

**INFLUENCE OF BROKEN HOMES ON ACADEMIC ACHIEVEMENT
OF SECONDARY SCHOOLS STUDENTS IN NSUKKA
EDUCATION ZONE OF ENUGU STATE.**

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ABSTRACT

This study ascertained the influence of broken homes on academic achievement on English language of secondary students in Nsukka Education Zone of Enugu State. Five research questions and two null hypotheses were formulated for the study. The study adopted ex-post factor design. The population of the study was seven thousand, six hundred and seven junior secondary school students in Nsukka Education Zone of Enugu State. Two different instruments were used for this study. The first instrument was in Broken Home Questionnaire (BHQ) designed to collect data on students' family structure (broken) and their academic challenges while the second was student's academic achievement checklist. The instrument was face validated by experts in the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka, Enugu State. Cronbach Alpha method was used to determine the internal consistency of the instrument. This yielded an average index of .78 which was considered reliable enough for the study. The researcher with two briefed research assistants collected the data for the study. The data were analysed using mean and standard deviation to answer the research questions while the hypotheses were tested using t-test. The major findings of the study revealed that secondary school students from broken homes within Nsukka Education Zone face education challenges like lack of sufficient text books, inability to meet education related financial obligations, poor academic achievement and lack of concentration while in school. Also, result showed that secondary school students from broken homes within Nsukka Education Zone face emotional challenges like emotional stress, despair, inferiority complex, feeling insecure and unhappiness. It was also found that secondary school students from broken homes within Nsukka Education Zone face social challenges like neglect, prone to sickness due to malnutrition, among others. Result also showed no statistical significant difference in the mean academic achievement scores of secondary school students from broken homes based on gender and no statistical significant difference in the mean academic achievement scores of secondary school students from broken homes based on location. The researcher recommends, among others, that State ministry of education should make arrangement for the provision of special packages for secondary school students from broken homes with a view to improving their attendance in school.

INTRODUCTION

A home is defined as the house, flat or apartment that an individual lives in with his/her family (Hornby & Parnwell, 2010). Family/home is an integral part of the society which is a sub-system of the social structure (Augustina, Joshua & Ojo, 2018). It is an axiom that good homes breed a productive nation while bad homes ruin nation. This is the brain child of why every society aspires for development. The child's home is a primary agent of education where the child acquires socialization. The home lays the psychological, moral and spiritual foundation in the overall development of the child (Ogbeide, Odiase & Omofuma, 2013). Therefore, the home is a determining factor in children's behaviour and thus influences their academic, emotional and social adjustments. A stable home is the one that consists of the father, mother and children without separation, divorce, and death of one or both parents, desertion or single parenthood (Achilike, 2017). The relationship between couples must be cordial in order to breed peaceful co-existence and understanding; the absence of which breeds instability and frustration in children.

According to Oribabor (2014), a broken home is defined as the situation whereby husband and wife separated as a result of one problem or the other. The problems range from inability to understand each other's. Since both are from different family backgrounds marriage brought them together. He further stressed that the idea of tolerating each other understanding each other's behaviour and adjustment to each other's ways may be factors or issue that cause broken homes in the society. However, Ogbeide, Odiase and Omofuma (2013) observed that most broken homes occur when husband and wife separate from each other through either natural causes (death) or by human cause (divorce), leaving the care and responsibility of the children to one parent. Divorce could be temporal or permanent. It is temporal when there is still hope of coming together after the relevant laws must have been put in place. This is to ensure that issues that created the temporal separation are settled. But if the divorce is permanent, it means there is no hope of coming together. Divorce has to do with either one of the partners quitting or saying "bye bye" to his/her spouse as a result of infidelity, pride, superstition, religion, disagreement, in-laws interferences, alcoholism, and disrespect for one another or bullying (violence).

