**CAUSES AND EFFECTS OF BROKEN HOMES ON CHILD DEVELOPMENT (A CASE STUDY OF OKE-ERI IJEBU NORTH EAST OGUN STATE)**

**ABSTRACT**

This study investigated the influence of broken homes on children in Oke-Eri ijebu, Ogun State. The study was guided by five research questions. Ex-post facto research design was adopted for the study. The sample size for the study comprised of 450 secondary school students from broken homes in the study area. 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 or intact) and their academic challenges while the second was students academic performance checklist. The major findings of the study revealed that secondary school students from broken homes within Oke-Eri ijebu Local government area face education challenges like lack of sufficient text books,inability to meet education related financial obligations, poor academic performance and lack of concentration while in school. Also, result showed that secondary school students from broken homes within Oke-Eri ijebu Local government area 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 Oke-Eri ijebu Local government area face social challenges like neglect, prone to sickness due to malnutrition,among others. Result also showed no significant statistical difference in the mean academic achievement scores of secondary school students from broken homes based on gender and no significant statistical 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.

**CHAPTER ONE**

**INTRODUCTION**

In Nigeria society the child is highly cherished not only by the parents but also by the family. Community and the state in general. It constitutes the most valuable resources to all. It is with the child that community of the family stock is assured. To every home the child is a symbol of hope and regeneration.

One's personality is not fully developed until he becomes a parent’s status which seems to bring along with it some satisfaction and serenity a child is instrument to establish a lasting family. The death of an individual is mourned with grief if he is not survived by any issue. Otherwise the grief is tempered with merriment more so if many of the children have out grown adolescence and are emotionally independent with their own means of live-hood and already finding a place for themselves in the society. At such funerals community expressed prayer that they too will be survived by well to do and reliable issues or children.

However, the National Child Welfare Policy of 1989 defined a child as anybody who is twelve years or below the new draft degree on children put the age of the child in Nigeria as from 18 years or below. It is pertinent to note that this age definition of UN convention is already in practice under municipal laws. Therefore, parents and the society at large are Under Obligation to provide their children with proper education and to protect them from exploitation and abuse arising from broken homes and negative influence that infringe on their right. Thus considerable premium is placed on children and their proper upbringing. It is equally the cultural norm that the care and upbringing of the child is shared by all family and the community alike. The rise and fall, the joy and sorrow of a child are the concern of all of no one ever hears the cry of a child without going to his aid. All communities in Nigeria do have and show concern for child care.

The concern and aspiration of the Nigeria society for the child is recognized by the government of the federation when it declared as major goal of its policy. The creation and maintenance of an environment conducive to the healthy growth and development of the child, it will be noted that in the tic past, especially in the Nigeria society, parents and relations did not need to go far from home their day to day work. Members of the family would like to engage in common enterprises such as farming, fishing, carpentry etc so that the child will have excellent opportunities for early socialization with their parents, early learning to relate satisfactorily with others.

Child neglect was rarity as parents siblings, kinsman and neighbors were at hand to help and care, opportunities to adjust to working life were abundant, but the family has in the last few decades undergone changes in its formation and structure and consequently in function to such an extent that the traditional security usually provided by the family is by and large disappearing thereby given room for a broken home.

The issue of broken home has given a great concern in the world at large especially in Nigeria thereby causing a social problem in the society. The family is the basic social unit to any nation; since the nation is built by member of the family the social and economic development of the nation depend on the stability and well being of the family. There is need, therefore to ensure that the family is properly planned and developed to be able to function effectively for the overall development of the nation

Lack of adequate focus by policy matters on this problem of broken home has resulted a big problem to the society. For instance, most of the hoodlums and political thugs we have in the society today are from broken homes.

This study therefore seek to investigate the prevalence, perceptions, implications, produces and prevention pattern of broken homes in some part of the country (Oke-Eri ijebu, Ogun State) as it proposes the need for a conceptual rethink in Nigeria.

**Statement of Problem**

The home that was designed to be a shelter umbrella for the children has teared apart as a result of misunderstanding and mismanagement of the parents thereby given room to hoodlums and miscreants.

Therefore, there is need to ensure that conducive atmosphere in which the home can operate effectively and harmony towards the realization of its goals is been put in place lack of focus on this problem has resulted an increased of single parent and un-parental care of the children. These social changes and resultant transformation in the family (homes) structures in many circumstances gave room for child neglect and abuse.

The home is the basic social unit of any- nation since the nation is built by the members of the family. Hence, the social and economic; development of the nation depend on the stability and wellbeing of the family (home). There is need, therefore to ensure that the home is properly planned and developed to be able to function effectively for the overall development of the nation.

From the aforementioned, a number of research questions have been raised and efforts will be made to address them in order to have a comprehensive understanding of the effect of broken home in the life of a child and the damages this problems has done in our society.

The research questions that would be answered by this study include

what are the perceived causes of broken home among the coupled?

What and how do member of the society conceive and perceive as broken home?

What are the Socio-cultural and behavioral factors that predispose couples to have a broken home?

What are the challenges or problems associated with those who experience broken home?

What coping strategies arc adopted or adapted by a victim of broken home? And how these coping strategies suggest treatment or solution on broken home..

**Objectives of the Study**

The general objective of the study is to investigate the socio-cultural and behavioral contexts of broken home the people of Nigeria. The specific objectives of the study include.

1. Find out the perceived causes of broken homes among the people,
2. Find out the perception and attitude of those who are victim of broken home.
3. Investigate the problems and coping mechanism among the people who are affected as well as the feeling of the members of the society toward it and how these influence treatment or solution.
4. To make policy recommendation based on study finding on the management of broken home experience.

**Purpose of the Study**

The purpose of this research is to bring to the mind of readers the idea or the important of children upbringing in the society, it also reveals the negative consequences and effect of broken home of parents on their children upbringing. Also it has been observed that in spite of the damage broken home has done in the society, not much has been done by the government to ameliorate if for the better. The researcher will be looking for a possible means of putting an end to the problems of broken homo and ways to assist the children of broken home in the society.

