Broken-home and Social Support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State

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Abstract
This study investigated the relationship between broken homes and social support in Giwa Educational Zone, Kaduna State. It was guided by three objectives, three research questions and three hypotheses. The study adopted correlational research design. The population of the study included six thousand and seventy eight (6,078) SSS II students in public Senior Secondary Schools in Giwa Educational Zone of Kaduna State. A sample of 327 students was used. Two instruments used for this study included a questionnaire on impact of broken home and perceived social support scale. Both instruments were validated and they have reliability of 0.76 and 0.94 respectively. The generated data was analysed using Pearson Product Moment Correlation (PPMC). Findings indicated that the three components of broken homes investigated, namely separation, divorce and death had significant relationship with social support among Senior Secondary School Students. It was recommended, among others, that counsellors should organize seminars and workshops on the dire need for parents to stay together as husbands and wives and avoid broken homes.
Keywords: broken, home, social, support, students

Introduction

The child's home is a primary agent of education where the child acquires socialization. The home lays the psychological, moral and spiritual foundation for the overall development of the child (Ogbeide, Odiase & Omofuma, 2013). A stable home

is the one that consists of the father, mother and children without separation, divorce, death of one or both parents, desertion or single parenthood (Achilike, 2017). The relationship between couples must be cordial in order to breed peaceful coexistence and understanding; the absence of which breeds instability and frustration in children. Broken homes exist where children are left to their own ideas and solutions due to lack of care, affection and control by their parents (Omoruyi, 2014). Broken homes are, thus, affected by divorce, separation, death of one or both of the parents, desertion or single-parenthood. Terms such as adopted children, divorce, separation and parental deprivation are usually associated with broken homes.

Researchers such as Achilike (2017) and Omoruyi (2014) have shown that broken homes are fertile breeding grounds for children's stress, tension, lack of motivation, frustration and depression. Iyanda (2005) and Lord (1998) are of the view that death has consequential negative emotion conjured in the minds of the bereaved and has been personified in most cultures as a thief and inconsiderate spirit that snatches away significant people or a loved one, therefore, it ladens people with grief which generates emotional and physical changes that are detrimental to human well-being.

Social support refers to social resources, social assets, or informal organizations that individuals can utilize when they need help, guidance, consolation, assurance or support. Social support alludes to an assortment of material and enthusiastic backings a man gets from others. It is generally described as the nearness and availability of people whom we can depend on; individuals who let us realize that they think about, care for and respect us. Social support alludes to the perceived comfort, help or assistance an individual obtains from another person or group of persons (Cobb cited in Abdullah & Singh, 2019). Example is a community organization or family, who can offer support and shared protection at the time of threat and when it is necessary.

It is important to observe that social support derives from the social roles people enact in their daily lives. Social roles contribute to individuals' social integration, and are an important source of self-esteem (Abdullah & Singh, 2019). On the other hand, Malecki and Demaray (2002) refer to social support as "an individual perceptions of general support or specific supportive behaviours (available or enacted upon) from people in their social network, which enhances their functioning or may buffer them from adverse outcomes". Social support can also be referred to the experience of being valued, respected, cared about, and loved by others who are present in one's life (Gurung in Aris & Yasin, 2011). It may come from different sources such as family, friends, teachers, community, or any social groups to which one is affiliated. Social support can come in the form of tangible assistance provided by others when needed which includes appraisal of different situations, effective coping strategies, and emotional support. It has long been recognized that the characteristics and quality of

social support are central to the individual's adjustment. Marina (2020) posited that perceived support is positively associated with divorce, and that perceived emotional support also positively predicts divorce risk.