Families come together to help couples settle their differences unlike the western believe where couples use just a "single phone call to put an end to a marriage that is barely a year". This is because the home, in the context of a child, affects his reaction to life situations and his level of academic achievement at school, not only the school, the family as well is tagged and identity dented, by so doing prospective couples in the future may not be allowed to associate with people from broken homes or single parents. Academic achievement is an objective score of attainment after a specified instructional programme. Academic achievement can be influenced by many factors, yet the impact family relationships play on a child's scholastic achievement alongside the development of the child cannot be overemphasized. The tension in the home, family discord or family instability all cumulatively produces an emotionally unpleasant atmosphere in the home. The relationship between the husband and wife, parents and children, relationship among siblings if not cordial, can result to conflicts especially between husband and wife. If this persists, it can lead to a stretch of frequent quarrels and antagonism of both parties from time to time and thereby resulting to broken homes (Yara & Yara, 2012).

Some common causes of broken homes include, lack of understanding between couples, infidelity, childlessness, wrong choice of partners, persistent delivery of same sex by wife against the desire of in-laws, parental interference into the affairs and management of couples, bad associates, poverty, negligence of paternal responsibilities alcohol addiction, physical and emotional abuse, sexual incompatibility and religious beliefs and cultural differences. Resultant effects of broken home on children include loose of interest in life, negative effect on student's academic achievement as well as emotional instability.

The family plays an important role on the academic achievement of the child (Datta, 2014). Couples who are happy in their roles effectively and happily are more likely to have their children performed better in schools (Datta, 2014). Conversely, children from broken homes are less likely to perform very well in schools. Educators forwarded many suggestions on the factors that might affect students' English achievement. These factors include family size, birth order, multi-parity, parental attitude, child-rearing practices, parental absence or presence, polygamy and poverty (Akuto, 2017). This is so because,

children's social and economic needs to be balanced with psychological, emotional and intellectual needs such as love, security, new experiences, needs for praise and recognition and the need for responsibility. It is against this background that the study intends to ascertain the influence of broken home on academic achievement of secondary school students in Nsukka Education Zone of Enugu State.

Statement of Problem

The influence of broken homes on academic achievement of secondary schools students in Nsukka Education Zone of Enugu State are the integrative concerns of parents, teachers, school authority and society. Despite all the efforts the various governments, religious organizations, non-governmental organizations (NGOs) and marriage counsellors are making to promote marital stability among couples in Nigeria and Nsukka in Enugu State in particular, the issue of broken homes still exists in the country. Literature sources reveal that students from such homes suffer emotional trauma, depression, negative self-concept and low self-esteem. In most cases, the adolescents from such homes manifest negative tendencies in school such as truancy, aggression, lack of concentration, examination malpractice, bullying, drug abuse, stealing and other vices. All these may lead to poor academic achievement in English Language. Observation of academic records of the students in secondary schools in Nsukka Education Zone suggests that most of the students from broken homes perform below average in their exams. This is because such students suffer from diseases, lack or poor place to live in, lack of food to eat and so on. In short such students have little or lack of care, security and support and this may affects their future career in life. It would therefore appear that broken homes cannot meek up with the academic demands of the students that will ensure academic achievement. Perhaps students from broken homes lack emotional support that guarantees academic achievement. The question then arises, could this poor academic achievement of the students be attributed to the family set up of the students? Could it be that most of these academically incompetent students stem from broken homes? These are the questions this study will address.

Purpose of the Study

The main purpose of this study is to ascertain the influence of broken homes on academic achievement of secondary school students in Nsukka Educational Zone in Enugu State. In order to actualize this purpose, the following specific objectives will be explored.

1. To ascertain the educational challenges faced by students from broken homes.
2. To identify the emotional challenges faced by student from broken homes.
3. To determine social challenges faced by students from broken homes.
4. To determine the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on location.
5. To determine the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on location.

Research Questions

The following research questions guided the study;

1. What are the educational challenges faced by students from broken homes?
2. What are the emotional challenges faced by student from broken homes?
3. What are the social challenges faced by students from broken homes?
4. What is the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on gender?
5. What is the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on location?

Hypotheses

1. There is no significant difference in the mean academic achievement scores of secondary school students from broken homes based on gender.
2. There is no significant difference in the mean academic achievement scores of secondary school students from broken homes based on location.

Research Method

The procedure that were adopted for the study are research design, areas of the Study, population of the Study, sample and sampling techniques, instrument for data collection, validation of instrument and data analysis.

