

Influence of Broken Home on the Academic Achievement of Students in Ifako Ijaiye Local Government Area in Lagos State.

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Abstract

This research work investigated the influence of broken home on academic performance among primary school students in Ifako Ijaiye Local Government Area of Lagos State. The study employed descriptive survey design. The population of the study was 3000 students drawn from 10 secondary schools in the study area. A sample size of 300 secondary school students from broken home was purposively took part in the study; out of which sixty-nine (23%) students whose parents are dead, one hundred and eleven (37%) students from separated parents and one hundred twenty (40%) students from divorced parents. Academic Performance Test score on English Language and Mathematics (APTELM) were used for data collection. Three research questions were answered with mean and standard deviation and three null hypotheses were tested using t-test statistics at 0.05 level of significance. Results of the analysis indicated that parental death had no significant differential influence on the academic performance of secondary school Boys and Girls. Similarly, result also showed that there was no significant influence of parental separation and divorce on academic performance of secondary school students in the study area. Finally result of analysis also revealed a significant differential influence of parental care on academic performance of secondary school students brought up by either the fathers or the mothers. Based on these findings, it was recommended that Counsellors, School Psychologists, Teachers and School Authorities should pay attention to these set of students that lost their parents through proper counselling and other supportive services, in order to make them focused on their academic activities. Students from separated and divorce parents should be encouraged and given all support to enhance their academic performance irrespective of gender through counseling interventions.

Key Words: academic performance, broken home, parental divorce, separation, parental death.

Introduction

Family is the child's first place of social organization. The children as a result acquire initial education and socialization from the parents and other significant persons in the family. Family lays the psychological, moral and spiritual foundation in the overall development of the child. Where and when there is harmony within the family, it translates to a happy home for the child. In happy homes, healthy and peaceful coexistence prevail amongst family members, which in turn breed healthy and happy children. Very often, chances are that some homes are broken that is the members are not living/staying together either as a result of death, separation, divorce or the like. A broken home in this context, refers to a home that is characterized with single parent, as

result of divorce, separation, death of one of the parents. Hammond as cited by Alhassan, (2008) discovered that pupils of broken homes exhibit much negative measures such as distractibility, acting out, with time received from others, these go a long way to influence their academic performance in the schools. Kenkel as cited by Alhassan, (2008) indicated that a child in the incomplete family is socially and psychologically deprived of a father-figure either to emulate directly or to look for a model of the opposite sex. "In terms of other long-term consequences for children, parental disruption has been shown to be associated with lower socio-economic and academic attainment". Wiseman, as cited by Abbas (2010), It can be deduced that broken homes may affect the development of the children in all aspects of their life. Thus, children of broken homes may be emotionally imbalance and psychologically depressed.

A broken home could also be viewed as to be separated from mother or father, and is like to lose part of the body (Landuccias cited by Igbinsosa, 2014). Life in a broken home could be stressful for both the child and the parent, and such families are faced with challenges of inadequate financial resource. Schutts (2006) noted that if children from broken homes are to be compared with those from intact homes, it would be seen that the former have more social, academic and emotional problems. Rochlkepart (2003) is of the opinion that the family and its structure play a great role in children's academic performance. Ayodele (2007) stated that the environment where a child finds himself goes a long way in determining his learning ability and ultimately his academic performance in school.

Broken homes may bring about stress, tension, lack of motivation and frustration obviously these manifestations may act negatively on a pupil academic performance. Johnson as cited in (Igbinsosa, 2014) indicated that children of unmarried parents or separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Poor academic performance has over the years become rampant, more pronounced and a peculiar feature in the institutions of learning. This has generated a lot of concern among parents, teachers, counselors, educational administrator, as well as in government circle. Broken homes, while being a problem of couples are largely a problem of the nation as a whole. Therefore, the study seeks to determine the perceived influence of broken home on the academic achievement of students in Ifako Ijaiye Local Government in Lagos State.