**Research Questions**

This study will be guided by the following research questions.

i. What are educational challenges faced by children from broken homes?

ii. What are the emotional challenges faced by children from broken homes?

iii. What are the social challenges faced by children from broken homes?

iv. What is the influences of broken homes on academic achievement of junior secondary school children based on gender?

v. What is the influences of broken homes on academic achievement of junior secondary school children based on location?

**Significance of the Study**

The welfare and development of any nation depends, largely on the quality of the family unit taken into consideration the traditional and cultural values that enhance and strengthen the healthy and wholesome development of the Nigeria society, the integration and co-existence of the family is the ultimate goal of any marriage.

The danger that this ugly incidence of broken home poses on the child and the society cannot be over emphasized it is not a thing to be proud of. It requires no praise or emulation.

This study therefore, shall serve as a great tool for intending couples to seek the face of God and understand marriage proposal, it also provide pathways through which the problem of broken home can be reserved so as to ensure a conducive atmosphere in which the family can operate effectively and harmony towards realization of its goals.

**Justification of the Study**

The welfare and development of any nation depends largely on the quality of the family unit. However, many family in Nigeria are increasingly finding it difficult to achieve a well planned united home even the government less focused on this issue despite the National Child Welfare Policy in Nigeria which is deeply entrenched concern for the overall well-being of the child, from a conviction which is firmly rooted in the various cultured of our people, that the welfare of the child is bound up inextricably with that of his parents, his family and kinship group to which he belongs and the wider community in which he lives and grows. It also flows from the realization that the welfare and capacity of the nation tomorrow depend very much on the development experiences and overall life quality of children today. This is believed that the faith of the Nigeria government and people in fundamental human rights and in the dignity and worth of the human bring as well as by the internationally accepted principles are that mankind owes the child the best it has to give. Broken homes have eating deep in our society.

There is no adequate grass root campaign on the effect of broken homes in the life of a child in-spite of the policies and programmes on child welfare. Broken homo has long been a major cause of social disequilibrium in our society (Nigeria). This includes child neglect; child abuse as such early maltreatment on children has a negative effect. In some instance children with histories of maltreatment such as physical and psychological neglect, physical abuse and sexual abuse are at risk of developing severe psychiatric problems. These children are likely to develop reactive attachment disorder (RAD), such children also may describe as experiencing traumatic attachment problem. These trauma experience is the result of abuse or neglect inflected on them by primary care giver, which (not their parents) disrupts the normal development of secure attachment (which can only be found or given by their parents). Such children also at risk of developing a disorganized attachment. Disorganized attachment is associated with a number of developmental problems including dissociative symptoms as well as depressive anxiety and acting-out symptoms. Children who have experienced such early chromic trauma often developed complex posttraumatic stress disorders which will in-turn to social problems. Broken home is culturally regarded as a separation of spouse. But there are also some spouses who are together yet the home is broken as a result of misunderstanding and disagreement between the husband and the wife.

This study attempt a comprehensive understanding of broken homes as it relates to both affecting family and society. Similarly, this study sees urgent needs to examine and understand broken home behavior in Nigeria in order to identify its socio-cultural and other proximate variable. A study such as this will go a long way in stimulating further research and developing a holistic framework for understanding the effect of broken home as they portion to Nigeria. Above all, this study will assist in designing acceptable development and policy programmes based on findings from the study. This would properly developed efforts as well as enhances the well being of Nigeria children.

**Scope of the Study**

The study has both geographical and content scope. The geographical scope of the study is secondary schools in Oke-Eri ijebu, Ogun State. The study in its contents covers all the prevalence of broken homes among junior secondary students, the challenges faced by student from broken homes, the influence of broken homes on academic achievement of junior secondary school students based on gender and the influences of broken homes on academic achievement of junior secondary school students based on location.

**CHAPTER TWO**

**LITERATURE REVIEW**

Literature will be reviewed under the following sub-headings.

**Conceptual Framework**

**Concept of Home**

Home as shelter connotes the material form of home, in terms of a physical structure which affords protection to oneself, and which appears to others as at least a roof over one’s head. Home as hearth connotes the warmth and cosiness which home provides to the body, causing one to relax in comfort and ensuring a welcoming and ‘homely’ atmosphere for others. Home as heart is very similar, but in this case the emphasis is on emotional rather than physiological security and health, with associated images of a happy home and a stable home, based on relations of mutual affection and support (Somerville 2015). For this study, home connotes a group of people living in the under the same shelter. The group of people are usually united by blood relationship. It is the blood tie that binds people in a home that leads to their being described as a family.

The family which is the child’s first place of settlement plays a vital role in the socialization process. Agbedanu (2012) posited that whatever behaviour put up by members of the family is what the child copies. For example, in a family where there is love, unity and peace, the child also grows up with these characteristics. Thus, the family background should be an environment in which children have the opportunity to succeed and be happy. Giddens and Sutton (2012,p.384) define family ‘a group of persons directly linked by kin connections, the adult members of which assume responsibility for caring for children’ and ‘kin’ are those linked by marriage or blood relationships. The definition of Giddens and Sutton is of particular importance to this study because it talks of adult taking care of the children. This care may not be fully available for students in broken homes.

Students from broken homes are likely to receive less parental encouragement and attention with respect to educational activities than students who live with both biological parents. Students from broken homes often have lower educational expectations, less monitoring of school work and less supervision than students from intact homes (Astone & Mclanahan, 1991)..