Research Design

The study was employed of Ex post facto design or causal comparative design. Iwuama, Ogbebor and Onwuegbu (2010) defined ex-post factor design as the types of research designs that have already existed that have exerted certain influence are studied. They further stated that they are studies that have to do with variables that the researcher have no control and cannot manipulate. The researchers prefer this research design as it will enable them to make conclusion.

Area of the Study

The study was carried out in Nsukka Education Zone of Enugu State. Nsukka is a town in southeast Nigeria in Enugu State. Towns that share a common border with Nsukka, are Edem, Opi, Ede-Oballa, and Obimo. Nsukka people are also found in Kogi State. Nsukka Educationa zone is made up of three Local Government Areas namely Nsukka, Uzouwani and Igboetiti Local Government Areas .The rationale for using this study area is informed by the fact that there are many instances of broken homes in the area.

Population of the Study

The population of this study consisted of all the junior 7,607 secondary school III students in Nsukka Education Zone. Available data shows that there are 5801 junior secondary students in Junior III class in Nsukka Local Government area. 1,305 JSS III students in Igbo Etiti Local Government Area and 501 JSS III students in Uzo-Uwani Local Government Area (Source: Post Primary School Board, Nsukka 2014).

Sample and Sampling Techniques

The sample size for this study was 450 junior secondary school students in Nsukka who are from broken homes. Multi-stage sampling technique was employed as follows. First, simple random sampling technique was used to select 10 secondary schools out of the 59 secondary schools in the zone. Secondly, stratified random sampling technique was used. The Zone was stratified into two (urban and rural areas). From each of the stratum, five secondary schools were sampled. This implies that 225 secondary school students were sampled from each of the stratum. Thirdly, from each of the 10 secondary schools, 45 students were randomly sampled for the study making a total of 450 junior secondary school students. To identify students from broken homes, the teachers in all the schools where contacted to help; thus, only students from broken homes were sampled.

Instruments for Data Collection

Researchers made questionnaires were used to collect data for the study.

Validation and Reliability of the Instruments

The instruments were validated by two counselling psychologist experts from the Department Educational Foundations, Faculty of Education, University of Nigeria, Nsukka, Enugu State. Thus the instruments were subjected to face validation.

To compute the reliability of the instruments, a pilot study was conducted in Onistha Education Zone of Anambra State because it is outside the area of the study. Cronbach Alpha was used for the reliability. From the result of the pilot study, a reliability of coefficient of $r=0.78$ was obtained and it showed the instrument was reliable.

Data Analysis

The data were analysis using mean and standard deviations to answer the five research questions while the null hypotheses were analysed using independent t-test.

RESULT

Research Question 1: What are the educational challenges faced by students from broken homes?

Table I: Mean and standard deviation of respondents on the educational problems faced by students from broken homes

S/ N	Item Statements	Mean	SD	RE
1	I lack learning materials such as textbooks	3.1	0.45	A
2	I always have financial problem in the school	3.2	0.66	A
3	I am always absent from school	3.2	0.54	A
4	I often disobey school rules and regulation	2.8	0.42	A
5	I always perform poorly in terminal examinations	3.3	0.78	A
6	I am always confused in the school	2.8	0.84	A
7	I am overloaded with house chores	3.0	0.51	A

NB: RE-Remarks, A =Accepted

The result from the table above revealed that respondents agreed that they faced education challenges. This is because the mean ratings range from 2.8-3.3 which is the criterion for accepting or rejecting a statement. This suggests that the academic challenges faced by students from broken homes are; lack of learning materials such as textbooks, financial problems, irregularity to school, poor academic achievement and inability to concentrate while in school.

Research Question 2: What are the emotional challenges faced by student from broken homes?

Table II: Mean and standard deviation of respondents on the emotional problems faced by students from broken homes

S/N	Item Statements	Mean	SD	RE
8	I always experience emotional stress	3.1	0.37	A
9	I am always isolated	2.4	0.32	R
10	I have feeling of inferiority complex	3.3	0.67	A
12	I am always unhappy in the school	2.7	0.29	A
13	I always feel insecure in the school	3.4	0.54	A

NB: RE-Remarks, A =Accepted, R=Rejected

The result from the table above revealed that respondents agreed that they faced emotional challenges. This is because the mean ratings range from 2.7-3.4 which is the criterion for accepting or rejecting a Statement. This suggests that the emotional challenges faced by students from broken homes are, inferiority complex, feeling of being insecure, and unhappiness.

