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## EFFECTS OF BROKEN HOMES ON STUDENTS' ACADEMIC PERFORMANCE IN SOME SELECTED SECONDARY SCHOOLS IN CHIKUN LOCAL GOVERNMENT AREA OF KADUNA STATE, NIGERIA.

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### Abstract

*This Survey research study was conducted to find out the effects of broken homes on students' academic performance in some selected Secondary Schools in Chikun Local Government Area of Kaduna State, Nigeria. Three Research Questions were formulated and answered to guide the study. The population of the study consist of a total number of 954 Secondary School teachers in Chikun Local Government Area. Through the process of simple random sampling a total number of 20 teachers from each of the nine schools were selected to participate in the study. The major instrument used for collecting data was a structured questionnaire. Simple percentages was used to analyze the data and it was discovered that students from broken homes often face some challenges that lead to poor academic performance. From the findings, lack of communication, sexual incompatibility are some causes of broken homes, and also, offering support, giving students opportunity to express their feelings are strategies to improve academic performance of students from broken homes. Recommendations were made that Government should make a policy that will subsidize school fees for children from broken homes and also teachers should pay adequate attention to students from such homes.*

**Keywords:** Influence, Broken home, Academic Performance.

## Introduction

The Oxford Advanced Learner's Dictionary (2015) defined a home as the house, flat/departement that an individual lives in especially with his/her family. Family is broadly defined as any two people who are related to each other through a genetic connection, adoption marriage or by mutual agreement. Family members share emotional and economic bonds (Gale Encyclopedia of Psychology, 2011). The term nuclear family is used to refer to family members who live together and share emotional, economic and social responsibilities. The nuclear family is often comprised of a married couple who are parents to their biological or adopted children, all members live together in one household. The type of nuclear family is increasingly referred to by social scientists as an "intact family" signifying that the family had not been through a divorce, separation or death of a member (Gale Encyclopedia of Psychology, 2011). When a family has experienced divorce or death leaving one parent to be primarily responsible for raising the children, they become a single parent family.

Following the end of marriage, one or both of the ex – spouses may enter a new marriage. Through the process of remarriage, step families are formed. The second spouse becomes a step parent to the students of the first marriage. In the family formed by the second marriage, the children from each the spouse's first marriage become step siblings. Students born or adopted by the couple of the second marriage are half siblings to the children from the first marriage, since they share one parent in common (Gale Encyclopedia of Psychology, 2011). In some cases, a step parent will legally adopt his or her spouse's children from the previous marriage. The biological father or mother must either be absent with no legal claim to custody or must grant permission for the step parent to adopt. In situation where a single parent lives with someone outside the marriage, that person may be referred to as a co – parent. Co – parents is also the name given to the parent in a homosexual relationship who shares the household and parenting responsibilities with a child's legal adoptive or biological parent (Gale Encyclopedia of Psychology, 2011).

Academic performance is the term that indicates a student's achievement after completing a course or subject from an institution. Academic performance can be influenced by many factors but the impact family relationships play on a child's scholastic achievement alongside the development of the child cannot be over emphasized. This may be associated with tension in the home, family discord or family instability. All these cumulatively produce an emotionally barren atmosphere in the home. The gradual development of these problems till its manifestation directly affects the emotions of growing children especially young adolescents and can adversely disrupt the level of concentration and learning abilities of these children in school. Thus, the family structure a child emanates from can seriously affect the academic performance of an individual especially an adolescent. It has been proven that children from stable homes do better in their academic pursuits in their various schools due to their emotional stability/balance and family than those from unstable or broken homes.

Marriage can be defined as a legal union between husband and wife. It is a union of two or more people that creates a family tie and carries legal, social and/or religious rights and responsibilities. It is recognized and publicly accepted by the society as a precondition for the formation of the family. However, marriage being a union is found to be characterized by certain demands and

expectations on the part of the couple which includes faithfulness, loyalty, sincerity, acceptance of responsibilities, emotional security, companionship etc (Obasa & Obasa 2012)

A union which is devoid of some or all of the above factors often face a lot of problems which sometimes generates into unresolved conflict and unhappiness leading to divorce broken homes or separation. A Broken home can be defined as a family in which the parents are divorced or separated. Divorce can has to do with either one of the partners quitting as a result of infidelity, pride, superstition, religion, disagreement and violence. Azubuike, 2015.