**Concept of Broken Homes**

Broken home is sometimes viewed as shattered home due to its deleterious effects on the family, especially the children from such a family. Broken home can also be viewed as divided home. The concept of broken home is defined by Hurlock (1978 as cited in Agbedanu, 2012) as a home where one of the parents is dead, separation of parents, divorce or a vocation that necessitates long or frequent absence by one or both parents. The term broken home is sometimes referred to a home with unfavourable background (Kwaku 1990). A home led by people other than both child’s parents. Kwaku (1990) posited that “broken home” is perceived by social welfare societies as family where one of the parents is not present or there is /a serious family problem. In order to buttress the effects broken home has on the family, Agbedanu (2012) asserted that the problem of broken homes is that, it is not just the parents that separate, it is the children who get separated from both parents. Furthermore, Kasoma (2012) maintained that the home environment is a strong predictor of the future behaviour of children and an impact of broken homes touches almost every aspect of life.

There are different and complex causes and reasons for broken homes. These may involve; the death of either of the parents, separation of the parents or divorce. However, in the recent years, divorce has been found to be the major cause of broken homes. Child Trends (2005) stated that Divorce or dissolution of marriage is a judicially administered process that legally terminates a marriage that is considered as no longer viable by one or both of the spouses and permits both of them to remarry. It entails cancelling the legal duties and responsibilities of marriage and dissolving the bonds of matrimony between two persons. A divorce does not declare a marriage null and void, as in an annulment, but divorce cancels the marital status of the parties, thus, allowing each to marry another person. The legal process for divorce according to Amato (2002) may involve issues of spousal support, child custody, child support, distribution of property and division of debt, these matters are usually only ancillary or consequential to the dissolution of marriage.

Several factors have also been attributed to the causes of divorce, each of them is specific to that particular couple’s marital relationship, their individual experiences and personal problems. None of them may seem common to the people going through a divorce. Kasoma (2012) observed that globally, the following factors have been found to be responsible for divorce; abandonment, alcohol addiction, physical abuse, emotional abuse, personal differences or “irreconcilable differences “financial problems, interferences from parents or in-laws, lack of maturity, sexual incompatibility, religious conversion or religious beliefs, cultural and life style differences, criminal behaviour and incarceration for crime.

Furthermore, Yara and Tunde-Yara (2010) opined that the basis on which broken homes emerge include adultery, desertion, habitual drunkenness, conviction of a felony, impotence, which is most commonly used by divorcing parties, “cruel and inhuman treatment”.

Agreeing with Yara and Tunde-Yara (2010), Kasoma (2012) comprehensively highlighted the following factors as being responsible for broken marriages.

First is adultery. In marriage it means one or both partners have sexual intercourse with other persons. This can be a cause of divorce. Adultery brings with it the possibility of being exposed to a number of sexually transmitted diseases. For some, intimate conversations are as harmful as physical acts of adultery because an emotional affair has already began. The spouse may seek the comfort of another person because he or she is not having his or her needs met at home.

In the second place, wife battering (cruel and inhuman treatment) plays a role in broken homes. Much as women are expected to be submissive in accordance with cultural and biblical beliefs, men sometimes go too far in the manner they conduct themselves when they are under the influence of alcohol. A spouse may decide to divorce the abuser on the advice of others or to protect herself and their children.

Furthermore, selfishness can lead to broken homes. Impatient individuals who seek quick results and instant gratifications give little or no thought to the consequences of divorce. Also, wrong choice of partners can lead to broken homes. People often show better judgment in selecting a dress, shirt or car . than in selecting a wife or a husband. This is why many marriages turn out to be unhappy. Is it possible to know what kind of character lies beneath the surface in the person you may think of marrying? Often a great shock comes after the wedding day.

Barrenness (impotence) or failure to have children is another most shattering problems in marriages today especially in Africa is the. Childlessness is an extremely difficult reality to face. According to Wieland (1980), the supreme purpose of marriage according to African people is to bear children, to build a family, to extend life and hand down the living torch of human existence.

Parental Interference in marriages also lead to broken homes. The trend suggests that people are getting more and more involved in their children’s marriages. They sometimes make demands which are excessive and certainly very difficult to meet. Some are domineering and would like to rule in their children’s marriages. Some parents encourage their daughters to marry rich men. This is marrying for ulterior motives rather than love. This trend is very common in African countries.

Social and economic pressure constitutes reasons for broken homes as female employment and small families also make divorce more likely in modern societies. A major impact of the massive entry of women into the labour market has been to decrease the dependence of wives on their husbands for economic support. A woman need no longer cling to a brutal or drunken husband merely because she has nowhere else to turn to. Statistics as noted by Kalimaposo (2008) show that most fathers whose responsibility is to provide money or look after children properly are now just too busy, selfish, irresponsible or just too poor to provide any needs. Parents abandon young children because they cannot fend for them. In addition the increase in the number of women who work increases the opportunities for extra marital affairs.

In addition, Johnson (2006) posited that statistics from Canada’s ground-breaking Violence Against Women Survey (VAWS) made it clear that in Canada violence against women in the family context is far from rare. The author further stated that twenty nine percent of all women who had ever been married or had lived with a man in a common law relationship had experienced at least one episode of violence by a husband or a live-partner.

Therefore, relationships with violence are therefore more likely to end than peaceable ones and in some cases, the woman’s decision to terminate the relationship results in violent response from her partner as observed by Wilson and Daly (2004). In collaboration, Johnson (2006) noted that many men increase the level of battering against their wives when the women take steps to leave. Separating couples are therefore particularly at risk. Moreover, Johnson (2006) asserted that the Violence Against Women Survey (VAWS) showed that in 39 percent of marital relationships with violence, victims said their children had been their witnesses and that when the children were exposed to assaults on their mothers, in 61 percent cases the women suffered physical injuries and in 52 percent of cases the violence was so severe that the victim feared for her life. It is clear that any treatment of the issues surrounding divorce, custody and access is incomplete without an understanding of the dynamics of domestic violence. Students who experience conflict and are under this parenting structure suffer from serious emotional difficulties, living in shame, their sense of self undermined and with little confidence in the future. Also, Jaffe (2000) maintained that students in this condition are anxious, living in fear and waiting for the next violent episode to occur.

