

Perceived Influence of Broken Home on the Academic Performance of Secondary School Students in Aba North Local Government Area, Abia State

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Abstract: *The study aimed at investigating the perceived influence of broken home on the academic performance of students' in secondary schools in Aba North L.G.A. To achieve this, the study was guided by two objectives, research questions and null hypotheses formulated to find out the influence of broken home on the academic performance of secondary school students' in Aba North L.G.A. The theoretical frame work was based on Bandura (1963) and persons (1951) theories. A total of 200 secondary school students were randomly selected out of 2,223 secondary school students from 8 public schools in Aba North L.G.A. A structured four-point questionnaire titled "perceived influence of broken home on the academic performance of secondary school students (PIBHAPSSS)," was constructed by the researcher and used to collect data for the study. The data collected were analyzed using descriptive statistics, while the null hypotheses were tested using one-way analysis of variance (ANOVA) at 0.05 alpha levels. The study reviewed that apart from family structure which has significant influence on the academic performance of secondary school students, other variables including home environments, parental involvement in the school based activities and parental attitudes. The researcher recommended that all the school stake holders especially teachers, guidance counsellors and the school administrators be encouraged to give more attention and guidance programmes that would supplement what is lacking at the broken home.*

Keywords: *Home, broken home, structural functionalism, social learning, academic performance.*

Introduction

The training and development of a child is naturally placed on the hands of the parents. The family is the child's first place of contact with the world. The child as a result achieves initial education and socialization from parents and other persons in the family. The family according to Agulana (2004), lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family or broken home is either broken or intact.

Broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of the parents and illegitimacy. Psychological home condition according to Frazer (2004) arises mainly from illegitimacy of children, the label of adopted child, broken home, divorce and parental deprivation. Such abnormal conditions of the home are likely to have a detrimental effect on school performance of the child. This is congruent with the common assertion of sociologists that education can be an instrument of cultural change whose foundation begins from the home.

Children of unmarried parents or family or separated families according to Thomas, Konstantina, Vassillis and Panagistis (2018) often perform poorly at school and are also at risk emotionally. However, the environment a child finds himself goes a long way in determining his ability and ultimately his performance in school. Students' academic performance has received considerable attention in previous researches. Secondary school students' according to Falipe (2000) takes into cognizance both quality and quantity of the internal and external performance results achieved. According to Gayson (2001) academic performance is what one gets out of an activity for what he/she puts in.

It implied that it is not just the number of graduate of the system that matters but how relevant and competent the graduates are in meeting the societal needs and aspirations. It is on the basis of the above that the researcher is worried and decided to carry out the study on the perceived influence of broken home on the academic performance of secondary school students in Aba North L.G.A.

Statement of the Problem

This study investigates perceived influence of broken home on academic performance of secondary school students' in Aba North L.G.A. The problems faced by children from broken home are many and stems from stress to the child and the parent, inadequate financial resources, unstable home, retardation of the educational progress of the affected child and emotional problems. They experience guider leaderships that translate into adjustment problems. These children also suffer from aggression, irritation, fear, sleep disturbance and are withdrawn in the class. These problems from broken home resulted to psychological maladjustments, social imbalance and therefore poor academic performance among secondary school students in Aba North L.G.A.

Purpose of the Study

The general purpose of this study is to find out the perceived influence of broken home on the academic performance of secondary school students in Aba North L.G.A. Specially the study sought to:

- 1). find out influence of family environments on the academic performance of secondary school students in Aba North L.G.A.
- 2). examine the influence of parental involvements in their children's school based activities.

Research Questions

The following research questions guided this study:

- 1). to what extent does broken home environment influence academic performance of secondary school students in Aba North L.G.A.
- 2). to what extent does parents involvements in their children's school based activities influence the academic performance of secondary school students in Aba North L.G.A.

Hypotheses

The following null hypotheses formulated were tested at 0.05 levels of significance.

1. There is no significance difference between the mean response scores of students' on the influence of broken home on the academic performance of secondary school students in Aba North L.G.A.

2. There is no significance difference between the mean response scores of students in the academic performance of secondary school students in terms of parent's involvements on their school based activities.

Significance of the Study

This study is significant because of its possible benefits to the students, teachers, guidance counselors, school heads and all the stake holders in the educational sector. It may be beneficial because the school is the child's second place of contact with the world.

Theoretical Framework

This study is anchored on the theory of social learning that is considered relevant to this research. To this effect, the social learning theory of Bandura (1963) and structural functionalism of Person (1951) were considered appropriate to this research. According to Bandura (1963) learning is a cognitive process that takes place in a social context and can also occur purely through observation on direct instructions, even in the absence of motor reproduction or direct reinforcement in addition to rewards and punishment-a process known as vicarious reinforcement. The theory expands on traditional behavioral theories, in which behaviour is governed boldly by reinforcement by placing emphasis on the important roles of various internal processes in the learning individual.

The proponents of structural functionalism argued that the family performs a number of functions within the society, but two are crucial. The first was the socialization of new members into the appropriate values, norms, and standards of the society. This means that the role of the family is to make sure that independence and motivation to achieve is installed in children's behaviours. The second function is to stabilize adult behaviour through marriage, which serves as the remedy to the emotional stress and tensions of everyday life. The theory recognizes the differentiation of gender roles within the family, with partners complementing each other's roles man were noted as performing instrumental role. Men where noted as performing instrumental role while women provided the complement with their more expressive value. In Parson's view, the expressive role is assigned to women because of the primary expressive attachment between mother and child.

The functionalist theory is compliable with the theory of human capital and maintained that education is a resource opened equally to everyone but family or parents influences it together with personal characteristics and level of education they attain. From this perspective individuals attain as much as they inherently are capable of attaining in an educational system. This theory however is helpful in this work.

