers believed they could answer the identified problems and the key to designing an effective intervention. In the process of investigation, the researchers utilized a purposive sampling technique. The selection process identifies themes, concepts, and indicators through observation and reflection (Schutt, 2006). Schutt emphasizes that each sampling element's importance is unique relative to the research endeavor. Accordingly, researchers frequently used a purposeful sampling technique to choose informants based on their familiarity with and experience with the subject of the empirical investigation.

Research Instrument

The study's primary research tool was an interviewing guide. Expert individuals thoroughly reviewed the said tool before the conduct of the study. It enables the researchers to learn more about the participants' actions, attitudes, and viewpoints. Because sufficient data and

information about the issue must be gathered from the students' experiences, it suits the study's conduct.

Data Gathering Procedure

The data was gathered using an interview guide, which expert individuals validated. The researchers then met the 20 identified participants and handed the ethical consent informing them to be the participants and answer the interview freely and honestly. The researchers recorded their responses using an Android phone during the interview. After that, the researchers analyzed and interpreted the gathered data. The researchers then proposed an intervention based on the findings to help the students and parents overcome the identified problems.

Data Analysis

Thematic data analysis was used in this study. The Thematic analysis identifies, analyzes, and interprets patterns of meaning (themes) within qualitative data (Braun & Clarke, 2006). Thematic Coding Analysis identifies patterns within and across data concerning participants' lived experiences, views, perspectives, behavior, and practices; 'experiential' research, which seeks to understand what participants think, feel, and do.

In analyzing the interview results, the researchers will group the respondents' common responses, search for themes, identify themes, and generate a straightforward narrative that includes quotes from interviewees. This design aims to identify the impact of Parents' Polygamy Practices on the students learning.

Ethical considerations

The researchers had a letter of consent given to the participants, which informed them about the research's purpose and the significance of their participation. Participants should not be forced and must always be free to withdraw as they wish to be one of the respondents to avoid giving wrong information, which may be biased on the study's findings. Their confidentiality was always assured. Identity should not be part of any data collection tool. This study ensures that research ethics should be considered, recognized, and developed.

V. RESULTS AND DISCUSSION

This study is considered a sensitive issue. The researchers conducted a one-on-one interview with participants with the utmost confidentiality of their responses and identity. The following are the gathered data based on the responses of the participants.

Students' Perception of Polygamy.

The following are the typical responses of the participants based on the gathered data.

Polygamy is unjust. Fourteen participants said their perspective on Polygamy is unfair based on their experiences. They do not feel fair treatment by their siblings and father, especially regarding time, attention, love, and basic needs. They know that Polygamy is Sunnah (Arabic for "habitual practice," also written as Sunna, which refers to the body of traditional Islamic community social and legal custom and practice). However, their condition is made worse by this fact. Some of the statements made by the students are listed below.

Participant 1 stated, "It is not good for me. It is unfair; maybe it depends on the situation, like if you are in a good situation, but sadly in my situation, it's a bad thing."

"I love my father, but I hated him for doing such a thing. Yes, I know it is Sunnah, but he cannot manage his time. For me, my father more than loves the other wife and the kids of his wife than us." P2

"I, with my siblings, suffered so much. It was very unfair. My father provided for the needs of his other kids than us. He even spent all his time with his other wife and siblings. He neglected us. P6

According to Campbell (2005), women married to the same man may harbor jealousy and even hate toward one another. Thus, children suffer from the present situation of their parents. The children at home experienced this setting as they viewed Polygamy as unjust.

Polygamy is Sunnah. Four participants agreed that Polygamy is normal and Sunnah for all Muslims. They have learned this since they were young and even in Arabic schools. It was also found in the Holy Qur'an. Learners understand that it is their culture, and they have nothing to do about this. They hope and pray that their father can play his role forever as a husband to his wives and father to his sons and daughters. Some statements are coming from the participants.

Participant 11 stated, "As a Muslim, I fully understand my father. We are still blessed that our father treated us fairly."

Another statement revealed, "I already accepted that Muslim men could have four wives. It was normal. I pray that my father will not change and play his role as our father and a husband to his wives. Yes, it hurt at first, but I understand the situation." P3

Participant Seventeen said. "I already know about it since I am still young. Our teachers in Arabic also explained it to us. It is Sunnah.