Students from such families can react either by running away or becoming involved in delinquent behaviours or trying to take on responsibility for keeping the peace and ensuring the safety of their family. The irony of this on the students is that the very people on whom they depend for safety and nurturance can offer them neither of them as posited by Jaffe, Wolfe and Wilson (2000). Also, the students are great imitators of bad behaviours; they see their parents arguing constantly, calling each other names, putting each other down, or hitting each other, you will probably see them repeating these behaviours. They will probably feel insecure, and this insecurity might reflect in poor grades, bad behaviour at school or home, or even depression. McLanahan and Sandefur (2004) maintained that if parents are going through a rough period, it is expedient of them to work on their relationship, knowing that the entire family benefits from the relationship and not just the two of them. Broken home is an effect which can seriously impair the function of the family as a socializing agency. Thus, the rising incidence of broken home suggests that the institutions of marriage and the family as a whole are in serious trouble. This increasing trend in marital discord is greatly hindering the current well-being and future prospects of children who are most effectively socialized with two parents present in the home.

One of the most frequently studied subgroups of students from broken families is the subgroup of students from single-mother families. Studies by Bachman, Coley and Chase-Lansdale (2009); Hampden-Thompson (2009); and Waldfogel, Craigie and Brooks-Gunn (2010) showed that students from single-mother families tend to underperform academically when compared to their counterparts from intact families. Zimiles and Lee (1991) had earlier suggested that being from a single-mother family presents pronounced academic challenges for male students, although the achievement gap between students from single-mother families and students from intact families is apparent for both sexes. Being the largest subgroup of broken families, single-mother families warrant much attention.

An international research by Hampden-Thompson (2009) on student literacy compared students from two-parent households with students from single-mother families only. The author maintained that results from the study indicate a pattern of underachievement for children who live with their mother only. Magnuson and Berger (2009) reported that students from single-mother families in middle childhood experience depressed scores in both reading and mathematics when compared to students from intact families in the same age catOke-Eri ijebu y. Furthermore, Amato and Keith (1991) suggested custodial single-parent mothers may “underestimate” their children’s problems in general. Perhaps the underachievement is perpetual in students from single-mother families due to lack of parental attention to the issue or parental inability to admit the severity of problems.

Also, Hampden-Thompson (2009); McLanahan and Sandefur (1994) asserted that single-mother families generally tend to have fewer books in the home that may be relevant to the students, less parental education, and lower incomes than two-parent families. Noteworthy here is the study by Heuveline, Timberlake, and Furstenberg (2003) which suggested that parental separation (including cases of divorce) is more frequently the reason for single-mother families than birth to a single mother. Following Jeynes (2006) work of “Transition School of Thought”, students from single-mother families are more likely to experience the stresses associated with at least one family transition.

As in the overall debate, an opposing view exists regarding students from single-mother families. Pong (1998) maintained that once other family background factors are controlled, there is no evidence that living in single-mother families negatively affects children’s achievement. Likewise, Marsh (1990) specifically reported neither male students nor female students from single-mother families show significantly lower academic test scores than students from two-parent families. Thus, though the majority of the research suggests students from single-mother families are disadvantaged academically when compared to their counterparts from intact families, critics have challenged the claim. Further research is needed to compare the achievement scores of specific subgroups of students from broken families to one another and to students from intact families as well.

Similar to students from single-mother families, students from students from single-father families are confronted with critical situations that pose a threat to their academic achievement. This is corroborated by Amato and Keith (1991) who maintained that single-father families tend to exhibit academic underperformance when compared to students from intact families. Particularly, Zimiles and Lee (1991) suggested that females fare worse academically than males do in single-father families. Leininger and Ziol-Guest (2008) noted that along with lower academic achievement, students from single-father families were linked in the literature to poorer access to health care as well. Interestingly, these results were consistent regardless of the single-father family’s poverty status. Students from single-father families were also associated with higher risks of drug and alcohol use when compared to intact families and even single-mother families as opined by Jenkins and Zunguze (1998).

Although such indicators associated with single-father families were not directly linked to academic achievement, they may have had indirect effects on students’ readiness levels for learning. Overall, there is substantially less research present in the field on single-father families than on single-mother families. However, a critic with an opposing viewpoint still remains. Again, as with students from single-mother families, Marsh (1990) specifically investigated students from single-father families. Marsh (1990) results showed no significant difference in the academic achievement of students from single-father families when compared to students from intact families, as long as the single-father families were stable. The author suggests that single-father families are not associated with negative effects on student achievement. However, no other recent work as observed by the researcher was found in the literature to confirm Marsh (1990) findings.

The dearth of literature on single-father families, specifically, calls for further research to investigate this subgroup (in addition to single-mother families) when comparing students from broken families to those from intact homes. Amato & Keith (1991); Angel-Castillo and Torres-Herrera (2008) observed that of all research on single families, it appears that families in which a spouse has passed away tend to fare the best. Angel-Castillo and Torres-Herrera (2008) further explained that there is lack of conflict and there is more stability in a family where one spouse passed away. The widow or widower manages to handle all decisions and becomes the head of the family and the only one that makes decisions as to the student’s education, lifestyle, behaviour, etc.

More so, Angel-Castillo and Torres-Herrera (2008) asserted that perhaps children who experience the death of a parent can more easily accept the single-parent situation than students who experiences separation from a parents because they realize that the death was beyond their control. Children with living parents have more trouble accepting a single-parent situation due to feelings of rejection. It is obvious that family situations with greater stability have fewer negative implications than family scenarios marked by transitions.

**Academic Achievement**

Academic achievement may be defined as excellence in all academic disciplines, in class as well as co- curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Ganai and Mir (2013) defined academic achievement as knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance. Good (1959 as cited in Ganai and Mir (2013) referred to academic achievement as, the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher.

