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INFLUENCE OF BROKEN HOMES ON ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOL STUDENTS IN ENUGU STATE

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ABSTRACT

This study was focused on the Influence of Broken Homes on Academic Performance of Public Secondary School Students in Enugu State. The aim of this study is to find out how Broken *Homes influence Academic Performance of Public Secondary School Students. Three purposes of the study and three research questions guided the study. Three null hypotheses were formulated and tested at 0.05 level of significance. The method of investigation the researcher used was the survey research design. All the teachers (8,280) in public secondary schools in Enugu State formed the population for the study. The sample size for the study is 828 respondents which is ten percent (10%) of the entire population from the six education zones in Enugu State that were used for the study. The instrument the researcher used was the questionnaire; designated Broken Home Questionnaire (BHQ).The instrument was validated by three experts; one in Measurement and Evaluation and two in Guidance and counseling. The raw score method of the Pearson's Product Moment Correlation Coefficient (r) was used to establish the instrument reliability and the result indicated, r = 0.98. Mean and standard deviation were used to answer the research questions. T–test was used to analyze and test the hypotheses. The result of the study confirmed that intact home influences students' academic performance positively. Among others, the researcher recommended that harmonious family setup, should be advocated and included as part of working resources in the education system if the goals of National Policy on Education should be achieved.*

KEYWORDS: Influence, Broken Homes, Academic Performance, Secondary Schools, Students

INTRODUCTION

Studies have shown that many at times, young people go into marriage without the knowledge of what they are getting into. Some go into marriage with high hope for happiness and blissful marital life. That is why many become disappointed and frustrated when these high hopes do not materialize because of certain factors such as emotional immaturity, level of flexibility in accommodating each other's aspirations, behaviors and shot comings, inability of both to give and take and breakdown in communication may leads to broken homes in a particular family (Udoh, 2022).

According to Ntuk (2021), there are also some external factors which when added to the above mentioned by Udoh (2022) may spur the couple into separation. Such external factors include parental interference in the marital affairs of their children. Broken home is one of the factors that affect the academic performance of students in school as the home is the bedrock of the child's socialization processes.

A child starts to learn about life from his family as soon as he comes into the world. As a social animal, the child does not learn in vacuum but rather he actively learns in a society of human being who influences his progress. Such society of human beings who influence progress embodies the home, which family belongs and the school. It has been argued that broken homes have an adverse effect on educational outcome of the child by affecting his attitude in the school (Essien, 2021).

Okpo (2023) observed that the students' poor performance in their school work could be traced to their parents' educational status, the parents' socio-economic status and the family structure of the students; these sub-variables which make up the possible reasons for the broken homes have negative implications on the academic performance of secondary school students. Okpo (2023) further stresses that, a family that does not have stabilization in terms of balancing would not be able to provide good graduates thereby end up training children that would disrupt the peace of the society.

Essien (2021), defined broken home as a situation whereby the family members fail to coordinate the activities in the family, which sometimes leads to the breakdown of the poor economic background, behavioural pattern of the couple in questions as a result of differentiation in level of education in the family; infertility or barrenness can also leads to the expense of broken home in a particular family.

Inyang (2022) linked academic performance of secondary school students with the broken home, that a students who come from a chaotic families, could find it cumbersome to succeed or perform well in their academic programme; this is because, the necessary learning materials would not be given to them, and as such, any student who come from broken home would not be properly organized because of lack of proper supervision by the parents at home, thereby making them not to perform well in academic.

Based on the above stated facts, this study tries to examine the main causes of broken bones and students' academic performance in public secondary schools in Enugu State.

Statement of the problem

Problems associated with broken homes have been one of the contentious issues that are affecting the academic performance of secondary school students over the years.

Broken homes have vehemently hindered effective academic pursuit of students because in a situation whereby the learners lack sponsors, there is bound to be a high level of drop-out students in the school system, which is attributed to broken homes.

Poor academic performance, lack of proper attendance by the students, as well as truancy behaviours has been caused by the menace of broken homes which have affected the educational sector.

In line with these stated facts, this study investigated the influence of broken homes on students' academic performance in public secondary schools in Enugu State.

Purpose of the study

The main purpose of this study is to assess the influence of broken homes on students' academic performance in Enugu State public secondary schools.