The concept of broken home is defined by Hurlock (as cited by Frank, 2012), as a home where one of the parents is dead, separated, divorce or a vocation that necessitate long absence of one or both parents. Broken homes are defined as one in which one of the partners loses his/her spouse by death separation, divorce, desertion or single parenting Deborah as cited by Ogbeide, Odiase&Omofuma, (2002), asserts that broken homes as a situation where two spouses separate leaving the children to the hazard of the society. Momoh (2011) confirms that broken home as a home torn apart by separation of parents. Aremu (2011), described broken home as the integral part of the setting that is father and mother, the integral part is not available either by dead, separation or divorce. Broken home occur when husband and wife separate from each other through either natural causes (death) or by human cause (divorce), leaving the care responsibility of the children to one parent. Frank (2012) indicates that divorce is a product of broken homes,

therefore children in single-parents families are more likely to drop out of school than in two parents' families., causes of broken homes are varied and numerous as revealed by contemporary empirical research and also from others observation. Some causes of broken homes varies from socio-economic status, early marriage, pre-marital pregnancy, lack of communication, in-compatibility, adultery, external influence, ton differences in value. Issue of poor academic achievement has been of much concern to all and sundry.

The problem is that, it has led to the widely acclaimed fallen standard of education. Students' academic achievement is an objective score of attainment after a specified instructional program. Academic achievement is then seen as the knowledge attained or skills, shown in the school subject. To indicate such achievement, test scores or marks are assigned by the teachers. It is the school evaluation of the classroom work on the basis of the grades awarded. This means academic achievement is the display of knowledge attained. It is also the level of performance in the subject as exhibited by a pupil. Academic achievement is the exhibition of knowledge attains or skills developed by learners in the school subject usually designed by test scores or by marks assigned by teachers which can be low or high.

Statement of the Problem

In present modern age, particularly in Nigeria, where women are expected to shoulder effectively domestic responsibilities, in addition to engagement in place of work, which prevent them from discharging their responsibilities, in most cases this tend to create conflict that may lead to divorce then broken homes. Divorce is claimed to be the main reason behind broken family. The common disputes between a husband and a wife may the financial issue, sexual misunderstanding, early marriage, teen pregnancy, education, health problem, in compatibility among others. When the parents get divorced, usually either of them or sometime both of them leave home. The family being the most important social unit that provides security, socio-economic and psychological services to its members (children inclusive) is prone to threat due to rising cases of broken homes such as divorce, separation, or death of a parent. Hence, schools are likely to have more pupils whose parents have been divorced, dead or separated now more than ever before. The emotional and social stress of broken homes may cause hardship, such as inability to resume classes as at when due, inability to purchase necessary learning materials, non-payment of fees, dues and levies, lack of parental guidance and counselling, monitoring and supervision, insecurity, lack of freedom from oppression, denial of early education.

The presence of a broken home as a result of parental death condition may adversely affect pupil's concentration on their studies and regular attendance in school, slowed academic development is another common way that separation of the parents affects children. The emotional stress of a divorce alone may be enough to stunt a child's academic progress; instability of a broken family may contribute to poor educational outcomes. Experience has shown that when a child is from a broken home be it by death of the parents, separation or divorce, the child may feel isolation and cut-off from the rest of the world. These emotional home conditions may lead to examination failures, inability of the child to take advantage of learning opportunities at school and at home, disequilibrium state of mind among others. It is against this background, the researcher

sought to determine the influence of broken home on academic achievement of students in Ifako Ijaiye Local Government in Lagos State.

Purpose of the study:

The major purpose of the study is to determine the perceived influence of broken home on the academic achievement of students in Ifako Ijaiye Local Government in Lagos State.

specifically, the study will sought to:

1. Determine the influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State
2. Determine the influence of parental separation on academic achievement of students in Ifako Ijaiye Local Government in Lagos State
3. Determine the influence of parental divorce on academic achievement of students in Ifako Ijaiye Local Government in Lagos State

Research Questions

For the purpose of this study, the following research questions guided the study.