Polygamy is appropriate and permissible in Islam or Sunnah (Ebrahim et al., 2017). The faith (Islam) allows men to marry up to four times. Others acknowledge Polygamy as a type of respect, a decision that cannot be avoided to evade temptation. This is evident in Q4:34: "Men are in charge." of women depending on what Allah has given one over the other and what they

spend (for maintenance) from their earnings money." As a result, men bear a higher and more severe burden in providing for their families. Hence, this teaching emphasizes that Polygamy is under their culture, and children were educated about it.

Polygamy is a sacrifice. Three of the participants stated that Polygamy is a considerable sacrifice. Their mothers were strong enough to fight all the battles. They were hurt but preferred to stay with their father to have a complete family. The statements of the participants are recorded below.

"It was hard for my mother; she sacrificed too much. Imagine? She can stay with my father having other wives just for us to be called a complete family?" P14

Participant 18 also said, "My mother always made sacrifices; she had no choice. She should fight all the battles and problems just for us.

"I cannot imagine how my mother sacrificed for us, her children. My mom can face different struggles for us." P20

Women from polygamous families also revealed increased issues, problems, and sacrifices with family functioning, marital partnerships, and life pleasure (Al et al., 2008). Marriage conflict, marital trouble, absence of fathers, the contentment or anxiety of wives in polygynous marriages, financial stress, and parental education are among the family variables and speculated risks linked to polygyny that could influence children's growth and development (Elbedour et al., 2002). Children can witness the sacrifices of their mothers to save the family.

Challenges Encountered by Students with Polygamous Parents

The gathered data revealed that the students encountered different challenges at home.

They were struggling with Anxiety and Depression. Eleven participants said their challenges are struggling with anxiety and depression because of their situation. Learners live away from their mothers to survive because their fathers cannot provide for their basic needs. Their mother needs to go abroad to find work. Their situation then and now is far different. Learners also stated that they missed their happy and complete family. According to Al-Krenawi (2002), children in polygamous families are at higher risk of low self-esteem and depression. This means that students should be guided when they encounter circumstances at home.

Participant 1 said, "Honestly, saying it is not good. It causes me depression and anxiety. Our situation is that my father left us and prefers to live with his other wife. I, with my sibling, live at the other house too. We are not living under one roof, and my mother goes back abroad because of poverty. Sometimes, we lived in one house together because of low budgets and crises. My siblings and I, together with my father and his new family, are hard for me because I can feel the difference, like we are not the priority of our father. We are just his last priority,

and it hit me so badly. We are all okay, but "*lahi najud sauna ug karon*" (It is very different from before). We should have full of patience and make adjustments just to fit in.

Participant 4 detailed, "We lost our father. He is happy with his new family. He forgets about us. He provided all the needs of his new family, but us? He always failed to play his role as a father. I have this anxiety and miss our happy family. My father changed a lot, and our relationship will never come back again.

The study's findings are closer to previous research that found that children from polygamous homes had poorer relationships with their fathers (Al-Krenawi & Slonim-Nevo, 2008) and more sibling conflicts (Al-Krenawi & Lightman, 2000). Because of their parent's marital problems, the children experienced anxiety and despair (Al-Krenawi & Lightman, 2000). There have been numerous reports of marital difficulties. Some effects are insecure attachment style, sadness, and anxiety disorders (Brock & Lawrence, 2011).

Mental and Emotional Disturbance. Thirteen participants affirmed that they are mentally and emotionally disturbed at home. Students cannot think well due to the problems. Most of the time, they were anxious and could not sleep at night because of overthinking. This is because their parents kept on fighting together with the other wife. Students also shared that they witnessed how their father hurt their mother, how their mother cried, how she fought for her children, and how she did everything to keep herself firm. Participants also revealed that their tears fell down the whole night, hoping their family would be okay. Students were unhappy because of mixed emotions. They were hoping that it was only a dream. It was tough, as stated by the participants.

"I have that mental and emotional disturbance at home. Our way of expressing our feelings is to cry overnight with my siblings. We are hoping that our family will be okay. But it is impossible. We wish our father does not have Duwaya for us to have a peaceful family. I have witnessed how my mother fought with my father's other wife." P6

Another added, "My mental and emotional state was always disturbed; my mother is firm enough to fight for us. I am not happy with our present situation. I hate this feeling." P9

Participant Twelve narrated, "I was mentally and emotionally disturbed at home most of the time. Yes, I cried, I don't have an appetite, and I cannot sleep well at night thinking about many problems."