According to Akinade (2001), academic achievement is defined as the extent to which individuals have gained from a particular curriculum, subject or task based on relatively standardized experiences, such as a class test. It therefore, implies that achievement is reflected by the extent to which skill and knowledge has been imparted to a learner. It also, implies an individual learner’s attainment after a specified course of instruction. Mehta (1969) in Ganai and Mir (2013) defined academic achievement as “academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place”. The learning outcome changes the behaviour pattern of the student through different subjects.

According to Hassan (2006) academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. Effective learning and sound academic achievement are said to constitute an integral part of the goal of schooling. Academic achievement is something of great importance to parents, teachers and students themselves. Salami (2001) maintained that even the larger society is aware of the long term effects of high or low academic achievement since students from educational institutions are expected to shape the destiny of the society. For the basis of this study, the researcher views academic achievement as the degree to which academic goals are realized by the student(s). This degree of realization can be measured by the final cumulative outcome of the student(s). Ayodele (2000) noted that over the years, investigations on factors that predict academic achievement have attracted the interest of teachers, counsellors and school administrators in Nigeria, as a result of the public concern for the declining academic achievement among students.

**Theoretical Framework**

The following theories are reveiwed study.

Theory of Moral Absolutism

.This theory maintains that there are morally correct and incorrect actions (Hawley, 2008). Moral absolutism suggests that the morally correct way to raise a child is through an intact family structure that comprised two biological parents (or adoptive parents from birth), one male and one female, cohabitating in a marital relationship. Moral absolutism coincides with the Biblical ideal of family and extends attachment theory to suggest that two parents are better than one.

The theory is relevant to the current study because it offers insights into the academic achievement of students based on family structure which is the focus of this study.

Attachment Theory

Attachment theory was first conceptualized by John Bowlby and later refined by Mary Ainsworth. Attachment theory is a concept in developmental psychology that concerns the importance of "attachment" in regards to personal development. Specifically, it makes the claim that the ability for an individual to form an emotional and physical "attachment" to another person gives a sense of stability and security necessary to take risks, branch out, and grow and develop as a personality. Naturally, attachment theory is a broad idea with many expressions, and the best understanding of it can be had by looking at several of those expressions in turn.

The theory contends that a strong emotional bond with at least one primary caregiver is crucial for healthy child development. Attention is given in much of the literature to the child’s mother as the primary caregiver. Attachment theory offers insights into the depressed academic achievement of students from some sub groups of broken families. The theory is relevant to this study because it provides an understanding on how children attachment to their parents will influence their learning. Going by this theory, children who are from broken homes may not have the required attachment from their parents that will positively influence their learning engagement.

Review of Empirical Studies

Related empirical literatures are reviewed in the course of this study under the following headings:

The first study to be reviewed here is that of Olufunke and Oluwadamilola (2014) who carried out a study on attendance dilemma and its effects on the academic performance of secondary school students in Osun State, Nigeria. The population for the study was the public (state owned) Secondary Schools in Osun State of Nigeria while Expo facto design was used to investigate the subject matter. Multi- stage as sampling technique was applied to examine scores in attendance and examinations for 3,050 students in the last three years from 61 state-owned Secondary Schools out of a total of 208 Schools in the State. Two hypotheses were formulated and tested in this respect while descriptive and inferential statistical techniques were adopted for the analysis.

The results of the study indicated that the average attendance scores of students across the ten constituencies in the state are proportional to their examination scores. Also, parents or guardians ranked poverty level (M = 3.96), unbearable extra fees imposed on students by the school authority (M = 3.95) and high cost of instructional materials (M = 3.93) as major significant causes for their wards’ absenteeism at school. The results of Chi-square value (χ2 cal = 26.35 > χ2 tab =7.32) for the test of hypothesis showed that a significant relationship exists between class attendance and academic performance of Secondary School students in the study area. This study is related to the current study because it examines academic performance, which is a measure variable in the current study. The researcher however, failed to investigate how broken homes can influence academic performance.

Also, Kasoma (2012) investigated the influence of broken homes on pupil academic performance in selected schools of Mbala District in Zambia. The study aimed at determining the extent to which broken homes influenced the performance of pupils in schools. A case study design was used which combined qualitative and quantitative techniques of data collection and analysis. However, the study was more inclined to the qualitative research paradigm. The target population comprised teachers, pupils and school administrators. Other informants included Education Standards Officers, Provincial Education Officer and Civil Society Organisations. Purposive sampling procedures were used to select ninety-one (91) respondents who participated in the study. Data were collected through questionnaires, semi-structured interviews, indepth interviews and analysis of documents. Qualitative data were analysed thematically through identification of themes and sub-themes that emerged. Basic descriptive statistics such as frequencies, percentages and tables were used in the analysis of quantitative data.

The study found that broken homes contributed to poor pupil performance in most cases. Differences were found in performance with pupils from unbroken families out performing pupils from broken families in the subjects they were tested. The study noted that pupils from broken families’ experienced a lot of emotional difficulties as they tried to cope with changes brought about by their parents divorce or separation. However, it was noted that not all children from broken families performed poorly in class. The study found that the home environment was critical in the academic performance of pupils, as learning whether at home or school occurred through the environment. This study is related to the current one because it investigated academic performance of children from broken homes. The study was however, conducted in Zambia, hence the need to replicate it in Nsukka, Enugu State, Nigeria.

A study by Oluremi (2013) was carried out on “Truancy and academic performance of secondary school students in south western Nigeria.” The objectives were to identify the relationship between truancy and academic performance of secondary school students in south western Nigeria, examine the relationship between school physical environment and truancy behaviour among students and the  deference between male and female manifestation of truancy behaviour. The researcher used a descriptive survey design. The population for the study consisted of all junior secondary school students in south western Nigeria. Stratefied sampling technique was adopted to sample 360 students drawn from four out of the six states in south western Nigeria (Lagos, Osun, Ogun & Ekiti States) One secondary school was selected from each state by simple random sampling technique. Stratified sampling technique was used to select 80 students from each of the states thus arriving at a sample size of 360. Three research instruments were used for the study namely, Academic Records of Students, Attendance Registers and “School Environment Questionnaire” (SEQ), Four hypotheses were raised and tested using chi-square and t-test statistics.

