

IMPACT OF BROKEN HOMES ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN ALIMOSHO LOCAL GOVERNMENT AREA OF LAGOS STATE

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Abstract

Everyone, especially children, struggles with broken households, which affects their cognitive development and academic achievement. The study investigated the effects of broken homes on academic performance among secondary school pupils in Alimosho, Lagos State. An independent t-test with a significance threshold of 0.05 was used to analyse five hypotheses in the study, which followed a descriptive technique. The study employed a self-designed questionnaire known as the "Broken Homes on Academic Performance Questionnaire (BHAPQ)" with a reliability value of 0.73. Five schools were chosen using stratified sampling, and 150 participants (75 males and 75 females) were selected using systematic sampling. The study's findings indicated that students in senior secondary school who came from broken households had significant effects on their academic performance, classroom interactions, cognitive development, and social adjustment. A considerable gender variation in the social adjustment among the students from family was established. In light of the study's findings; parents should stay with their children to ensure their well-being. Furthermore, to minimise the impact on academic achievement, the school's counselling team should be well-prepared to cope with pupils from broken homes.

Keywords: Academic Performance, Broken Homes, Classroom engagement, Parental Bonding, Social adjustment

Introduction

There is no denying the important roles that parents play in their children's development. Research on family structures has shown that differences in parenting techniques and systems can have a major and long-term effect on a child's cognitive, social, physical, with emotional growth

(Bateman, 2018). As a result, single-parent households leave a significant gap, which is usually filled by the teenagers' classmates. According to Noller (2016), children raised in single-parent households, often known as broken homes or single-parent families, perform worse on standardised tests, get lower grades, and are more probably to discontinue their high school education.

The makeup or status of the family has a significant role in determining how much support a child will likely receive from their family. The worldwide data clearly show that children in broken households are likely to perform worse in school than their peers in two-parent families, even if there are numerous examples of broken homes that offer significant social, emotional, and financial support to children. According to Natriolo (2016), children from intact homes are nearly twice as more probably to discontinue their education than youngsters from dysfunctional families.

Before reaching maturity, the role of parents is vital in their child's healthy passage from one developmental stage to the next. Each stage has unique issues that need for a lot of parental care and assistance. According to Bateman (2018), a single parent might not be able to strategically and adequately meet all of the developmental demands of their child, which could result in unfavourable parenting behaviours including poor academic achievement, aggressiveness, yelling down commands, and other unhealthy norms. McCornack (2016) claims that a broken household happens when a married pair chooses to live apart. According to Davis (2017), families with divorced or separated parents are considered broken homes. Either one of the parents lives with the children, or frequently, one of the grandparents looks after them. Children in such a household may grow up with negative memories because they see their parents' disconnection or lack of affection.

Family structure may be necessary for children to grow up to be responsible, mature individuals. On the other hand, opinions on what constitutes a full family are widely divergent. A complete family is made up of a father, mother, and their offspring who live further away from other family members in terms of geography, income, and social standing. A fractured household might not meet this criteria for being considered a legitimate family. In addition to having only one parent absent, members of this family are also frequently separated from their core family by distance, which limits their ability to interact socially. Broken homes may also find it difficult to support themselves financially. Studies on marital stability reveal that kids from broken homes may earn less than one-third of the median per capita income of kids from two-parent households, and half of them live in poverty on any given year, compared to 10% of kids from intact households (Nock, Steven, Martin & Willets, 2016).

Children from broken homes typically face both short- and long-term psychological and economic disadvantages. These disadvantages include greater rates of delinquent behaviour, such as drug and alcohol addiction, lower educational performance, higher dropout rates, and higher rates of school absences. The child's moral, intellectual, and physical development are greatly influenced by their family. One of the main factors contributing to pupils' failure rates in senior

secondary school has been identified as single parenting. This is because the training and development of their children is the joint responsibility of both parents, and when these duties clash, it may eventually affect the child's cognitive development.

Poverty is another major issue with single parenting that may have an impact on teenagers' academic performance. Since the majority of single parents are not well off, it may be difficult for them to give their kids the tools, a healthy diet, and the high-quality medical care they need to perform better in school (Asiabaka, 2016). In severe circumstances, poverty may push students towards criminal activities like prostitution, cybercrime, armed robbery, abduction, and other crimes. This reduces the amount of time they spend studying and has a detrimental effect on their academic achievement. Children raised by a single parent are at a higher risk of experiencing deprivation and being excluded from specific opportunities and privileges. They are more prone to experience poor academic achievement and antisocial behaviour.