This situation is comparable to the study of the other researchers. Compared to children from monogamous families, children reported higher levels of family dysfunction from polygamous families (Al-Krenawi et al., 2002; Al-Krenawi & Slonim-Nevo, 2008), lower family

unity (Elbedour et al., 2007), worse relationships with their father (Al-Krenawi & Slonim-Nevo, 2008), more sibling conflicts (Al-Krenawi & Lightman, 2000). Children or teenagers from polygynous families experience various issues, including mental health, academic, and social issues. Nevertheless, numerous commonalities were discovered, including hostility, anxiety, despair, and teacher reports of problematic behaviors and learning disabilities.

Competition and jealousy among wives and siblings. Thirteen participants revealed that there is always competition and jealousy among the wives and siblings regarding finances, attention, love, care, and time from their fathers.

"Most of the time, I felt jealous; my siblings were provided with more material things than me. I can see them also having enough food on the table. I also experienced competing with attention from our father." P7

Participant Eleven stated, "My father cannot comply with all his responsibilities; he cannot manage his time for my mother and another wife. They compete with the time and attention allotted to them by my father. The schedules Monday – Wednesday for my mother and Thursday – Saturday for his other wife were not followed." The husband's lack of time and attention for his family and his financial situation difficulties have also been identified as issues. The research of Thobejane and Flora (2014) also demonstrated that some families with polygamous marriages may face psychological difficulties due to the male preferring the children of previous wives over all others.

Participant Nineteen revealed, "My father's financial love and care were more given to his other family than us. I was jealous of what he had given to his other family.

The study's participants' responses are similar to the study of Ebrahim et al. (2017), in which the husband's and his children's bad relationships with his wives are articulated in terms of their father's unfair and unequal assistance. Participants who had negative opinions of their connections with their husband's other wives revealed their observations, such as the other wife's insecurities, jealousy toward their children, and the character of their husband's other wives.

Coping Mechanisms of Students with Polygamous Parents

Dealing with the challenges encountered by the participants was hard for them since family is supposed to be the protector of everything. However, their situation is complicated no matter how Sunnah is Polygamy. The following is the data gathered from the participants.

Embracing Acceptance and Faith in Allah's Plan. Eleven participants said they must accept everything and entrust Allah (God). They also revealed that they do not have the power to control everything, especially their parents' decisions.

One participant stated, “I always pray to God to give my family and me a strong relationship to maintain the love and support despite the challenges we experienced. To accept what had happened and help me build the better me despite all the trials.” Another participant said, “It is our Qadar (Allah’s predestination). “I sang surah (chapter in the sacred scripture of Islam, the Qur’ān) when I felt sad,” one participant said. “I have faith in Allah; everything happens for a reason, I must accept. *Mahal ko ang pamilya ko* [I love my Family]”, P10.

Acceptance and faith in Allah are among the suggestions for a happy polygamous family; it was also mentioned that a symposium on the acceptance of Polygamy is helpful to make everything well (Ebrahim et al., 2017).

Focusing attention on online games and social media accounts. Eight participants unveiled that they deal with the challenges by focusing on online games like a mobile legend. They are also making fun with their Facebook and Messenger accounts. Shared posts from Facebook also helped them to teach positivity to their minds. In some ways, participants also shared that they could express their emotions through video calls, chatting, and sharing their problems with their close relatives and friends.

“My way to cope with all the challenges and problems at home is to focus on online games like a mobile legend; at least for a while, I can forget all the pains in my heart.” P1

Participant Four said, “*Segi log scroll sa Facebook ug messenger para malimot.*” [I always scroll my Facebook and Messenger to forget].

Participant Ten specified, “social media helps me feel better. This is where I can post my feelings and emotions, chat and call with my relatives and friends. If not, maybe I cannot cope with all the problems at home.”

Demirtepe-Saygili (2020) investigates social media use regarding stress and coping. He went on to say that using social media may be a problem-focused coping as a source of knowledge, an emotion-focused coping as a distraction, and a source of social support. Finally, it can be a predictor or component of well-being and a moderator or mediator of the relationship between coping and well-being. Healthy use can help people deal with stress and lead to excellent health. In the process of investigation, it was supported by the review that online games and social media help students overcome their problems at home.

Listening Advice from Teachers. Six participants stated that one way to deal with their problems is by listening to advice from their teachers. They appreciated how their teachers took care of and loved them. Despite being incompetent at school, their teachers were still there, kept their records, and even conducted home visitation.