Specifically, the study sought to:

a. Examine the causes of broken homes and their influence on students' academic performance in Enugu State public secondary schools.

b. Assess the extent broken homes influence academic achievement of public secondary school students in Enugu State.

c. Examine how to minimize problems associated with broken homes and students' academic performance in Enugu State.

Scope of the Study

The Scope of the Study is public secondary schools in Enugu State

Significance of The Study

The research findings will be of immense benefit to humanity because of the following reasons:

Findings of this study will be important to the teachers, parents, Government, and the society at large, as it will help them to understand the negative effect of broken homes on the students' academic performance in secondary schools.

Findings of this study will also revea1 the possible causes of broken homes and how they affect secondary school students in Enugu State.
This will be of immense benefit, because it will give possible suggestions on how to tackle and reduce the rates of broken homes among parents of secondary school students.

This study will also help researchers who are going to conduct their research concerning the issue of broken homes and students' academic performance.

This study will serves as a reference point for the future re searchers.

Research Questions

The following research questions guided the study.

1. What are the causes of broken homes?
2. To what extent does broken home influence academic achievement of public secondary school student?
3. How can problems associate with broken homes be minimized?

REVIEW OF RELATED LITERATURE

Concept of Broken Homes

The home is the primary socialization institution for children. Home as perceived by Udoh (2022) is a place which an individual or a family can rest and store personal property. Having defined the concept of home, it is therefore important to define the term "family." Udoh (2022) opined that the family can be looked at as a social group characterized by common resident, economic cooperation and production .When a child is born, the first primary group with which it comes into contact is the family. Transmission of social values of right and wrong, what is morally and religiously accepted or condemned is done by the family. It follows therefore that by the time a child attained five to seven years of age he must have learnt what are rights, obligations and roles within the society.However, the background of the students goes a long way to determine his/ her individuality. As the child enters school, he/she will start manifesting different 'attitudes and expectations, in addition they may be of the same age group, developed at different rates and some may be able to cope with the intellectual and social task of the school in varying extent (Ntuk, 2021).

Consequently, in the view of Umana (2021) home can either be stable or broken. A stable home is one in which both parents (mother and father) live together with their children, while, a broken home is one in which one of both parents are not living together with the children, it is the level of which the home operates which determines the academic performance of the students in the schools. In the view of Edet (2023), the concept of broken homes cannot be completed without vividly discussing about the family instability.

Many at time, young people go into marriage without the knowledge of what he or she is getting into. Some go into marriage with high hope for happiness and performance in their marital life. Many become disappointed when these high hopes do not materialized because of certain factors. Family instability has becomes a thing associated with the contemporary family situation or institution. This however, is not to say that it had never once occurred in family situation of the past but the rate at which it occurs in modern society is quite alarming.

Agbo (2022) posits that the rate of broken homes which have been attributed to divorce in town depends on economic situation of the family. He noted that in some communities the rate at which the rich entice people's wives with their money is appalling. This is common in contemporary

family institution than before. The problem of family instability can be traced to the rapid growth rate of urbanization and industrialization in Nigeria.

Family instability according to Etuk (2023) is said to be a social problem because, it affects a significant number of the people especially in the modern times. Broken homes by definition is a family that has many problems, problems which affects one separated or divorced or are no more together as a result of death. In the same way, Udoh (2022) defined broken homes, as the house in which the parents are no more living together. Other research studies carried out on broken homes seems to agree that broken homes are associated with increase in aggressive and juvenile delinquency in children.

Children from broken homes lack proper care and security. In assessing the definition, such as a situation (broken home can result in poor academic performance of students as once the child missed such opportunity of guide, security, affection and assistant where necessary).

Studies have shown that students from broken homes lack self-confidence; don't do well in their exams and most times they don't do their assignments. Students from broken homes don't pay attention in the class and most often disrespect their teachers

Lastly, according to Hornby (2019), home is a family unit. It is composed of the father, mother and children, and sometime with any other members of the extended family. It is a place where one lives with one's family. It is an institution where each members needs care, love, comfort and sense of security. This household might suffer from domestic violence, a dissolved marriage, drug abuse, or anything else that interferes with the upbringing of the children. The phrase "Broken Home" is more commonly used when either the mother or father is not part of the family due to bad circumstances, which makes a child's upbringing suffer.

