Broken Home and Academic Performance among Junior Secondary School Home Economics Students in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria

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Abstract
The study adopted correlational design to investigate the relationship between Broken Homes and Academic Performance. It was guided by three research questions and three null hypotheses. The population included two thousand two hundred (2,200) JSS III students in public Junior Secondary Schools in Kabusa; this comprised of 1,018 males and 1,182 females. The sample was 327 male and female JSS III students that were proportionately selected from all public Junior secondary schools in Kabusa Educational zone. A self-design questionnaire on impact of broken home, and academic performance scale were used for this study. The data collected were analysed using descriptive and inferential statistics. Pearson Product Moment Correlation PPMC was used to test the hypotheses at 0.05 level of significance. The results of the analysis showed that significant relationships exist between separation as a component of broken-home and academic performance, divorce as a component of broken-home and academic performance and death as a component of broken-home and academic performance. It was recommended that the government should create academic and counselling units in schools so that personal social counselling

can be rendered to students from broken homes, with a view to remedying the challenges faced by these students.

Keywords*: academic, performance, broken, homes, divorce.*

Introduction

Education is the process by which a society preserves its accumulated knowledge, skills and values by imparting them to its members especially the younger generations. According to Adepoju and Akinwumi (2004), it is a weapon for acquiring skills, relevant knowledge, and habits for surviving individuals in a fast-changing and innovative world. Therefore, education is a means by which an individual is developed, so that he/she will be able to live efficiently and effectively in the society and contribute to its advancement and uplift. Apparently, the introduction of Home Economics in the Nigerian curriculum was borne out of its usefulness in addressing skill needs of students and to ensure that all secondary school leavers are more productive, independent and self-reliant in their future endeavours. However, the main challenges in secondary school education seem to be academic performance of students which are as a result of the child's home. A child's home is a primary agent of education where the child acquires socialization within the family. Li and Qiu (2018) affirm that families affect children's learning behaviours and academic achievement in so many important ways, as they are the primary and most significant environments that the children are exposed to.

The family is the smallest, most sensitive and important social system that is furnished and facilitated by a social society as a large social system. According to Shirina (2013), the family is the child's first place of contact with the world. Parental relationship plays a very important role in determining the academic performance of their children in school. Children that grow up in a broken home are unlikely to develop their academic potentials to the fullest while children brought up in stabilized and organized homes are more likely to develop to a full-fledged individuals being able to discover their academic and other attributes leading to success in life's endeavour (Igbinosa, 2014). The home lays the psychological, moral and spiritual foundation in the overall development of the child (Ogbeide, Odiase & Omofuma, 2013). 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. Structurally, a family home is either broken or intact (stable). Marina (2020) reported that perceived support is positively associated with divorce; perceived emotional support also positively predicts divorce risk.

A stable home is the one that consists of the father, mother and children without separation, divorce, and death of one or both parents, desertion or single parenthood

(Achilike, 2017). The incidences of broken marriages are on the increase, as well as the failure of children in all levels of education (Bubelwa, 2014). The psychological development of the adolescent is greatly influenced by the structure of the family in which adolescent is raised (Alec & Babara, 2014)

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 home is generally associated with increased stress and emotional difficulties among adolescents due to the amount of family conflict experienced by the adolescents in the process preceding and after the occurrence of separation and divorce. 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. 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 (Iyanda, 2005). 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. Children from broken homes are likely to stay away from school because their parents can no longer monitor them effectively. Such children may also have identities such as laziness, low academic performance and social instability because they will not be able to settle down for meaningful achievements. This in turn, influences their normal adjustment to academic, emotional and social spheres while in school. The lack of attention from parents therefore, influences the overall development of children especially, their academic, emotional and social performances (Alika & Edosa, 2012).

Academic performance refers to how well students deal with educational demands; such as motivation to complete academic requirement, academic effort and satisfaction with academic environment. In the school setup, living with other students in hostels, fields and halls can be very challenging problems especially when they come from diverse socio-cultural environments (Lakhani, Jain & Chandel, 2017). Academic performance can be influenced by many factors, but the impact family relationships play on an adolescent's scholastic achievement alongside the development of the adolescent cannot be overemphasized. This may be associated with tensions in the home, family discord or family instability (Akpeli, 2019). Agbo (2011) stated that challenges resulting from broken homes cumulatively produce an emotionally barren atmosphere in the home. Parental loss has also been found to negatively affect children's academic performance and educational attainment; reduce likelihood of enrollment and graduation as well as lower mean grades, accompanied by reduced

expectations and aspirations for future education and career in bereaved children (Burrell, Mehlum, & Qin, 2019).

The gradual development of these problems till its full manifestation directly affects the emotions of growing children especially young adolescents in junior secondary school III and can adversely disrupt the level of concentration and learning abilities of these children in school. Thus, the family structure a child emanates from can seriously affect the academic performance of an individual especially at that crucial stage of development.

Statement of Problem
A family is either broken or intact. 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 a child knows since his arrival to 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, reorganization 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 they have been accustomed to. Many homes are not intact in some places within Kabusa Educational Community of Federal Capital Territory, Abuja, Nigeria as a result of separation, divorce or death and the quest to make more money fast through illegal deals. Children from most of the homes exhibit behaviour like drunkenness, sexual abuse, truancy, drug abuse, smoking, disrespect which in turn affect their academic performance. Study conducted by Hetherington, Cox, and Cos (1995), further confirms that children in one parent household not only do or perform poorly in school because they tend to lack self-control, but also become disruptive in the classrooms, instead of paying attention to what is being taught in class. It is in this regard that the researchers sought to assess the relationship between broken homes and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

Objectives of the study
This study sought:
    i.   to find out the relationship between separation as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

ii. to find out the relationship between divorce as a component of broken-home and academic performance among Junior Secondary School Students in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

iii. to find out the relationship between death as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

Research questions

i.   What is the relationship between separation as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria?

ii. What is the relationship between divorce as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria?

iii. What is the relationship between death as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria?