The results revealed that there was a significant relationship between truancy and academic performances of students; there was no significant relationship between the school physical environment and truancy behaviour among students; there was no significant difference between the academic performance of male and female truants. However, there was a significant difference between male and female manifestation of truancy behaviour. The study concluded that truancy hindered effective learning and could lead to poor academic performance. This study is related to the current one because it investigated academic performance. While the present research is investigating the students’ academic performance, the missing gap in the study is the failure of the researcher to consider the place of broken home as a factor that can influence academic performance. The current study will address this gap

Also, a study was conducted by Omoruyi (2014) on the influence of broken homes on academic performance and personality development of the adolescents in Lagos state metropolis. The target population of the study comprised adolescents from all junior secondary school in Lagos metropolis. The sample for the study consisted of two hundred (200) adolescents randomly selected from four public senior secondary schools in Kosofe Local Government Area of Lagos State. The instrument used for data collection was a self – developed questionnaire. The data collected were analyzed using both independent t-test and Pearson Product Moment Correlation statistical methods. The results were held significant at 0.05 alpha level. The results revealed significant difference between single- parenting and academic performance of the adolescents, significant difference between parental socio- economic status and academic performance. And significant relationship between adolescents from broken homes and academic performance. This study is related to the current study because it investigated influence of broken homes on students academic performance. The researcher however, paid little or no attention on the challenges students from broken homes face and the way forward. The current study will fill this gap.

Yara and Tunde-Yara (2010) examined the effects of broken home on academic performances of adolescents of secondary schools in Ibadan. Descriptive survey research design was adopted with the sample consisting of 200 students drawn from four randomly selected secondary schools in Ibadan North Local Government Area, Ibadan, Oyo State, Nigeria. One validated instrument (Effect of Broken Homes on Academic Performance of Secondary School Adolescents’ Questionnaire [EBASQ]) was used for data collection and the data collected were analysed using the Spearman Correlation Coefficient. Four null hypotheses were tested. Their results shows that there were significant differences between the family type/family structure and academic performances of students from broken homes. The authors found that there were significant differences in the academic performances of adolescents from broken and intact home based on religion; male and female adolescents from broken and intact or two-parent homes; junior and senior students.

 Adeyemo (2012) carried out a study on background and classroom correlates of students’ achievement in physics. The study was carried out to find the impact of background and classroom correlates on students’ achievement in Physics. The samples used for the study were selected randomly from five senior secondary schools in Shomolu Local Government Area of Lagos State. A total of two hundred (200) randomly selected SS2 students served as the subjects for the study. Three null hypotheses were postulated and tested at 0.05 level of significance to the impact of background and classroom correlates on students’ achievement in physics. The instruments used for this study were physics classroom Observation Schedule (PCOS) and Classroom Interaction Questionnaire (CIQ).

The data collected were analyzed using statistical packages for social sciences (SPSS) which include: simple percentage, mean, standard deviation, simple regression and ANOVA. The result of the findings showed that background and classroom correlates have significant influence on students’ achievement in physics. The implications of the results for enhancing students’ achievement were discussed. However, it is imperative to note that Adeyemo (2012) considered the family background in general, which may include other factors that may render the result ambiguous.

Also, Fonteboa (2012) worked on the effects of the family on student achievement: a comparative study of intact and non-intact families. The purpose of his study was to test the interactive framework of social cognitive theory, attachment theory, and the theory of moral absolutism by comparing the academic achievement of over 200 high school seniors (as measured by the Georgia High School Graduation Test; GHSGT) based on the structures of their families. The independent variable of family structure was initially classified as either nonintact or intact. A nonintact family was defined, by the study as any family that is not comprised in its entirety by two biological parents (or adoptive parents from birth), one male and one female, cohabitating in a marital relationship. A intact family was defined as one that is comprised in all its entirety by two biological parents (or adoptive parents from birth), one male and one female, cohabitating in a marital relationship. The study further investigated ambiguous findings in the literature and determined which subgroups of non-intact families moderated negative effects on student achievement. Therefore, nonintact families were further catOke-Eri ijebu ized as either single-mother, single-father, blended, extended relative only, or other family types. Student achievement scores on the GHSGT were assessed with two different MANOVAs. Results indicated that there is no significant difference in the achievement scores of students from non-intact families when compared to students from intact families or when compared to one another.

It is evident from the study of Fonteboa (2012) that different family structures were involved, which may cause the findings to deviate from the likely findings when considering only broken home effects on students’ academic achievement. Also, the study is a comparative one and hence may not be interested in pointing out the influence broken home has on students’ academic achievement. More so, the study only sought to test the interactive framework among the selected theories; cognitive, attachment and moral absolutism theories.

In a study conducted by Uwaifo (2008) on the effects of family structure and parenthood on the academic performance of Nigerian university Students, using a sample size of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Oke-Eri ijebu, Ogun State. The adapted form of “Guidance and Counselling Achievement Grade Form” was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at 0.05 level of significance. The results showed that significant differences exists between the academic performance of students from single parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures. On the basis of these findings, the author recommended that school counsellors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns.

However, Uwaifo (2008)’s study was done in the tertiary institution where the population of study involves students who are mature in age and experience. The difference in their academic achievement may not only be attributed to their family structure, but could be attributed to other factors. For instance, some of the students are mature enough to be married, in such a situation it could constitute some emotional and psychological challenges in the life of the students which may then affect their academic achievement. On the contrary, the secondary school students are adolescents who are not mature to be bothered by marriage issue and some other worries of adulthood. This limitation therefore, makes room for further study using the secondary school students as the population for the study.