1. What is the influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State?
2. What is the influence of parental separation on academic achievement of students in Ifako Ijaiye Local Government in Lagos State?
3. What is the influence of parental divorce on academic achievement of students in Ifako Ijaiye Local Government in Lagos State?

Null hypotheses

Null Hypothesis 1: There is no significant influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State.

Null Hypothesis 2: There is no significant influence of Parental Separation on academic performance of secondary school students in Ifako Ijaiye Local Government in Lagos State.

Null Hypothesis 3: There is no significant influence of Parental Divorce on academic performance of secondary school students in Ifako Ijaiye Local Government in Lagos State.

Methodology

The study adopted survey descriptive design. The population of the study was 3000 students comprise JSS1 and SS2 students drawn from 10 secondary schools in the study area. Multi-stage sampling procedure was employed. Sample of five secondary schools were randomly selected. A total sample size of 300 secondary school students from broken home took part in the study; these students' boys and girls were purposely selected from JSS1 and SS2. The total number of the sample size was further purposively selected into the major variable of the study: the sample for parental death family was 69 consisting 34 boys and 35 girls, sample size of parental separation was 111 consisting 60 boys and 51 girls and sample size for parental divorce was 120 consisting 48 boys and 72 girls. Hence, a total sample size was

300 respondents. The instrument was made up of three sections A, B and C. Section A, contain items on the bio-data of the respondents, section B, sought information on parental death, parental separation and parental divorce. Information obtained from the variables was obtained from a five point likert scale of Very High Influence VHI = 5points, High Influence HI = 4 Points, Moderate Influence MI = 3points, Low Influence LI = 2points, Very Low Influence (VLI) = 1point and section C contains 25 items each for academic performance test in English and Mathematics.

The instrument was face validated by three experts, two from the Department of Educational Foundations University of Lagos and one from Test and Measurement from the National Open University of Nigeria. The experts reviewed the items based on clarity, appropriateness of language and content of instrument in line with the objectives of the study. Their comments and suggestions were in-cooperated into the final copy of the instrument. The reliability of the instrument was determined through trial test on 30 respondents who were not part of the study but acquired the appropriate traits of those in the larger population of the study. Cronbach Alpha statistic was used to test the internal consistency of the instrument. A reliability coefficient of .87 was obtained for the instrument. Hence, the instrument was adjudged to be highly reliable for the study. Data collect from the respondents on research questions were analyzed using mean and standard deviation while t-test was used in testing all the null hypotheses at 0.05 level of significance.

Answer to Research Question

Research Question 1: What is the influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State?

Table 1 Means and Standard Deviation of Parental Death on Academic Achievement of students in Ifako Ijaiye Local Government in Lagos State

Variable	n	\bar{X} of Academic achievement	SD	Mean diff
Parental death	Boys 34	47.32	21.78	3.00
	Girl 35	44.32	22.46	

Data from Table 1, showed the mean academic achievement and standard deviation of students. The result revealed that secondary school boys whose parents have died (n = 34) had a mean academic achievement of 47.32 and standard deviation of 21.78, compared to mean academic achievement and standard deviation of secondary school girls whose parents have died (n = 35) with mean academic achievement of 44.32 and standard deviation of 22.46. The Boys, whose parents have died, have the highest mean gain of difference of 3.00

Research Question 2: What is the influence of parental separation on academic achievement of students in Ifako Ijaiye Local Government in Lagos State?

Table 2 Means and Standard Deviation of parental separation on Academic Achievement of student in Ifako Ijaiye Local Government in Lagos State

Variable	n	\bar{X} of Academic achievement	SD	Mean diff
Parental Separation	Boys 60	48.89	18.93	2.70
	Girl 51	46.19	17.64	

The result in Table 2 indicates the mean parental separation scores of students' in Ifako Ijaiye Local Government in Lagos State. As indicated on the Table, the mean score of boys was 48.89, which shows higher academic achievement score than that of girls 46.19. The mean score difference between boys and girls was 2.70. The Table also shows that the standard deviation of the variables fall between the range of 18.93 and 17.64. This indicates that the respondents were not divergent from one another in their responses. Therefore, this indicates that boys academic achievement from parental separated home perform better than girls from parental separated home in Ifako Ijaiye Local Government in Lagos State

Research Question 3: What is the influence of parental divorce on academic achievement of students in Ifako Ijaiye Local Government in Lagos State?