The advantages of a two-parent household greatly exceed those of a single-parent household because moms fulfill the customary roles of caring for children and running the home, while fathers handle financial duties and child discipline. However, there are two sets of duties for a parent's time, attention, and money in single-parent households. Hence, the child's schooling might receive less attention. The cost of education is usually too high for a single parent, who may not have enough money, to pay for. The task is more related to the nature of their jobs and how it affects providing appropriate supervision for a child's growth and development in the instance of the few affluent single parents in the study's area. Instructors frequently report that compared to children from intact families, single parent children exhibit greater levels of hostility, aggression, anxiety, fear, hyperactivity, and distractibility (Nwachukwu, 2015).

A child's home environment shapes their personality at school and offers the structure for their education before they ever enter school. The mother's role is to encourage and support the father in this regard and to provide him the resources he needs to continue his study. The child will regress or withdraw if the mother is unable to meet all of the child's basic needs and monitor their academic development while the father is absent. When the father is denied proper privileges and the mother is not present, the same thing occurs. Hence, the goal of this work was to look into how secondary school students in Alimosho Local Government Area of Lagos State fare academically after their parents divorced.

Purpose of the Study

The study investigated how academic performance in secondary school affected by broken homes within Alimosho Local Government Area of Lagos State. The investigation particularly examined the following:

1. Broken homes as factors that affect academic performance of seniors secondary school students
2. The impact of broken homes on student relationships in classrooms.

3. The influence of broken households on kids' cognitive development in senior secondary schools.
4. The impact of broken households on student social adjustment.
5. Gender disparities in social adjustment among students from broken households.

Hypotheses

The following hypotheses were formulated and examined:

1. Senior secondary pupils' academic performance is not severely impacted by broken households.
2. Broken households have no major influence on senior secondary school students' classroom relationships.
3. Senior secondary students' cognitive development is not severely impacted by broken households.
4. Broken households do not greatly affect students' social adjustment.
5. Students from divorced or broken homes respond to social situations similarly, regardless of gender.

Methodology

The study employed a descriptive research design. The population included all senior secondary school two (II) students from Alimosho Local Government Area in Lagos State. However, the study only included co-educational public schools, and senior secondary school pupils two (SS II) were chosen because they are adolescent students or of sufficient maturity to understand and relate to the instruments' content. Furthermore, because they were in the second terminal class, they were relieved of the strain of studying for external tests.

A multi-phase sampling process was employed. Initially, a rudimentary random sampling process was employed to choose 5 schools from 16 senior secondary schools in the local government. Subsequently, a balloting method was conducted. The study's sample size was then determined using a simple random technique, with 150 students selected. The sample included both boys and girls participants. The instrument that was employed in the process of data collection from the participants is a questionnaire that was self-designed and titled "Broken Homes on Academic Performance Questionnaire (BHAPQ)" with a reliability coefficient of 0.73 and an English language achievement test. The instrument was split into two parts. Section A was dedicated to the participants' biographical data, such as gender, age, and class arms. Section B was created to examine the formulated hypotheses. Section B followed the format of the modified 4-Likert scale. Participants responded to the items by selecting the option that they believe is the correct response to the statement based on their opinions. The participants' bio-data were examined using basic percentage and frequency tables, while an independent t-test was adopted to analyze all the hypotheses at the 0.05 level of significance.

Results

Hypotheses Testing

The first hypothesis proposes that broken households have no major influence on senior secondary school students' academic performance.