“My teachers have been second parents to me. They are very kind. I always listen and apply their advice.” P2

“The love and care from my teachers help me so much. They paid all my expenses in school. They help me solve my problems. I appreciate them.” P5

“I was incompetent in school; I was inactive, but my teachers never gave up. They were there for me.” Participant Seventeen added, “If I was absent for 3 consecutive days, my teachers always conducted home visitation. It really helps us students having family problems.” P13

According to Lawuo et al. (2015)'s research, youngsters sought knowledge and advice from classmates and teachers on various concerns. For example, they might ask professors for information concerning obtaining support. According to research on resilience and coping techniques, knowledge or advice gathering is one of the strategies utilized by people under a problem. Gathering information informs or teaches a skill that solves a problem. It may include guidance, factual input, feedback, and actions (House, 1981; Leavy, 1983). Therefore, listening to guidance from teachers help students to cope with the problems that arise at home.

Having Leisure time with friends. Three participants said they were having a night out with their friends. They spent lots of time with them because they only encountered problems at home that caused them stress and depression.

Participant Ten said, “I love having leisure time with friends. Since I have many problems at home.” I spent my night out with them to avoid stress and depression”, another participant narrated.

Since Polygamy results in marital conflict in households, children seek help from friends and strangers, regardless of their circumstances' protective or vulnerable characteristics. Children asserted that they might obtain social support from classmates and teachers who befriended them and that social abilities enabled them to enjoy being among other people. According to Suls and Wallston (2003), protective aspects include psychological reactivity, social support, and excellent coping abilities, which assist the youngster in tolerating the environment. They were used to asking their peers for assistance and having their peers encourage them to play together to make them happier. Children also discovered Seeking emotional support from friends and family. Lawuo et al. (2015) exposed that mind healing made children less prone to marital conflict. Friends creating a group was likely to prevent minor maladjusted behavior, such as stopping undesirable thoughts and managing sentiments such as hopeful thinking, acceptance, optimistic interpretations, or dismissing the circumstance as if it were a lie.

Impact of Polygamy on Students' Academic Performance

The data gathered discovered different impacts of Polygamy on students' learning at school. The followings are the categories/themes taken from the participant's responses.

Low/Failing Grades in school. Sixteen participants revealed that they got low and failing grades in their studies. They passed the subject because the teachers gave them enough chances and different activities to cope with their least learned competencies. Even if they took Face-to-face or modular classes, their teachers had enough patience and constantly visited them at home. The reason why students have low and failing grades is out of focus on studying. Participants exposed that they needed more focus on learning. One of the factors is when their parents are quarreling, and they encounter many problems at home. Instead of thinking about their lesson, what comes to their mind is their situation which is heavy on their part. With this, participants need help understanding their studies.

Participant 17 said, "*Napakalaking epekto nito sa aking pag-aaral because my strength is my family as well as my weakness. Parang wala na akong mapagkukunan ng lakas but here I am pinapatatag ang sarili to survive every day.*" [My strength and weakness are my family, which significantly impacts my studying. Sometimes I had lost hope, but I must be strong for myself.]

Participant 18 added, "I will never deny that our family's situation is softly killing me. Some challenges almost made me out of myself breathing. Thinking about things that make me out of focus on my studies."

"It is hard to focus on learning when something makes you think deeply without the answer." P3

The sixteen participants shared reasons they lacked interest; they needed more motivation to work hard for their studies. Accordingly, they do not have enough support, specifically emotional, physical, and financial, from their family, making them uninterested in learning in school. They also said that they were incompetent in everything. They could not show their best because they needed more resources for the school requirements. It was also similar to the study of Al-Krenawi, (2002) that Children from polygamous families lack confidence in them as no one encourages them as they grow up.

The research of Lawuo et al. (2015) revealed that low performance is one of the significant marital problems for children. They discovered that children from marital conflict families needed help concentrating on their studies or listening to teachers attentively in the classroom. They came to school with no school-necessary learning resources, scored poorly, became truants, and dropped out of school, and parents stopped following up on their children's school progress or contacting teachers. It was also shown that children who are highly frustrated and worried lose their memory and reasoning abilities. This means that parents practicing Polygamy should avoid marital conflicts for the students to avoid failing grades or low performance in school.

Students are at risk of dropping out of school. Four participants almost decided to stop schooling because of low financial support from their parents. They must work to survive and support their siblings' basic needs and education. They claimed they needed help managing their school and

part-time tasks. Most of the time, they need help to study their lesson and achieve the objectives of the topic. They needed to be more present and in focus inside the classroom. These led them to be at risk of dropping out of school.