Theoretical Framework

This study is based on Attachment Theory

Attachment Theory is by John Bowlby (1991). The theory believes that attachment begins at infancy and continues throughout life and there are several innate behavioral control systems that are needed for survival and procreation. According to the theory, attachment is the deep and enduring emotional connection established between a child and caregiver in the first few years of life. The quality of this attachment impacts on an individual's social functioning, well-being and competency and can influence every aspect of his/her life. An infant would first establish a strong

attachment with its primary caregiver, who would be the infant's base of exploration. It is an infant's innate behavior to want to explore new things, but when a child reaches away to explore and becomes endangered or scared, the primary caregiver would be its secure protection base.

Attachment theory as a social behavioural theory is related to this study in the sense that it emphasizes the need for parents to build mutual, secure, lovely, peaceful and cooperative relationship with their children as that influence their pursuits positively of which education is no exception. Hence, when these behaviours are denied of children, it becomes abuse to them. Subsequently it influences their academic achievement negatively.

Empirical Studies

The essence of empirical framework lies on the need for the researcher to ascertain the extent other researchers have gone in posturing knowledge in the area under study. Having this in mind, the researcher conducted the review in the following manner.

Ezewu in 2023 conducted a study on causes of family instability in Abia State of Nigeria. Two hundred and nine families formed his population. Based on his findings, it was proven that about 75% of the respondents agreed that adultery is one of the factors that can trigger broken homes and family instability. He also discovered that marriage is an exclusive association between two people, and that if the man and woman who marry do not disengage themselves from their parents; they will invariably fall into divorce. He also stated that the cause of family instability depends on the type of family each spouse is born into.

Nyoerere (2023), in his study conducted in 5 secondary schools in Oyo State, on the influence of broken homes on academic performance of students in social studies; he used 200 students that were randomly selected from the five (5) secondary schools in the area. Based on the result of the findings, about 80% of the respondents accepted that broken homes have great influence on academic performance of students in social studies, because if the students are not properly brought up in a given family, he or she would not be able to perform well in his/heracademic. He concluded that broken homes hamper effective academic performance of students in the learning of any subject matter.

Udoh (2022) carried out a research on the factors which leads to incessant broken homes in AkwaIbom State, specifically in Uyo Local Government Area. This study was conducted in 8 selected secondary schools in Uyo Metropolis; the population drawn for the study was 800

students, with the sample size of 15o students. The study revealed that about 95% of the respondents agreed that adultery is one of the greatest factors that can cause broken homes in the area. He also noted that, families which parents are not in good terms are liable to be unsuccessful, there by having uneducated (illiterate) members in the family.

In study carried out by Uyanya (2023) on the examination of causes of broken homes in our society. She conducted this research in NsitAtai Local Government Area of AkwaIbom State, a total 25 villages were randomly selected for the study; based on the investigation she discovered that about 20 villages agreed that differences in the low level of education have negative influence and causes of broken homes among people in their societies. She also restricted this to 78 household and based on the analysis through the use of simple percentage statistical method, it was also discovered that about 65% of the respondents said that spouses level of education contributes to rampant divorce which leads to the broken homes, because of this fact, if the wife among the spouse is more educated than the husband, there bound to be misunderstanding among them, but if the husband is more advanced in education than the wife there is bound to be instability among them in the family. Therefore, it should be noted according to the results of the finding that the level of education among the spouses contributed to broken homes.

Umuana (2021) conducted a research on the basic factor that causes broken home and students' academic performance in selected secondary schools in Bakassi Local Government Area of Cross River State. This study was limited to so students and based on his investigation, it was discovered that about 78% of the respondents accepted that families who have low level of education are liable to have instability in their families setting. He stated further, that because educational qualification of a person who marries uneducated, woman would find it difficult to cope with the woman, when this happens, it have affected the academic performance of students, especially in the process of catering for the well being bitterness of their children.

Ntuk (2021) also conducted a research on the cause and effects of broken homes and students' academic achievement in social studies in selected secondary schools in IbionoIbon Local Government Area of AkwaIbom State, he drawn sample size of 150 social studies students selected from IbionoIbcm Local Government Area of AkwaIbom State, based on his analysis, he discovered that about 93% of the respondents supports that barrenness and childlessness can cause broken homes which in turn affects students' academic performance.