A study on impact of family type on secondary school students’ academic performance in Ondo state, Nigeria was investigated by Akomolafe and Olorunfemi-Olabisi (2011). Three hundred (Male = 156; Female = 144) senior secondary school students were randomly chosen as the sample of the study. Their age ranged between 13 years and 20.5 years with mean age of 14.7 years. Proportionate stratified random sampling technique was adopted. The demographic questionnaire was used to collect respondents’ bio-data while their promotion examination results were used as a measure of academic performance. Three hypotheses were raised and tested at 0.05 level of significance. Analysis of Variance and t-test Analysis were used to analyse the data. The results showed that family type significantly influenced academic performance of secondary school students. On the bases of the findings, the authors suggested that parents should be given adequate training on how best they can assist their children to attain maximum success irrespective of their family type.

It is obvious that Akomolafe and Olorunfemi-Olabisi (2011) considered the impact of academic achievement of different family types as a whole which may include extended family and blended family without specifically narrowing the study to broken families. This may therefore, alter the result of the study as compared to when specifically considering the influence of broken home on students’ academic achievement. This therefore, necessitates further study on the subject.

On the other hand, Oladimeji (2012) conducted a study on teachers’ perceptions of effects of broken home on social studies students’ academic performance. The author examined broken home from the perception of teachers of Social Studies in secondary schools in five local governments within Ibadan Metropolis of Oyo State, Nigeria. The study determines how Social Studies teachers perceive this social issue as it affects their students’ academic performance. The Researcher collected data with a set of validated questionnaire. The collected data were collated and analyzed using t-test and ANOVA statistical methods. The hypotheses formulated were tested at 0.05 level of significance. The result shows that there is no significant difference between the perception of male and female teachers on the causes and effects of broken home on the academic performance of secondary school students in Social Studies. It also confirms that broken homes have effects on the academic performance. It was recommended among other things that parents should guide against broken homes in the interest of their children.

However, Oladimeji (2012) considered the perception of teachers as regarding the effects of broken home on students’ academic achievement. Meanwhile, perception of a concept may not reliably estimate the actual result of the concept. This implies that there could be a certain percentage of unreliability in his findings. This therefore, necessitates further study on the influence of broken home on students’ academic achievement.

Relationship between Broken Homes and Academic Achievement of Secondary School Students in OrOke-Eri ijebu, Ogun Local Government Area of Oke-Eri ijebu, Ogun State, Nigeria was surveyed by Alika and Oke-Eri ijebu, Ogunsa (2012). Their study investigated the relationship between broken homes and academic achievement of students. Three research hypotheses were formulated to guide their study. The study was correlational because the study sought to establish the extent of relationship between broken homes and academic achievement. The statistical method used in analyzing the data was the Pearson product moment correlation coefficient (r). Reliable and validated questionnaires which were designed to elicit information on the hypotheses of study were used by the researchers. Six senior secondary schools were randomly selected for the study. One hundred and fifty respondents from single parent homes were used for the study. 25 respondents were randomly selected from six schools. Their results showed a significant relationship between broken homes and academic achievement of students. It was also discovered that female students from broken homes perform better in their studies than the male students, moreover, the result showed that low socio-economic status, also had an adverse effect on the academic performance of children from broken homes. The authors recommended that personal social counselling should be rendered to students from broken homes, with a view to counselling students who are experiencing some challenges.

**CHAPTER THREE**

**RESEARCH METHOD**

In this chapter the procedure that was adopted for the study are presented under the following subheadings namely; design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**Design of the Study**

The study was employed of Ex post facto design or causal comparative design According to Eze (2005), ex post facto design is a systematic empirical inquiring in which the researcher does not have direct control on the independent variables because they are inherently not manipulated. Thus, the variable has already occurred and the researcher will start with the observation of a dependent variable. The research actually will study the independent variable (broken home) in respect to possible influence on the dependent variable (academic performance).

The justification for using this design in this study is because the researcher wants to find out the influence of broken homes on the academic performance of the students.

**Population of Study**

The population of this study consisted of all the junior 7,607 secondary school III students in Ogun state.

**Sample and Sampling Technique**

The sample size for this study was 450 junior secondary school students in Oke-Eri ijebu Local government area 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.

**Instrument for Data Collection**

Two different instruments were used for this study. The first instrument was Titled broken Home Questionnaire (BHQ) designed to collect data on students’ family structure (broken or intact) and their academic challenges. To measure academic achievement, the terminal average scores of the students was grouped as shown below:

Table I Scale for students academic achievement

|  |  |  |
| --- | --- | --- |
| **Students terminal academic achievement scale** | **Average score** | **Broken home** |
| Very Good | 100-70 |  |
| Good | 69-60 |  |
| Average | 50-59 |  |
| Below average | 49-40 |  |
| Poor | 39-0 |  |

**Validation of the Instrument**

To determine the face validity of the instruments, initial copies of the instrument with purpose and research questions were administered to two experts from the Department of Guidance and Counselling and one lecturer from the Department of Measurement and Evaluation of University of Nigeria, Oke-Eri ijebu Local government area. They were specifically requested to assess the adequacy of the items in getting the required data, the quality of its language and the logicality of its arrangement. At the end, some items were removed, others restructured and new ones provided in their place. Their comments were strictly adhered to by the researcher to produce a final copy of the instrument.

**Reliability of the Instrument**

To determine the reliability of the instrument, it was trial tested on 20 students of Community Secondary School Esan local government, (who were from broken homes) which is outside the study area. Cronbach  Alpha method was adopted to measure of internal consistency coefficient of the questionnaire. Cronbach Alpha was considered appropriate because it ensured the homogeneity of items on the sections. The Cronbach Alpha values were 0.97 for Cluster A , 0.92 and for cluster B, (see appendix). The results indicated that the various sections are reliable.

**Method of Data Collection**

The direct delivery methods by the researcher was used to administer and collect the copies of instrument from the respondents by the researcher. In each school, the selected respondents for the study were assembled in a convenient classroom where the questionnaire were administered to them to be filled. The respondents were assured of confidentiality. The researcher involved ten research assistants who helped in administering and collecting the instrument from them on same day. The research assistants were selected from among the teachers in the schools. The research assistance were instructed on what to do to enable them better assist the researcher. With regards to students achievement data, the result from the school records were matched with students’ family structure.