Research Question 3: What are the social challenges faced by students from broken homes?

Table III: Mean and standard deviation of respondents on the social problems faced by students from broken homes

S/N	Item Statements	Mean	SD	RE
14	I am always neglected by my father	3.6	0.17	A
15	I am always neglected by my mother	2.5	0.44	A
16	I am prone to sickness due to malnutrition	2.9	0.69	A
17	I am always discriminated against by my peers	3.2	0.83	A
18	I am verbally abused in the public	2.3	0.61	R
19	I have no cordial relationship with my mother	2.3	0.53	R
18	I have no cordial relationship with my father	2.1	0.33	R
19	I am always intimidated by my peers	2.8	0.33	A

NB: RE-Remarks, A =Accepted, R=Rejected

The result from the table above revealed that the respondents agreed that they faced emotional challenges. This is because the mean ratings range from 2.8-3.6 which is the criterion for accepting or rejecting a statement. This suggests that the social challenges faced by students from broken homes are, neglect, discrimination, intimidation and malnutrition.

Research Question 4: What is the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on gender?

Table IV: Mean and standard deviation on the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on gender

Students third term result in English Language	Score categories	Male= N 225			Female=N 225		
		Mean	SD	RE	Mean	SD	RE
Very good	100-70	1.4	0.12	R	1.7	0.62	R
Good	69-60	1.8	0.87	R	1.2	0.77	R
Average	50-59	2.6	0.61	A	2.9	0.91	A
Below average	49-40	3.4	0.78	A	3.3	0.75	A
Poor	39-0	3.0	0.76	A	3.2	0.54	A

NB: RE-Remarks, A =Accepted, R=Rejected

The result from the table above revealed that the academic performance mean of the respondents fell from the range of average to poor for both male and female. This suggests that both males and females from broken homes do not perform well in their academics.

Research Question 5: What is the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on location?

Tables 5: Table IV: Mean and standard deviation on the influences of broken homes on academic achievement of junior secondary school students (JSS III) based on location

Students third term result in English Language	Score categories	Urban			Rural		
		Mean	SD	RE	Mean	SD	RE
Very good	100-70	1.4	0.12	R	1.7	0.62	R
Good	69-60	1.8	0.87	R	1.2	0.77	A
Average	50-59	2.6	0.61	A	2.9	0.91	A
Below average	49-40	3.4	0.78	A	3.3	0.75	A
Poor	39-0	3.0	0.76	A	3.2	0.54	R

NB: RE-Remarks, A =Accepted, R=Rejected

The result from the table above revealed that the academic performance mean of the respondents fell from the range of average to poor for both students from local and urban areas. This suggests that both students from local and urban areas from broken homes do not perform well in their academics.

Test of Hypotheses

Hypothesis 1

There is no significant difference in the mean academic achievement scores of secondary school students from broken homes based on gender

Table 5: t-test analysis of academic achievement scores of secondary school students from broken homes based on gender

Variables	N	Mean	std	T	Df	Sig.(2 tailed)	Decision
Males	225	3.6	0.65	8.763	448	0.66	NS
Females	225	3.5	0.87				

Using the eyeball test, looking at the means reveals an insignificant difference in the sample means. Levine's test indicates by the p-value whether we should assume equal or unequal variances. If the p value is <0.05 the evidence suggests that the variances are unequal. Here p =0.66.Hence the equal variances assumed is >0.05, we accept the null hypothesis and conclude that there is no significant statistical difference in the mean rating of the influence of broken homes on the academic achievement of males and females.

Hypothesis 2

There is no significant difference in the mean academic achievement scores of secondary school students from broken homes based on location.

Table 6: t-test analysis of the mean academic achievement scores of secondary school students from broken homes based on location.

Variables	N	Mean	std	T	Df	Sig.(2 tailed)	Decision
Rural	225	3.4	0.43	6.686	448	0.69	NS
Urban	225	3.2	0.34				

The calculation above yielded $p = \text{value of } 0.69$ and $t\text{-value of } 6.686$ at 0.05 confidence level and 448 degree of freedom. Hence the $p\text{-value}$ is more than 0.05 , the evidence suggests that no significant statistical difference in the mean rating of the influence of broken homes on the academic achievement of students based on location.