Table 3 Means and standard deviation of parental divorce on academic achievement of student in Ifako Ijaiye Local Government in Lagos State

Variable	N	\bar{X} of Academic achievement	SD	Mean diff
Parental Divorce	Boys 48	50.12	21.78	2.20
	Girl 72	52.32	22.46	

The result in Table 3 indicates the mean parental divorce scores of students' in Ifako Ijaiye Local Government in Lagos State. As indicated on the Table, the mean score of male was 50.12, which shows low academic achievement of boys as compared to mean academic achievement of girls which was 52.32. The mean score difference between the boys and girls was 2.20. The Table also shows that the standard deviation of the variables fall between the range of 21.78 and 22.46. This indicates that the respondents were not divergent from one another in their responses. Therefore, this indicates that girls' academic achievement from parental divorced home was higher than of boys in Ifako Ijaiye Local Government in Lagos State

Testing of Research Hypotheses

Null Hypothesis 1: There is no significant influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State.

Table 4: t-test analysis of significant influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State.

Variable	n	df	t-cal	p-value	remark
Parental Death	Boys 34	67	1.22	0.23	NS
	Girl 35				

Not Significant @ 0.05

Table 4 shows a summary of t-test analysis of parental death of students in Ifako Ijaiye Local Government in Lagos State. The result presented in Table 4 is not significant, since the calculated p-value .027 is more than the declared probability level (alpha level) .05, this shows that the null hypothesis which states that there is no significant influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State is retained. Deduction from the hypothesis tested shows that gender (boy

and girl) does not significantly influence academic achievement of students from parental death families

Null Hypothesis 2: There is no significant influence of parental separation on academic performance of secondary school students in Ifako Ijaiye Local Government in Lagos State

Table 5: t-test Analysis of significant influence of parental separation on academic performance of secondary school students in Ifako

Variable	n	df	t-cal	p-value	remark
Parental Separation	Boys 60 Girl 51	109	1.11	0.27	NS

Not Significant @0.05

Table 5 shows a summary of t-test analysis of parental separation of students in Ifako Ijaiye Local Government in Lagos State. The result presented in Table 5 is not significant, since the calculated p-value .027 is more than the declared probability level (alpha level) .05 this shows that the null hypothesis which states that there is no significant influence of parental separation on academic achievement of students in Ifako Ijaiye Local Government in Lagos State is retained. Deduction from the hypothesis tested shows that gender (boy and girl) does not significantly influence academic achievement of student from parental separation home in Ifako Ijaiye Local Government in Lagos State

Null Hypothesis 3: There is no significant influence of parental divorce on academic performance of secondary school students in Ifako Ijaiye Local Government in Lagos State.

Table 6: t-test Analysis of significant influence of parental divorce on academic performance of secondary school students in Ifako Ijaiye Local Government in Lagos State

Variable	n	df	t-cal	p-value	remark
Parental divorce	Boys 48 Girl 72	118	1.74	0.47	NS

Not Significant @ 0.05

Table 6 shows a summary of t-test analysis of parental divorce of students in Ifako Ijaiye Local Government in Lagos State. The result presented in Table 6 is not significant, since the calculated p-value 0.47 is more than the declared probability level (alpha level) .05, this shows that the null hypothesis which states that there is no significant influence of parental divorce on academic achievement of students in Ifako Ijaiye Local Government in Lagos State is retained. Deduction from the hypothesis tested shows that gender (boy and girl) does not significantly influence academic achievement of student from parental divorced home in Ifako Ijaiye Local Government in Lagos State