Okorokwo (2022) conducted an empirical study on the influence of family perception on the broken homes in se1ectd secondary schools in Anambra State of Nigeria. The population of his

study was drawn from 8 secondary schools in Anambra Town municipal, and the sample size of 800 students were randomly selected for that study; based on his findings, about 88% of the respondents agreed that family perception have great influence on broken homes. This was in line with the view of Ntong (2021) who added in his literature review that misconception among members of the family have great influence on students' academic performance.

Nsien(20 24) further discovered that poverty among the parents resulted in children's committed the juvenile crimes all over the society. Also, it depends to the terrorist by creating a state of misery and frustration that pushes people to join terrorist organization. He conducted that poverty family rny not be able to provide good graduates because, they would not be able to provide their wards with the necessary learning materials and payment of school fees, so this adversely affects the academic performance of students in the learning of any subjects matter.

In the view of Udom (2023) who conducted a survey study on influence of poverty on students' academic performance in social studies among secondary schools in Uraun Local Government Area of AkwaIbom State. This survey was conducted on hundred (100) students drawn from five (5) secondary schools in the study area. Based on the result of the findings a total of 78% of the students accepted that poverty have great influence of student academic performance of student in social studies. He further concluded that poverty as the cause of broken home have some negative impact which lead to family low income level which could adversely affect the academic performance of the family number

RESEARCH METHOD

The method of investigation the researcher used was the survey research method. Ekanem (2022) described survey method as the selection and study of a sample from a chosen population and which is considered to be a representative of the entire group. It involves the collection, analysis and interpretation of data without manipulation of any variable.

The survey research method is most appropriate for this study because it allows the collection of the original data and presents the conditions as they exist in their natural setting.

Area of the study

The area of study is Enugu State of Nigeria. Enugu State which is in the South-Eastern part of Nigeria has six education zones comprising Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi Zones.

Population for the Study

All the teachers in public secondary schools in Enugu State formed the population for the study. Enugu State has a total population of eight thousand, two hundred and eighty (8280) public secondary school teachers (source: Statistics Department, Enugu State Post Primary School Management Board (2018).

Sample and Sampling Technique

The sample size for the study is 828 respondents. Ten percent (10%) of the entire population of 8,280 from the six education zones were selected to participate in the study. Ten percent of 8,280 is 828, which is the sample size for the study. This is in line with Uzoagulu (2021) that for a population of 1000 and more, 10% of it can be utilized as sample for the study.

Instrument for Data Collection

The major instrument for data collection in the study was a structured questionnaire titled, "questionnaire on broken home and students' academic performance (QBHSAP)". The questionnaire contained twenty (20) items with a four (4) scale option of SA, A, D, SD. And VGE, GE, LE, VLE. The instrument consisted of two (2) Sections A and B. Section A consisted of information concerning personal characteristics of the respondents, while Section B, consisted of twenty items. The information in the section B was design to elicit information concerning broken homes and students' academic performance in public secondary schools in Enugu State.

Method of Data Collection

The questionnaires were self-administered since all the respondents are literate. The researcher made use of five trained research assistants in the distribution and collection of the questionnaires. Before sending the research assistants out to the field, the researcher provided them with special skills on the basis which they can accomplish what the researcher is trying to do. They were oriented to the nature of the research and the necessity of abiding by standardization procedures.

Method of Data Analysis

Data collected were analyzed using mean. Structured 4 – point scale was used and values attached. Hence, Strongly Agree (SA /Very Great Extent (VGE)- (4), Agree (A)/Great Extent (3),

Disagree (D)/ Little Extent (LE)- (2), Strongly Disagree SD/Very Little Extent (VLE)- (1). were used to take decisions on the research tables.

PRESENTATION AND ANALYSIS OF RESULTS

Research Question One: what are the causes of broken homes?