Participant Seven stated, "What is the sense of studying without family support."

"I need to work to survive." P2

Participant Eighteen added, "I cannot think; I cannot focus on the lesson." Another participant narrated, "I cannot even hear my teacher discussing the lesson sometimes."

The findings indicate that Polygamy influences students' academic performance. According to studies, children from polygamous homes demonstrated worse academic achievement, as determined by test scores or school reports (Al-Krenawi & Lightman, 2000; Al-Krenawi & Slomin-Nevo, 2008; Elbedour et al., 2003). According to another study by Bamgbade and Saloviita (2014), children from polygamous homes self-reported having a weaker/low comprehension of academic subjects than those from monogamous families. Thus, resulting in failing grades and dropping out of school.

CONCLUSION

Based on the analysis, students perceive Polygamy as Sunnah in their religion. However, most students consider this practice unjust and consider it a sacrifice. On the other hand, participants encountered similar challenges at home that made them suffer from anxiety and depression, mental and emotional disturbance, and jealousy among siblings. There are different ways the students deal with the challenges at home. Nevertheless, most of them considered it hard to deal with the situation. Therefore, immediate action should be taken since polygamy practices affect students' learning at school, where students have low/ failing grades and are even at risk of dropping out.

VI. References

- Adenike, A. O. (2013). Effects of Family Type on Pupils' academic achievement. *International Journal of Psychology and Counseling*. 5 (7) 153-156.
- Adenike, A. O (2013). Effects of family type (monogamy or Polygamy) on students' academic achievement in Nigeria. *International Journal of Psychology and Counselling* 5(7): 153-156.
- Adeshinwa, O. A. (2013). Effects of Family Type (monogamy or Polygamy) on Pupils' Academic Achievement in Nigeria. *International Journal of Psychology*.

- Adika, J. A. Family types, and Academic performance: A comparative study of selected secondary school students in two local government areas of Oyo State. Unpublished M. Ed Dissertation, University of Ilorin (1987).
- Akomolafe, M. J., Olorunfem, O. & Abiola, F. (2011). Impact of Family Type on Secondary School Academic Achievement: European Journal of Educational Studies. Volume 3 No 3. Ozean Publications.
- Alkrenawi, A. & Solin- Nevo, V. (2006). Success and Failure among Polygamous Families: The Experience of Wives, Husband, and Children; Family process. Edo State: Ibadan
- Al-Krenawi, A., Graham, J., Slonim-Nevo, V. (2002). Mental health aspects of Arab-Israeli adolescents from polygamous versus monogamous families. *Journal of Social Psychology, 142*(4) 446-460.
- Al-Krenawi, A., & Lightman, E. S. (2000). Learning achievement, social adjustment, and family conflict among Bedouin-Arab children from polygamous and monogamous families. *Journal of Social Psychology, 140*(3), 345-355.
- Arnett, J. J. (2007). International Encyclopedia of Adolescence Volume 1, A-J. New York: Routledge.
- Bamgbade, E. O., & Saloviita, T. (2014). School Performance of Children from Monogamous and Polygamous Families in Nigeria. *Journal of Black Studies, 45*(7), 620-634.
- Bani, L. & Pati, H., (2015). The Role of Spouses under Islamic Family Law. *International Affairs and Global Strategy* www.iiste.org ISSN 2224-574X (Paper) ISSN 2224-8951 (Online) Vol.37, 2015
- Braun, V. & Clarke, V. (2012) Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds), *APA handbook of research methods in psychology, Vol. 2: Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57-71). Washington, DC: American Psychological Association.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77–101. doi:10.1191/ 1478088706qp063oa
- Brock, R. L., & Lawrence, E. (2011). Marriage as a risk factor for internalizing disorders: Clarifying scope and specificity. *Journal of Consulting and Clinical Psychology, 79* (5), 577–589
- Campbell, A. (2005). How have policy approaches to Polygamy responded to women's experiences and rights? An international comparative analysis: Final report for Status of Women Canada. Available online: [https:// papers.ssrn.com/sol3/papers.cfm?abstract_id=1360230](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1360230)

- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education*. 6th edition. London: Routledge.
- Demirtepe-Saygili, D. (2020). Stress, Coping, and Social Media Use. In M. Desjarlais (Ed.), *The Psychology and Dynamics Behind Social Media Interactions* (pp. 241-267). IGI Global. <https://doi.org/10.4018/978-1-5225-9412-3.ch010>
- Ebrahim, Lingga, Boquia, & Samama (2017). Women in Polygynous Marriages: Their Perceptions and Experiences. *Philippine Journal of Psychology*, 1, 2017, 50 (1), 27-45. Copyright © 2017 Psychological Association of The Philippines.
- Elbedour, H. J. M., Morad, M. & Abu-Bader, S. H. (2003). Parent-Adolescent Conflict and its Resolution in Monogamous and Polygamous Families in Southern Israel. *The Scientific World Journal*. 3 (3)1249-1269.
- Elbedour, S., Onwuegbuzie, A. J., Caridine, C., & Abu-Saad, H. (2002). The effect of polygamous marital structure on behavioral, emotional, and academic adjustment in children: A comprehensive review of the literature. *Child and Family Psychology Review*, 5(4), 555-271.
- Elbedour, S., Onwuegbuzie, A. J., Caridine, C. & Abu-Saad, H. (2005). *The Effects of Polygamous Marital Structure on Behavioural, Emotional and Academic Adjustments in Children: A Comprehensive Review of Literature*. Washington: Sage.
- Elbedour, S., Bart, W., Hektner, J. (2007). The relationship between monogamous/polygamous family structure and the mental health of Bedouin-Arab adolescents. *Journal of Adolescence*, 30, 213-230.
- Feda, K. (2008). *Three Essays on Education in Oromia*. America: American University Library.
- Goodwin, R. (1999). *Personal relationships across cultures*. London: Routledge.
- Hassouneh-Phillips, D. Polygamy and wife abuse: A qualitative study of Muslim women in America. *Health Care for Women International*, (2001) 22, 735–748.
- Hoover-Dempsey, K. V., Walker, M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkens, A. & Closson, K. (2005). Why do Parents Become Involved? Research Findings and Implications. *Element School Journal*. 106 (2)105-130.
- Igwesi, B. N. (2003). Comparative study of the academic achievement of students from monogamous and polygamous families in Offa, Kwara State.
- Jason D. *Berkowitz*, Beneath the Veil of Mormonism: Uncovering the ... 615, 616 (2007).

- Lawuo, E., Machumu, H., & Kimaro, A. (2015). Uncovered coping strategies adopted by children living in homes with marital conflicts for their own survival. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.18, 2015 114
- Lloyd-Sherlock, P. (2000) 'Old age and poverty in developing countries: new policy challenges' *World Development* 28(12): 2157–2168.
- Lloyd-Sherlock, P., Barrientos, A., Moller, V. and Saboia, J. (2012) 'Pensions, poverty and well-being in later life: comparative research from South Africa and Brazil' *Journal of Aging Studies* 26(3): 243–252.
- Nyako, K. (2010). Parental Home Involvement. The Missing Link in Adolescent's Academic Achievement. *Educational Research*. 1 (9) 340-344.
- Nyako, K. (2011). "Parental School Involvement: the case of Ghana". *Journal of Emerging Trends in Educational Research and Policy Studies*.2 (5) 378-38.
- Schutt, R. K. (2006). *Investigating the social world: The process and practice of research* (5th ed.). Thousand Oaks: Sage. Robinson R.S. (2014) Purposive Sampling. In: Michalos A.C. (eds) *Encyclopedia of Quality of Life and Well-being Research*. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-0753-5_2337
- Shemsu Rediy1*, Belay Tefera2 (2020). A Family-Based Behavioral Intervention to Enhance Family Communication and Family Cohesion among Siblings in Polygamous Family. *Clinical and Experimental Psychology*, Vol.6, Issue 5, (230)
- Thobejane, T.D. & Flora, T (2014, December). An exploration of polygamous marriages: A worldview. *Mediterranean Journal of Social Sciences*, 5, 27.
- Valsiner, J. (1989). Organization of children's social development in polygamic families. In J. Valsiner (Ed.), *Child development in cultural context* (pp. 67–86). Toronto, Canada: Hogrefe and Huber.
- Valsiner, J. (2000). *Culture and human development*. London: Sage Publications.
- Zahidul, M. (2014). *Interfaith Marriage in Islam and Present Situation*, *Global Journal of Politics and Law Research* Vol.2, No.1, pp. 36-47, European Centre For Research Training and Development UK (www.ea-journals.org)