Broken homes are a situation that arises when:

- a. Infertility
- b. A man or woman divorces his/her spouse
- c. Family separation
- d. Prolonged Absence
- e. Desertion
- f. Single parenting.

According to Ogbuide (2011) describe children from broken homes as hostile, aggressive, anxious, fearful, hyperactive and distractive than children from intact families. One is therefore motivated to ask the question "What is the effect of broken homes on student's performance in schools?". It is on the basis of this that the study intends to investigate the effect of broken homes on the performance of student's especially in secondary schools in Chikun LGA of Kaduna State.

## Purpose of the Study

The main purpose of the study is to examine the effects of broken homes on the academic performance of children in Secondary Schools in Kudendan, Chikun Local Government of Kaduna State while the specific purpose includes:

- i. To find out the impact of broken homes on the academic performance of students in Secondary Schools in Kudendan, Chikun Local Government Area.
- ii. To find out some of the causes of broken homes in Kudendan, Chikun Local Government Area of Kaduna State.
- iii. To suggest strategies for improving the performance of children from divorce broken homes.

## Research Questions

Based on the purpose of the study, the following research questions were formulated

- i. What are the impact of broken homes on the academic performance of student in Secondary Schools in Kudenda, Chikun Local Government Area?
- ii. What are some of the causes of broken homes in Kudendan, Chikun Local Government Area of Kaduna State?
- iii. What strategies could be used to improve the academic performance of students from a broken home?

## Methodology

The research design used in this study was the survey research design because it is one studied by collecting and analyzing data from only a few people considered to be representative of the entire group. (Iketaku, 2011). The population of the study which included a total number of 954 Secondary School teachers in all the Secondary Schools in Chikun Local Government was obtained

by the researcher from the Research and Statistics Department of the Post Primary Schools Management Board (PPSMB) Kaduna. The simple random sampling technique was used in drawing the sample of the study. The study draw twenty (20) teachers at random from each of the nine schools to give a total sample size of 180, representing about 29% of the population of the study. The instrument used for data collection is questionnaire designed by the researcher. The questionnaire was made of (15) fifteen items that are used to answer the research questions. The respondents were required to respond to a four point liker scale of strongly agreed (SA), agreed (A), disagree (D) strongly disagree (SD). The question items were designed in a close ended form to ensure that individual or subsection options were avoided. The instrument used was administered to respondents using the face to face method in the various Secondary Schools in Chikun LGA of Kaduna State.

Mean analysis method was used to analyze the question items in the questionnaire. The formula mean is given as

$X = \text{Mean}$

$X = \text{Nominal value}$

$F = \text{Frequency}$

$N = \text{Total number of frequency}$

$\Sigma = \text{Summation}$

The purposes of using mean score point value is to determine the yard stick for evaluating the responses to the question items posed to the respondent. Nominal value was assigned to the different scaling items as follows:

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

The yardstick mean is calculated as

Decision Rule

Mean statistics was used for the analysis. The decision rule was that any mean up to 2.5 and above was accepted as "Agreed" while a mean score below 2.5 was rejected as "Disagreed".

## Results

**Research Question One:** What are the impacts of broken homes on the academic performance of Students in Secondary Schools in Kudenda, Chikun Local Government Area?