Statement of Problem

A family is either broken or intact/unbroken. A child will be well behaved and emotionally stable when both parents discharge their respective duties towards the child. The parents are the foundational socializing agent that the child knows since his arrival on the world. The family sets the educational basics before the child starts schooling, and the personality that will be exhibited by him is determined by his experiences in the home. Both parents have vital roles to play towards education and material or enthusiastic support of their child. Life in broken home is generally tough for both the children and their parents as they are faced with limited financial resources, re-organization of living routines and assumption of new living patterns. The absence of one or both parents deprives young children stable love, care, security and total support that they have been accustomed to. Most homes are not intact in some places in Kaduna state as a result of separation, divorce or death and the quest for overseas trips to make more money. Children from many of the homes exhibit behaviour like drunkenness, sexual abuse, truancy, drug abuse, smoking, disrespect, and these in turn affect their social supports. Thus, the study is set to find out the "relationship between Broken-home and Social Support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

Objectives of the Study

    i. To find out the relationship between separation as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

    ii. To find out the relationship between divorce as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

    iii. To find out the relationship between death as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

Research Questions

    i. What is the relationship between separation as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State?

    ii. What is the relationship between divorce as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State?

iii. What is the relationship between death as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State?

Hypotheses

Ho1: There is no significant relationship between separation as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

Ho2: There is no significant relationship between divorce as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

Ho3: There is no significant relationship between death as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

Methodology

This research employed correlational design. According to Mitchell and Jolley (2007), when researchers want to find out the relationship between two or more variables, then correlation design should be used. This design is a form of descriptive research undertaken when dealing with systematic collection of data or information from a population through the use of personal interview, opinion scale, questionnaire and observation. This enables the researcher to make generalization at the end of the research. This study involved an investigation of entire population of people by collecting data from sample drawn from the population and assuming that these samples are true representation of the entire population. Since the population of this study is large, and samples are to be drawn to represent the entire population, correlation method is appropriate to that effect.

The population of the study consists of all the SSS II students in public Senior Secondary Schools in Giwa Educational Zone of Kaduna State. A total population of six thousand and seventy eight (6,078) students, comprising 3,422 males and 2,656 females is the population of the study. The sample size for this study is 361 male and female SSII students proportionately selected from all public senior secondary schools in Giwa Educational zone. The researcher purposely target SS II students because they are available throughout the study period. The sample of the study was determined through the use of Krejcie and Morgan table of determining a sample size. According to Krejcie and Morgan (1970), a population of 6,078 will require a sample of 361. However there is mortality of 34 out of 361, therefore 327 was used for the data analysis.

Two instruments were used for this study. The instruments are self-designed questionnaire on impact of broken home and perceived social support scale. The self-designed questionnaire, titled "Impact of Broken Home among Secondary School Students Questionnaire" (IBHSSSQ) consists of 24-items with five likert scales ranging from Strongly Agreed (SA), Agreed (A), Undecided (UN), Disagreed (D) and Strongly Disagreed (SD). The 24 items were comprised of 8 items from each of the components of broken homes, including separation, divorce and death. The questionnaire had two sections A and B. Section A was biographic data of the Students, while section B consisted of the 24-items. Perceived Social Support Scale (PSSS20) was adapted from Procidano and Heller (1983), and consists of 20 items. The PSSS20 measures perceived quantity and quality of social support with two, 10-item subscales for familial and friend support. Responses are on a 5-point Likert format ranging from strongly agree to strongly disagree. Total scores range from 0 to 40 on each subscale; a higher score indicates greater perceived family or friend support.

In order to ascertain the validity of the instruments, the researchers submitted the copies to experts for validation. The instruments were validated by experts in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. All the two instruments were validated to determine the face and content validity, their relevance and appropriateness for the study. The instruments are reliable as both have an appreciable internal consistency. The broken home questionnaire has the internal consistency of .76, while Perceived Social Support Scale (PSSS20) has the internal consistency of .94. These reliability measures were determined by the use of Cronbach's Alpha. These reliability coefficients show that the instruments are reliable to collect data for the research.

The data collected were analyzed using descriptive and inferential statistics. Pearson Product Moment Correlation (PPMC) was used to test the study hypotheses. The hypotheses were tested at 0.05 alpha level of significance. SPSS version 25.0 was used for the analysis.