Table one: Mean response on causes of broken homes

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	∑FX	$\bar{X}$	Remarks
1	Adultery is one of the major causes of broken homes	80	70	-	-	150	530	3.5	A
2	Poverty is one of the causes of broken homes	100	50	-	-	150	550	3.7	A
3	Differences in level of education are causes of broken homes	90	60	-	-	150	540	3.6	A
4	Domestic violence can cause broken homes	100	50	-	-	150	550	3.7	A
5	Bareness can make couples go their separate way.	80	70	-	-	150	530	3.5	A

From the computed mean in table 1, it shows that items 1-5 have the mean scores of 3.5, 3.7, 3.6, 3.7 and 3.5 respectively which showed that the respondents strongly agreed on the listed causes of broke homes

Research Question Two: To what extent does broken home affects the academic performance of secondary school students?

Table 2: Mean responses on the extent broken home affect the academic performance of public secondary school students

SN	ITEMS	VGE (4)	GE (3)	LE (2)	VLE (1)	N	∑FX	$\bar{X}$	Remarks
1	Students from broken homes play truancy in school	80	70	-	-	150	530	3.5	A
2	Students from broken homes don't do well in their exams	100	50	-	-	150	550	3.7	A
3	Students from broken homes most times don't do their assignments	90	60	-	-	150	540	3.6	A
4	Students from broken homes don't pay attention in the class.	100	50	-	-	150	550	3.7	A
5	Students from broken homes disrespect their teachers	80	70	-	-	150	530	3.5	A

From the computed mean in table 2, it shows that items 1-5 have the mean scores of 3.5, 3.7, 3.6, 3.7 and 3.5 respectively which showed that the respondents strongly agreed on the listed extent to which broken home affects the academic performance of secondary school students.

Research Question Three: How can problems associated with broken homes be minimized?

Table Three: Mean responses on how problems associated with broken homes can be minimized.

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	∑FX	X	Remarks
1	God should be established as the head of the relationship	100	50	-	-	150	550	3.7	A
		120	30	-	-	150	570	3.8	A
2	Truthfulness and transparency should be the watch words in the family	75	75	-	-	150	585	3.9	A
3	Partners roles should be clearly defined	120	30	-	-	150	570	3.8	A
4	The marriage should founded on mutual respect								

		100	50	-	-	150	550	3.7	A
5	The line of communication in the family should be kept open								

From the computed mean in table 3, it shows that items 1-5 have the mean score of 3.7, 3.8, 3.9, 3.8, and3.7 respectively which shows that the respondents agreed that the listed items above are ways to minimize problems associated with broken homes.

Discussion of Findings

The core problem that instigated the study was to examine the influence of broken homes on academic performance of public secondary school students in Enugu State.

From research question one; the result revealed that Adultery, Poverty, Differences in level of education, Domestic violence and Bareness are the major causes of broken homes. This research finding was in line with Uyanga (2023) who said that infidelity and bareness can make a man divorce his wife.

From research question two, the result revealed that broken home affects the academic achievement of students. This research finding was supported by the view of Benedict (2022) who said that broken home affects the academic performance of students. It was also supported by the view of Nyorere (2023) who in his empirical study concluded that broken homes have influence on students' academic outcome in secondary schools in Akwaibom State.

Answers in research question three, revealed that God's leadership, truthfulness and transparency, mutual respect, etc are some of the ways to minimize problems associated with broken homes. This research finding was in agreement with the view of Uyanga (2023) who said that God should be established as the head of every relationship, Truthfulness and transparency should be the watch words in the family, marriage should be founded on mutual respect while line of communication in the family should be kept open. It was also supported by the view of Umuana (2021) who said that commitment, and eating together help to minimize problems associated with broken homes.

Conclusion

On the basis of these research findings, it was obvious that Adultery, Poverty, Differences in level of education, Domestic violence and Bareness are the major causes of broken homes

Broken home no doubt affects the academic achievement of students Fear of God, Truthfulness and transparency, mutual respect, communication, commitment, and eating together help to minimize problems associated with broken homes. Broken homes as one of the factors that militate against effective students' academic performance, had adversely influenced the academic performance of students in public secondary schools in Enugu State.

Recommendations:

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

1. Before couples are wedded in the church, they must undergo marriage course to understand the intricacies of marriage; so as to reduce the rate of broken homes in the society.
2. The government should introduce poverty alleviation programmes so as to help improve the living standard of the people in the society. By doing this, the incessant rate of broken homes as a result of poverty would be reduced, and students' academic performance would be improved.
3. The Government should make provision for the improvement of live and standard of the people in the society, by making reasonable enactment of laws for effective students' academic performance.

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