**Table 1:** Impact of broken homes on academic performance of Students.

S/N	Items	SA	A	D	SD	N	EXF	x	Decision
1	Anxieties from broken homes affects students attention in class	60	42	33	15	150	447	2.98	Agree
2	Broken homes lead to poor attendance in classroom as a result of one parent.	64	36	32	18	150	446	2.97	Agree
3	Broken homes leads to decline in grades of students	66	40	33	11	150	461	3.01	Agree
4	Broken homes do not lead to poor self concept among students.	33	33	48	36	150	330	2.2	Disagree
5	Children from broken homes do not perform poorly in school.	33	33	48	36	150	363	2.42	Disagree
	<b>Grand Mean</b>							<b>2.92</b>	<b>Agree</b>

Table 1 above shows that various responses given by the respondents on the research question seeking to explain the impact of broken homes on the academic performance of Secondary School Student. The mean scores responses for question Items 1, 2 and 3 were above the threshold of 2.5 (that is 2.98, 2.97 and 3.01). These indicates that anxieties from broken homes affect student's attention and retention in class; broken homes leads to poor attendance in classroom, broken homes leads to decline in grades of student. The mean score from question items 4 and 5 (2.2 and 2.43) were below the cut off mean of 2.5, this implies that our respondents disagree that broken homes does not lead to poor self concept among students and it does not lead to poor performance of the students. The grand mean of 2.92 implies the respondents' agreement that children living with Single parents are faced with problems of poor attention and retention in classroom, poor attendance, and decline in grades of student's poor self concept and poorly performance of students.

**Research Question Two:** What are some of the causes of broken homes in Kudenda, Chikun Local Government Area of Kaduna State?

**Table 2:** Causes of broken homes.

S/N	Items	SA	A	D	SD	N	EXF	x	Decision
6	Money and finance causes broken homes.	34	32	43	41	150	359	2.39	Disagree
7	Domestic violence.	40	30	32	48	150	357	2.38	Disagree
8	Sexual incompatibility.	56	45	33	16	150	441	2.94	Agree
9	Lack of communication.	54	35	32	29	150	414	2.76	Agree

10	Infidelity among any of the partner.	45	54	21	32	150	408	2.72	Agree
	<b>Grand Mean</b>							<b>2.64</b>	<b>Agree</b>

Table 2 above shows the various responses given by the teachers on the research question seeking to explain the effects of broken homes on academic performance of secondary school students. The mean responses for question 6 and 7 (2.39 and 2.38) were below the threshold of 2.5 the results indicate that money and domestic violence are not causes of broken homes. The mean score for question items 8, 9 and 10 with mean (2.94, 2.76 and 2.72) for question items 8 to 10 respectively were above 2.50. The implication is that lack of communication; sexual incompatibility and infidelity are causes of broken homes.

### Research Question Three: What Strategies could be use to improve the academic performance of Students from a broken home?

**Table 3:** Strategies to improve academic performance of students from broken homes.

S/N	Items	SA	A	D	SD	N	EXF	x	Decision
11	Pray for them and encourage them to study hard.	28	32	43	47	150	341	2.27	Disagree
12	Encourage students to be involved in school activities.	33	28	32	57	150	333	2.22	Disagree
13	Guidance and counseling department should offer a range of programme to help students cope.	66	50	17	17	150	465	3.2	Agree
14	Give student the opportunity to express their feelings.	54	55	28	13	150	450	3.0	Agree
15	Offer support to them.	48	52	28	22	150	426	2.84	Agree
	<b>Grand Mean</b>							<b>2.67</b>	<b>Agree</b>

Table 3 above shows the various responses given by the teachers on the research question in seeking for Strategies that could be use to improve the academic performance of secondary school students in Chikun Local Government Area. The mean score responses for question items 11 and 12(2.27 and 2.22) were below the threshold of 2.5.The implication is that the respondents disagreed that praying and encouraging Students to study hard and also encouraging Students to become involved in school activities are not strategies to improve the academic performance of students from a broken home. The mean score responses for question item 13, 14 and 15 were above the cut-off mean score of 2.5 this means that the respondent agreed that Guidance and counseling department should offer a range of programme to help students cope, also give the opportunity for them to express their feelings and also offer support to them, this will improve the academic performance of students from a broken homes.