Summary of Findings

The findings of this study were as follows;

1. Academic challenges faced by students from broken homes are; lack of learning materials such as textbooks, financial problems, irregularity to school, poor academic achievement and inability to concentrate while in school.
2. Emotional challenges faced by students from broken homes are, inferiority complex, feeling of being insecure, and unhappiness.
3. Social challenges faced by students from broken homes are, neglect, discrimination, intimidation and malnutrition.
4. Males and females from broken homes do not perform well in their academics.
5. Students from local and urban areas from broken homes do not perform well in their academics.
6. There is no statistical significant difference in the mean rating of the influence of broken homes on the academic achievement of males and females.
7. There is no statistical significance difference in the mean rating of the influence of broken homes on the academic achievement of students based on location.

DISCUSSION OF FINDINGS

This study aimed at investigating the influence of broken homes on academic achievement of secondary school students in Nsukka Education Zone of Enugu State. The discussion of the research findings are presented in line with five research questions and two null hypotheses formulated for the study.

In line with research question one, the result revealed that the educational challenges are lack of sufficient text books, inability to meet education related financial obligations, poor academic achievement and lack of concentration while in school. This finding implies that students from broken homes have educational challenges to contain with that may not allow them to fully concentrate for the onerous task of learning. The result of this study is contrast with that of Ejedegba (2017) who found that parental level of education influenced students' academic achievement.

In line with research question two, the result of this study revealed that respondents the emotional challenges faced by students from broken homes, emotional stress, despair, inferiority complex, feeling insecure and unhappiness. The result of this study is consistent with that of Akuto (2017) who found that broken home influences secondary school students emotional adjustment.

In line with research question three, the result of this study revealed that the respondents agreed that social challenges faced by students from broken homes are like neglect, prone to sickness due to malnutrition, discrimination against by peers and intimidation. This findings is in consonance with the finding of Akuto (2017), that broken home influences secondary school students social adjustment.

In line with research question four, the result of this study revealed that the academic achievement mean of the respondents fell from the range of average to poor for both male and female. This suggests that both males and females from broken homes do not perform well in their academics. The result of this study is in

contrast with that of Isa (2019), who found that there is no significant difference between male and female students from broken homes.

Finally, in line with research question five, the result of this study revealed that the academic achievement mean of the respondents fell from the range of average to poor for both students from local and urban areas.. This suggests that both students from local and urban areas from broken homes do not perform well in their academics. The result of this study is inconsistent with that of Alokun and Arijesuyo, (2013), Owoeye and Yara (2011) who reported that location has influence on the academic achievement of students.

Conclusions

Based on the result of this study, the following conclusions are drawn

Secondary school students from broken homes within Nsukka education zone are faced with challenges in their academic pursuit, ranging from lack of learning materials, to psychological trauma, to parental neglect among others.

Secondary school students from broken homes within Nsukka education zone face social challenges like neglect, prone to sickness due to malnutrition, discrimination against by peers and intimidation.

Secondary school students from broken homes within Nsukka education face emotional challenges like emotional stress, despair, inferiority complex, feeling insecure and unhappiness.

Secondary school students from broken homes in Nsukka education zone are less likely to achieve academic success than their counterpart from intact homes.

Recommendations

Based on the findings and conclusion, the following recommendations are made;

1. State ministry of education should make arrangement for the provision of special packages for secondary school students from broken homes with a view to improving their academic achievement.
2. School administrators and curriculum planners should adopt the measures found to in this study as ways of improving academic achievement among secondary school students in Nsukka education zone.
3. School teachers should pay special attention to the challenges faced by secondary school students from broken homes with the aim of assisting them overcome such problems.

Contribution to Knowledge

This study has bridge the gap as well as expanding the frontiers of information, knowledge and existing literature in this area in the following ways:

1. In identifying that broken homes has no influence on male and female secondary school students' academic achievement.
2. In confirming that broken homes has no influence on students' academic achievement based on their location.

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