Hypotheses

Ho1: There is no significant relationship between separation as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

Ho2: There is no significant relationship between divorce as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

Ho3: There is no significant relationship between death as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

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. Questionnaire is a form of inquiry document, which contains a systematically complied and well organised series of questions intended to elicit the information which will provide insight into the nature of the problem under study (Annum, 2017). This study involved an investigation of entire population of people or items under the study 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 were drawn to represent the entire population, correlation method is appropriate to that effect. The population of the study consists of all the JSS III students in public Junior Secondary Schools within Kabusa Educational Community in the Federal Capital Territory, Abuja, Nigeria. A total population of two thousand two hundred (2,200) students, comprising 1,018 males and 1,182 females were the population of the study. The sample size for this study was 327 male and female JSS III students that were proportionately selected from all public junior secondary schools in Kabusa Educational community. The researchers purposely targeted JSS III students because they were 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 2,200 will require a sample of 327 which was used for the study.

Two main instruments were used for this study. The instruments are self-designed questionnaire on impact of broken home, and academic performance scale. The self-designed questionnaire consists of 24-items with five likert scales ranging from Strongly Agreed (SA), Agreed (A), Undecided (UN), Disagreed (D) and Strongly Disagreed (SD). Each component, including separation, divorce and death, had 8-items. It also consists of two sections, namely section (A): Biographic Data of the Students while section (B) consists of the 24-items. The Scale for academic performance was adapted and consists of 20 items. The scale measured academic performance of Home Economics Students in Junior Secondary III. Responses were on a 5-point Likert format from strongly agree to strongly disagree. Total scores ranged from 0 to 40 on each subscale; a higher score indicates better academic performance

The instruments were validated by expert in the Department of Home Economics and Educational Psychology, 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 were reliable as both have an appreciable internal consistency. The broken home questionnaire has the internal consistency of .76, academic performance instrument has internal consistency of .94.

These reliability measures were determined by the use of Cronbach 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 academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

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

Variables	N	Mean	Standard Deviation	Df	Correlation index r	Critical r	p
Separation		61.14	10.17				
	327			325	0.961**	0.098	0.015
Academic performance		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 academic performance; reason being that the p-value of 0.015 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 academic performance are directly proportional. Therefore the null hypothesis which states that there is no significant relationship between separation as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, is hereby rejected.

Ho2: There is no significant relationship between divorce as a component of broken-home and academic performance among Home Economics Students in Junior

Secondary Schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

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

Variables	N	Mean	Standard Deviation	Df	Correlation index r	Critical r	P
Divorce	327	60.06	10.01				
				325	0.841[**]	0.098	0.029
Academic performance	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 academic performance; reason being that the p-value of 0.029 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 academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community, is hereby rejected.

Ho3: There is no significant relationship between death as a component of broken-home and academic performance among junior Home Economics students in junior secondary schools in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

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

Variables	N	Mean	Standard Deviation	Df	Correlation index r	Critical r	P
Death	327	62.16	10.32				
				325	-0.738[**]	0.098	0.036
Academic performance	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 academic performance; reason being that the p-value of 0.036 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 at df 325. Therefore the null hypothesis which states that there is no significant relationship between death as a component of broken-home and academic performance among Home Economics Students in Junior Secondary Schools in Kabusa Educational Community 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 academic performance among Junior Secondary School Students in Kabusa Educational Community of Federal Capital Territory, Abuja, Nigeria. The finding is in line with that of Alika and Edosa (2012), which states that lack of attention from parents, influences the overall development of children especially, their academic, emotional and social performances.

The second finding of this study revealed that significant relationship exists between divorce as a component of broken-home and academic performance among Junior Secondary School Students in Kabusa Educational Community in Federal Capital Territory, Abuja, Nigeria. This finding is in line with that of Marina (2020) that perceived support is positively associated with divorce, perceived emotional support also positively predicts divorce risk.

Finding of this study revealed that significant relationship exists between death as a component of broken-home and academic performance among Junior Secondary School Students in Kabusa Educational Community of Federal Capital Territory, Abuja, Nigeria. This finding agrees with that of Burrell, Mehlum, and Qin (2019), whose study revealed that parental loss has been found to negatively affect children's academic performance and educational attainment; reduce likelihood of enrollment and graduation as well as lower mean grades, and is accompanied by reduced expectations and aspirations for future education and career in bereaved children.

Conclusion

In view of the findings which revealed that separation, divorce and death as components of broken-home affect students' academic performance, it is hereby concluded that relationship exists between broken home and academic performance of Junior Secondary School Home Economics Students in Kabusa Educational Community, Federal Capital Territory, Abuja, Nigeria.

Recommendations

From the findings of the study, the following recommendations are made:

1. That the government should create academic and counselling units in schools, so that personal social counselling can be rendered to students from broken homes, with a view to counselling students who are experiencing some challenges.

2. Parents should critically consider the implications of broken homes and adopt appropriate means to stay together and take joint custody of the children.

3. Principal and teachers should monitor the affairs of students from broken homes and counsel them from time to time in their schools.

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