Discussion of Findings

Influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos state

The result on the influence of parental death on academic achievement of girls was higher than that of the boys in Ifako Ijaiye Local Government in Lagos State. The corresponding null hypothesis conducted on t-test shows that though there was a higher mean gain for girls, the gain did not produce a significant influence of parental death on academic achievement of students in Ifako Ijaiye Local Government in Lagos State. This result could be deduced from the fact students (boy and girls) in Ifako Ijaiye Local Government in Lagos State were equally affected by the trummer of having lost a parent by death. The present result is in line with the view of Frank (2012) that children of dead parents have poor concentration in the school and this has negative influence on secondary academic performance regardless of gender. Study from Olatunde and Tunde (2010) is in line with the present result which confirms that parental death have significant influence on pupils` academic performance since the students lacked necessary psychological and financial support to enhance their learning ability.

Influence of parental divorce on academic performance of secondary school students in Ifako Ijaiye Local Government in Lagos State

The result on the influence of parental divorce on academic achievement of girls was higher than that of the boys in Ifako Ijaiye Local Government in Lagos State. The corresponding null hypothesis conducted on t-test shows that though there was a higher mean gain for girls, the gain did not produce a significant influence of parental divorce on academic achievement of students in Ifako Ijaiye Local Government in Lagos State. This result could be deduced from the fact students (boy and girls) in Ifako Ijaiye Local Government in Lagos State were equally affected by the condition of having parents who are not able to provide a better home environment to elicit academic achievement. This finding of the present study is in parripasua with the works of Bichlery, (2001), Olatunde and Abisola (2010), who found that students from parental divorce homes exhibit lower self- esteem, lower achievement motivation, lower tolerance for delay of gratification and lower academic achievement than those from intact homes where both father and mother are present. The finding also agrees with (Frank, 2012) who pointed out that close relationship with both parents is associated with positive adjustment in academic achievement of students as single parent may not be able to provide a better home environment than a two parents household with dysfunctional or abusive relationships. The explanation for poor academic achievement of adolescents from divorce home is that single-parent has so much work and family responsibilities that require time, attention, and money which he/she may not meet with the consequence of paying less attention to the education of his/her children. The resultant effect therefore, is poor academic achievement on the part of the children from broken or single-parent homes.

Influence of parental separation on academic performance of secondary school students in Ifako Ijaiye Local Government in Lagos State

The result on the influence of parental separation on academic achievement of boys was higher than that of the girls in Ifako Ijaiye Local Government in Lagos State. The corresponding null hypothesis conducted on t-test shows that though there was a higher mean gain for boys, the gain did not produce a significant influence of parental separation on the academic achievement of the students in Ifako Ijaiye Local Government in

Lagos State. This result could be deduced from the fact students (boy and girls) in Ifako Ijaiye Local Government in Lagos State were not part of the happy society when they compare themselves to students who came from intact homes. The present findings is in line findings Abbas (2010) which revealed that most students from separated parental homes were denied love from both biological parents which could gave stability and a sound based for academic learning. The finding also is in consonance with the study of Frank (2012) who found that family structure and parenthood significantly influence academic performance of Nigerian University students. The study also revealed that family type is a significant factor influencing the academic performance of students. That difference was found in the academic performance of students from separated and single-parent families. This is implies that student needs approval and appreciation for every achievement from their parents. Rewards such as approval praise, presents or gifts enhance learning by helping to strengthen the association between learning and such rewards. But unfortunately for a pupil from a broken home these things are lacking making unhappy situation at home.

Recommendations

Based on the findings of this study the following recommendations were made:

1. Counsellors, School Psychologists, Teachers and school authorities should pay attention to set of pupils that have lost their parents through proper counselling and other supportive services, in order to make them focus on their academic activities.
2. Students from separated parents should be encouraged by the school authority in matter relating to cordial relationship and academic learning.
3. Students from parental divorce home should be given all supports by their teacher to enhance their academic performance irrespective of gender through counseling interventions.
4. The school authorities should intensify efforts to have data bank of individual students to seek knowledge about his or her family backgrounds so that those with special needs are identified to design counselling programme that will facilitate their academic activities.

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