## Discussion of Findings

This study is designed to examine the effect of broken homes on academic performance of Secondary School Students in Chikun Local Government Area of Kaduna State. The discussion was predicated on the three objectives which were translated into three Research Questions;

### The impact of broken homes on Students performance

The findings indicates that children from broken home are faced with problems of poor attention and retention in classroom, parents separation leads to decline in grades of students and parents separation leads to poor attendance in classroom. This finding coincides with Khartri (2015) who said that broken home contribute a lot to students poor academic performance, psychological problems and delinquent behavior among the students. Parent separation can also make a child to perform poorly in school. Young people who are facing this problem of broken home and separation of parent, lack social supports and face poor academic achievement. This finding agrees with Eobo (2015) who asserted that separation of parent lead to lateness to school, lacking full concentration in class, they rarely complete their home work

and assignment, they loiter about in the school compound because they lack learning. The results showed that family type significantly influenced academic performance of Secondary School students. Musa and Dosunmu (2015) x- rayed the parental roles in the behavior of the child in his childhood period. Parental separation may arise from several indicators such as death insincerity on the path of a spouse, polygamy effects, job transfers and divorce among others. In such situation the child is left under the care of a single parent and especially where such parent had little default in the care of their child either in the school setting or in the society at large, the effect is very obvious in the general attitudes and behavior of the child. This corroborates with the findings of Obieke (2013) who found out that parents separation or divorce as well as single parenting has negative effects on the attitude and behaviour of a child. Also, single parenting has impact on the psychological and academic well being of adolescents. The findings of this study is in agreement with Akomlafe and Olorunkomi (2011) who revealed that children appeared to profit psychologically and academically when both parents are together to provide and support their children in an orderly and organized manner.

Egbo, (2015) is in tandem with the findings of this study when he found out in his study that children from broken homes are always late to school, lack full concentration in class; rarely complete their home work and school assignment. They loiter about the school compound because they lack learning materials. Abokokin and Akyina (2015) however, slightly took an exception to the finding of this study. It was revealed that students from divorce homes were high academic achievers after their families. Divorce was therefore found to significantly limit students' academic performance.

Igbinsosa (2014) investigate the influence of broken homes on academic performance and personality development of the adolescents in Lagos State metropolis with particular Area of Lagos State. The instrument used for the data collection was self develop questionnaire. The dates collected were analyzed using both independent t- test and personal product moment correlation



statistical methods. The results were significant at 0.05 alpha levels. The results revealed that there is a significant difference between single parenting and academic performance of the adolescents. There is a significant difference between parental socio- economic status and academic performance. There is significant relationship between adolescents from broken homes and academic performance.

This study is to examine the effects of broken homes on the academic performance of students in secondary schools in Kudendan, Chikun Local Government of Kaduna State.

Secondly, some of the causes of broken homes include, lack of communication, sexual incompatibility and Infidelity. Lack of communication at home brings about parents separating from each other at home which gradually lead to a broken home. And also, sexual incompatibility and infidelity of one partner can also lead to a broken home because one parent will not want to tolerate the other cheating partner or one who have some sexual incompatibility. The findings from teachers showed that childlessness issue of the sex of children, early marriage and parental involvements, academic and cultural differences contributed to broken homes.

Thirdly, Strategies that could be used to improve the academic performance of students from a broken home include, Guidance and counseling department should offer arrange of programme to help student cope, give opportunity to express their feelings and offer support to them. Students from a broken home should be offer support which will make them feel loved and belonged among other with this it will motivate them to do well academically. Student's from broken home should be given opportunity to express their feelings, this will make them to always speak out whenever they are depressed.

## Conclusion

Based on the result of the data investigation carried out in this research work, the respondents agreed that the children living with single parents are faced with problems of poor attention and relation in classroom, poor attendance, decline in grades of students. Children from divorced families perform poorly in schools. Some of the causes of broken homes include, lack of communication, sexual incompatibility and infidelity. Strategies that could be used to improve the academic performance of students from broken homes include, Guidance and counseling department should offer a range of programme to help students cope, give opportunity to express their feelings and offer support to them.

## Recommendations

Based on the findings and the conclusion from this study, the following recommendations were made:

- Government should come up with a welfare programme and policies that would support the plight of poor single parent.
- There should be a policy that will subsidize school fees for children from broken homes.
- Teachers should pay adequate attention to students from broken homes.

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