Table 1: Broken homes as determinants of academic performance of senior secondary school students

Variable	N	\bar{X}	SD	df	t-calc	t-tab
Broken homes	150	14.24	3.58	148	4.67	1.98
Academic performance		10.62	2.32			

Tabulated value of t at 0.05

Table 1 shows the independent sample t-test t-value was 4.67. At 0.05 and 148 degrees of freedom, this number is significant since it exceeds the critical t-value of 1.98. We can infer that the null hypothesis was incorrect. In light of this, the data indicated that the existence of broken families had a considerable impact on secondary school students' academic performance. Hypothesis two demonstrates that broken households have no major influence on senior secondary school pupils' classroom relationships

Table 2: Broken households have no major influence on senior secondary school students' classroom relationships

Variable	N	\bar{X}	SD	df	t-calc	t-tab
Broken homes	150	14.24	3.58	148	5.07	1.98
Classroom interactions		15.17	3.84			

Tabulated value of t at 0.05

Table 2 shows that the calculated t-value (t.cal) for the independent sample t-test is 5.07. This value is considered significant since it exceeds the critical t-value (t.tab) of 1.98 at a significance level of 0.05, with 148 degrees of freedom. Therefore, the null hypothesis was rejected. As a result, the study found that broken homes had significant effects on senior secondary school pupils' classroom relationships

Hypothesis three indicates that senior secondary students' cognitive development is not severely impacted by broken households.

Table 3: Senior secondary students' cognitive development is not severely impacted by broken households

Variable	N	\bar{X}	SD	df	t-calc	t-tab
Broken homes		14.24	3.58			
	150			148	3.42	1.98
Cognitive development		12.32	2.78			

Tabulated value of t at 0.05

Table 3 indicates that the estimated t-value for the independent sample t-test is 3.42, which is considered significant because it exceeds the critical t-value of 1.98 at a significance level of 0.05 with 148 degrees of freedom. Therefore, the null hypothesis was rejected. The findings showed that senior secondary students' cognitive development severely impacted by broken households.

Hypothesis 4 shows that broken households do not greatly affect students' social adjustment **Table 4:** Broken households do not greatly affect students' social adjustment

Variable	N	\bar{X}	SD	df	t-calc	t-tab
Broken homes		14.24	3.58			
	150			148	6.16	1.98
Social adjustment		18.17	4.13			

Tabulated value of t at 0.05

Table 4 indicates that the estimated t-value (t(cal)) for the independent sample t-test is 6.16. This is considered significant because it exceeds the critical t-value (t(tab)) of 1.98 at a significance level of 0.05, with 148 degrees of freedom. Therefore, the null hypothesis was rejected. The findings of inferential statistics clearly demonstrated that broken homes had a substantial impact on students' social adjustment.

Hypothesis five posits students from divorced or broken homes respond to social situations similarly, regardless of gender.

Table 5: Students from divorced or broken homes respond to social situations similarly, regardless of gender

Gender	N	\bar{X}	SD	df	t-calc	t-tab
Male	75	12.15	2.02			
				148	2.26	1.98
Female	75	12.17	2.06			

Tabulated value of t at 0.05

The data in Table 5 indicates that the calculated t-value for the independent sample t-test was found to be 2.26. This is considered significant because it exceeds the critical t-value of 1.98 at a significance level of 0.05, with 148 degrees of freedom. Therefore, the null hypothesis was rejected. The results revealed a notable difference in social adaptation between male and female pupils who come from families who had experienced separation or divorce.

Discussion

The findings were analysed and interpreted based on the outcomes of the hypotheses that were examined.

The first hypothesis found that homes experiencing marital dissolution had significant impacts on the academic achievements of senior secondary school students. This data is consistent with Adeoye's (2015) claims that children from broken households drop out of school twice as frequently as children from intact families, and they have lower rates of high school and college graduation. A study conducted by Awoyemi (2015) found that children from divorced or separated families exhibited lower academic performance in areas such as reading, spelling, and mathematics. Additionally, these children were more likely to repeat a grade compared to children from households with both parents present. According to research, detailed measurements of family characteristics have a stronger association with academic outcomes than more generic measures of family background. Demo and Acock (2016) also claimed that a child's academic achievement should not be influenced by his or her family's socioeconomic or cultural background. They suggest that what parents do at home has a greater impact on academic performance than their children's family background. According to Fadeiye (2016) and Uwaifo (2016), children raised in single-parent households have worse levels of self-esteem, motivation for success, ability to wait gratification, and academic performance compared to children living in intact homes with both parents present.