Presentation of results

Ho1: There is no significant relationship between separation as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

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Table 1: Pearson Product Moment Correlation (PPMC) statistics on the relationship between separation as a component of broken-home and social support

Variables	N	Mean	Standard Deviation	Df	Correlation index r	Critical r	p
Separation	327	61.14	10.17				
				325	0.961**	0.113	0.016
Social support	327	72.44	12.37				

**Correlation is significant at the 0.01 level (2-tailed); P < 0.05

Results of the Pearson Product Moment Correlation (PPMC) statistics revealed that significant relationship exists between separation as a component of broken-home and social support; this is because the calculated p value of 0.016 is lower than the 0.05 alpha level of significance and the computed correlation index (r value) of 0.961 is higher than the 0.098 critical r level at df 325. This implies that the relationship between separation as a component of broken-home and social support is directly proportional. Therefore the null hypothesis which states that there is no significant relationship between separation as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State, is hereby rejected.

Ho2: There is no significant relationship between divorce as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

Table 2: Pearson Product Moment Correlation (PPMC) statistics on the relationship between divorce as a component of broken-home and social support

Variables	N	Mean	Standard Deviation	Df	Correlation index r	Critical r	p
Divorce	327	60.06	10.01				
				325	0.841**	0.113	0.030
Social support	327	72.44	12.37				

**Correlation is significant at the 0.01 level (2-tailed); P < 0.05

Results of the Pearson Product Moment Correlation (PPMC) statistics revealed that significant relationship exists between divorce as a component of broken-home and social support, reason being that the calculated p value of 0.030 is lower than the 0.05 alpha level of significance and the computed correlation index (r value) of 0.841 is higher than the 0.098 critical r level at df 325. Therefore the null hypothesis which states that there is no significant relationship between divorce as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State, is hereby rejected.

Ho3: There is no significant relationship between death as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State.

Table 3: Pearson Product Moment Correlation (PPMC) statistics on the relationship between death as a component of broken-home and social support

Variables	N	Mean	Standard Deviation	Df	Correlation index r	Critical r	p
Death	327	62.16	10.32				
				325	-0.738**	0.113	0.037
Social support	327	72.44	12.37				

**Correlation is significant at the 0.01 level (2-tailed); P < 0.05

Results of the Pearson Product Moment Correlation (PPMC) statistics revealed that significant relationship exists between death as a component of broken-home and social support; reason being that the calculated p value of 0.037 is lower than the 0.05 alpha level of significance and the computed correlation index (r value) of 0.738 is higher than the 0.098 critical r level at df 325. Therefore the null hypothesis which states that there is no significant relationship between death as a component of broken-home and social support among secondary school students in Giwa Educational Zone Kaduna State, is hereby rejected.

Discussion of the findings
Finding of this study revealed that significant relationship exists between separation as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State. The finding is in line with that of Omoruyi (2014), that broken homes are affected by divorce, separation, death of one or both of the parents, desertion or single-parenthood.

The second finding of this study revealed that significant relationship exists between divorce as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State. This finding is in line with that of Marina (2020), who reported that perceived support is positively associated with divorce; and that perceived emotional support also positively predicts divorce risk.

Another finding of this study revealed that significant relationship exists between death as a component of broken-home and social support among Senior Secondary School Students in Giwa Educational Zone, Kaduna State. This finding agrees with that of Iyanda (2005) and Lord (1998), who averred that death has consequential negative emotion conjured in the minds of the bereaved and has been personified in

most cultures as a thief and inconsiderate spirit that snatches away significant people or a loved one; therefore, it ladens people with grief which generates emotional and physical changes that are detrimental to human well-being.

Conclusion

It is revealed that separation, divorce and death as components of broken-home affect individuals' social support. Broken homes are fertile breeding grounds for children's stress, tension, lack of motivation, frustration and depression.

Recommendations

  i.   Psychologists and religious leaders should preach and train parents on the dire need for them to stay together as husbands and wives in order to avoid problem of separation.

  ii.   Counselling Psychologists should organize seminars and workshops on the dire need for parents to stay together as husbands and wives, and on how to avoid the problem of divorce.

  iii. The government and non-governmental organisations should pay attention to, and support students whose parents are dead.

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