**Method of Data Analysis**

Mean and standard deviation was used to answer the research questions. The acceptable criterion mean will be 2.50. Any response with a mean rating of 2.5 and above was considered acceptable while mean rating below 2.5 will be rejected. The t-test statistic was used to test the null hypotheses at 0.005 level of significance.

**Ethical Consideration**

The study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**RESULT**

This chapter deals with the presentation of the results of the analysis of data collected. The results from both records of students academic achievement records and survey is hereby presented based on the research questions thus:

**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 |  |  |
| **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** | 1am 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 texbooks, financial problems, irregularity to school, poor academic performance and inability to concentrate while in school.

**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 |  |  |
| **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.

**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 |  |  |
| **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** | 1 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 emotional 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 children based on gender?

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

|  |  |  |  |
| --- | --- | --- | --- |
| Students terminal academic achievement | Score catOke-Eri ijebu ies | 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 suggest that both males and females from broken homes do not perform well in their academics.

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

Tables 5: Table IV: Mean and standard deviation on the influences of broken homes on academic achievement of junior secondary school children based on location

|  |  |  |  |
| --- | --- | --- | --- |
| Students terminal academic achievement | Score catOke-Eri ijebu ies  | 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.

**CHAPTER FIVE**

**SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATION**

**Summary of the Study**

This study investigated the influence of broken homes on the Children from broken homes within Oke-Eri ijebu Local government area of Oke-Eri ijebu, Ogun state. The study was guided by five research questions. Ex-post facto and design was adopted for the study. The sample size for the study comprised of 450 secondary school students from broken homes. Two different instruments were used for this study. The first instrument was titled broken Home Questionnaire (BHQ) designed to collect data on students’ family structure (broken or intact) and their academic challenges Oke-Eri ijebu Local government areawhile the second was students academic performance checklist. The data were analysed using mean standard deviation. The major findings of the study revealed that secondary school students from broken homes within face education challenges like lack of sufficient text books, inability to meet education related financial obligations, poor academic performance and lack of concentration while in school. Also, result showed that secondary school students from broken homes within Oke-Eri ijebu Local government area 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 Oke-Eri ijebu Local government area face social challenges like neglect, prone to sickness due to malnutrition, discrimination against by peers and intimidation. Result also showed no significant statistical difference in the mean academic achievement scores of secondary school students from broken homes based on gender and no significant statistical difference in the mean academic achievement scores of secondary school students from broken homes based on location.

**Conclusions**

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

\* Children from broken homes within Oke-Eri ijebu Local government area are faced with challenges in their academic pursuit, ranging from lack of learning materials, to psychological trauma, to parental neglect among others.

\* Children from broken homes within Oke-Eri ijebu Local government area face social challenges like neglect, prone to sickness due to malnutrition, discrimination against by peers and intimidation.

\* Children from broken homes within Oke-Eri ijebu Local government area face emotional challenges like emotional stress, despair, inferiority complex, feeling insecure and unhappiness.

\* Children from broken homes in Oke-Eri ijebu Local government area are less likely to achieve academic success than their counterpart from intact homes.

**Recommendations**

Based on the findings of this study and the educational implications, 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 Children in Oke-Eri ijebu Local government area.

3. School teachers should pay special attention to the challenges faced by Children from broken homes with the aim of assisting them over come such problems.

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APPENDIXE

QUESTIONNAIRE

Instruction: Please, kindly fill your responses to these questions as they apply to you. Tick []

where applicable.

PART I:

1. Gender: Male ( )Female( )

2. Location: Urban ( ) Rural ()

3. I am not living with my mother because she is separated from my father

Yes ( )

No ( )

4. I am not living with my father since she separated from my mother Yes No

PART Il: Kindly, read through the following items and tick [] in the column, the answer that best corresponds to your experience.

key: SA = Strongly Agree, A= Agree, D = Disagree, SD = Strongly Disagree.

What are the challenges students from broken homes face?

Cluster A: EDUCATIONAL CHALLENGES

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/NO** | **Items** | SA | A | D | SD |
| 1 | I lack learning materials such as textbooks |  |  |  |  |
| 2 | I always have financial problem in the school  |  |  |  |  |
| 3 | 1am always absent from school  |  |  |  |  |
| `4 | I I often disobey school rules and regulation  |  |  |  |  |
| 5 | I always perform poorly in terminal examinations  |  |  |  |  |
| 6 | I am always confused in the school  |  |  |  |  |
| 7 | I am overloaded with house chores  |  |  |  |  |
| 8 | I am always hungry in the school  |  |  |  |  |

**Cluster B: EMOTIONAL CHALLENGES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/NO** | **Items** | SA | A | D | SD |
| 1 | I am always experience emotional stress  |  |  |  |  |
| 2 | I am always isolated |  |  |  |  |
| 3 | I have feeling of inferiority complex |  |  |  |  |
| 4 | I am always unhappy in the school  |  |  |  |  |
| 5 | I always feel insecure in the school  |  |  |  |  |
| 6 | I am always despair  |  |  |  |  |

**Cluster C: SOCIAL CHALLENGES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/NO** | **Items** | SA | A | D | SD |
| 1 | I am always neglected by my father  |  |  |  |  |
| 2 | I am always neglected by my mother  |  |  |  |  |
| 3 | I am prone to sickness due to malnutrition  |  |  |  |  |
| 4 | 1 am always discriminated against by my peers  |  |  |  |  |
| 5 | I am verbally abused in the public  |  |  |  |  |
| 6 | I have no cordial relationship with my mother |  |  |  |  |
| 7 | I have no cordial relationship with my father |  |  |  |  |
| 8 | I am always intimidated by my peers  |  |  |  |  |