Methodology

This study adopted the descriptive survey design. The population of the study consisted of 200 secondary school students randomly selected from the study area. This method was adopted since the target population is homogeneous and the selection of this sample served as a representative of the total population that is, 2,223 students from the study area. The main instrument adopted for the collection of data was a 21 item structured questionnaire captioned "perceived influence of broken home on the academic performance of secondary school students". The questionnaire was validated by experts in psychology and measurement and evaluation in the school of education, National institute for Nigerian languages, Aba. The questionnaire was trial tested using 20 secondary school students from Aba South L.G.A., and it yielded a reliability coefficient value of 0.85 using Cronbach Alpha statistics. The coefficient

signified a high material consistency and reliability which is good enough for the study. The data collected were analyzed using mean, and standard derivation to answer the research questions, while ANOVA was used to test the null hypotheses at 0.05 level of significance.

Discussion of Findings

Research question one: To what extent does broken home environment influence the academic performance of secondary school students' in Aba North L.G.A.?

Research question one examined the extent to which broken home environment influence academic performance of secondary school students', The home environments considered in this study are broken homes, intact homes, and single parent home (parent who never married at all). The mean performance scores at the different level of broken home was computed as presented in table 1 below:

Table 1: mean scores and standard derivation on the influence of broken home on the academic performance of students' in the secondary schools.

Broken home levels	N	x	SD
Intact home	11.8	55.39	17.43
Broken home	73	58.74	18.27
Single parent home	9	64.67	11.48

Table one revealed that the mean academic performance scores of students from single home ($x=64.67$, $SD=11.48$), those from broken home mean score ($x=58.74$, $SD=18.27$), while those from intact home ($x=55.39$, $SD=17.43$). Based on this result, the researcher concludes that there is significant difference between the levels of family home environment on the academic performance of secondary school students' in Aba North L.G.A.

Research question two: to what extent dose parents' involvement in their children's school based activities influence the academic performance of secondary school students in Aba North L.G.A.

Research question two assessed the influence of parental involvements in their children's school based activities in schools. Parental involvement was considered in three groups of personality attributes: authoritarian attitude, mild attitude, and non serious attitude.

Table two: mean scores and standard derivation of parental involvement on their children's school based activities.

Personality attributes	n	X	SD
Authoritarian attitude	88	53.74	15.75
Mild attitude	100	64.49	18.31
Non serious attitude	12	52.67	15.59

A close look at table 2 revealed the mean scores of personality attributes of parents towards their children's school based activities. Students' whose parents show authoritative attitudes towards their school based activities mean score ($x=53.74$, $SD=15.75$), those children whose parents show mild attitudes towards their school based activities mean scores ($x=64.49$, $SD=18.31$), while those whose parents show non serious attitude obtained mean scores ($x=52.67$, $SD=15.59$). Based on this result, the researcher concludes that students whose parents show non serious

attitude towards their children school based activities were influenced more on their academic performance in Aba North L.G.A

Test of Hypotheses

Hypotheses one: Home environment have no significance influence on the academic performance of secondary school students.

Table 3:

Source of variation	Sum of square	DF	Mean square	F-value	Size.
Between groups	1055.697	2	527.849	1.715	.183
Within group	60640.123	197	307.818		
Total	61695.820	199			

The result presented in table 3 indicated that $F(2,197) = 1.715$, $p = .202$. The p value (.202) is greater than the alpha level (.05), therefore the null hypotheses which postulated that broken home environments has no significance on the academic performance of students' in the secondary school in Aba North L.G.A. was retained. This means that the scores of students on the level of home environment dose not significantly influence the academic performance of secondary school student in Aba North L.G.A.

Hypotheses two: parental involvement in their children's school based activities dose not significantly influence their academic performance in school.

Table 4:

Sources of variation	Sum of Square	Mean	DF	F-value	Sig.
Between groups	5930.855	2	2965.427	10.170	.000
Within group	57442.645	197	291.587		
Total	63373.500	199			

Table four showed that $F(2,197) = 10.170$, p- value (.000) is less than the alpha level (.05). Based on this, the hypotheses that parental involvement in school based activities has no significant influence on the secondary schools in Aba North L.G.A. is rejected. Therefore, the t-test of significance of variance in the influence of parental involvement in the school based activities and their academic performance was significant.

Discussion of Findings

The first findings of the study revealed that their significance difference between the level of family home environment on the academic performance of their children in the secondary schools in Aba North L.G.A. The finding is in line with Thomas, Konstantina, Vassillis and Panagiotis (2018) and Bubelwa (2014) who noted that the family pattern influences the emotional development and school progress of children. The second findings of the study revealed that students whose parents show non serious attitude towards their children school based activities were influenced academically in their school performance. The results agreed with Bubelwa (2014), Fantazzo, and Tighes (2000) and Trusty (1999) who opened that parents who assist their children in their school work can help them to perform well in school.

Recommendation

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

4. Parents should ignore as minimal the influence of home environment or what it purist to have on their children's academic performance
5. Teachers, administrators, guidance and counselors, and all the school stakeholders should look into other fundamental issues that could inhibitor influence student's academic performance other than the broken home.
6. The three tier governments should ensure that education provided in the public school at list from primary to junior secondary levels is free and compulsory.
7. The teachers, school heads, guidance counsellors and the school stakeholders should help to supplement what is lacking at the home based.

Conclusion

The levels of broken home, family structures, parental attitudes, parental involvements, and home environments, all have serious influences on the students' academic performance. The study showed that children from broken home had more dispositions to achieve a lot progress, and experience unstable psychological balance at school and therefore perform poorly academically than the students from intact homes. The students whose parents showed serious involvements in their school based activities perform better in their academic performance than those whose parents are less concerned with their children's educational activities.

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