Hypothesis two revealed that broken homes had a major impact on senior secondary school pupils' classroom interactions. This is consistent with Herman (2017), who stated that social contact of children from broken homes is influenced by their emotional feelings, which may cause them to retreat from others. Ejide (2016) also stated that a broken home is a very terrible experience. Its negative repercussions influence not only divorcees but also their children's school adjustment. Unfortunately, more emphasis is focused on the marriage rather than the children. Similarly, Charles (2017) stated that broken homes might have an impact on a child's social and academic interactions. A divorced child may withdraw from family or lash out with negative conduct or rage, affecting student interactions in the classroom. Similarly, Davis (2017) claimed that children from broken homes have a variety of school transition issues and rely largely on social networks to deal with them.

Hypothesis three discovered that broken homes had a major impact on the cognitive development of senior secondary students. This study confirms Katu's (20126) assertion that children live with the effects of broken households not only as children, but also as adults. Divorce will also have an influence on the following nowadays children. The child's twinge as a result of

the divorce does not peak at the moment of divorce and then plateau. Ekeke and Telu (2016) also observed that emotional stress reduces one's desire to study. Unhappiness at home leads to bad study habits among students. According to Okafor (2015), the introduction and subsequent acceptance of solo motherhood has altered parents' complimentary responsibilities. This has negatively impacted the children's entire upbringing, as well as their mental and emotional health. But it's concerning to know that even while a lot of single parents raise their children quite well, research indicates that children do occasionally run into problems.

Hypothesis four discovered that broken homes had a major impact on pupils' social development. This result supports the claim made by Lanny (2015) that the home environment plays a significant role in teens' social adjustment and that positive socio-psychological development is motivated by parental love and care as well as the relationship between them and their children. Adolescent students from broken households deal with a range of adjustment challenges both within and outside of the family. Furthermore, Charles (2017) contends that the absence of one parent changes the family's decision-making processes and reduces parental control over the teenagers' behaviour. It has been argued that single parents give less supervision over their children's socialisation, resulting in poor social adjustment. Herman (2015) also feels that children from divorced homes may not be adequately cared for, socialised, or developed to their full potential.. This is because raising a child requires both parents to fulfil complementary tasks as part of the development or socialisation process. Lanny (2015) also found that adolescents from single-parent homes, particularly those divorced, are more likely to be unhappy, escalate confrontations, and restrict communication with their peers and friends at school.

The fifth hypothesis found a significant gender difference in the social adjustment of students from broken families. This research supports the findings of Aprons (2017), who found that female students from unstable homes are more likely than male students to experience adjustment problems. The information suggests that male students were more successfully adjusted to university life overall than female students. Female pupils were shown to be better adjusted than male students by Bohanna (2016). Basu (2018) found a substantial gap in academic performance between male and female students in higher secondary institutions, with males outperforming females. Makwana and Kaji (2016) looked into how differently gendered secondary school students from dysfunctional households adjusted. A total of 120 high school students made up the sample. The results show that the way boys and girls adjust emotionally at home, school, and other settings is similar. Students' social adjustment, however, differs significantly.

Conclusion

This study's findings indicate that broken homes is a major determinants of students' academic achievement at the senior secondary school level, classroom interactions, and cognitive development. Furthermore, the study concluded that broken houses had a substantial impact on students' social adjustment, parent absence had a major impact on bonding between children and

parents, and there was a significant gender difference in the social adjustment of children from broken homes. Finally, the study finds that a broken home is a highly unpleasant situation that has bad consequences for not just the parents but also the children who live in such families.

Recommendations

It was recommended among others:

1. Counselling departments in schools should be well-equipped to support children from broken homes and improve their academic achievement.
2. Parents must stay with their children to guarantee that their wellbeing is appropriately provided for.
3. Children from broken households should not face discrimination in society; instead, they should be assured of societal acceptance.
4. Parents should consider the emotional and psychological effects of divorce or separation on their children at all stages of the decision-making process. Proper arrangements should be made for the children, as well as ensuring that such decisions do not disrupt the path of their lives.
5. The government should give free and obligatory education to children who do not have family support, as well as providing financial assistance to underprivileged parents through empowerment.
6. The government, through the magistrate court, should concentrate its efforts on resolving disputes rather than dissolving such marriages. Even yet, there should be a monitoring mechanism in place that allows such families to be visited on a regular basis to assess how they are doing.

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