

## ***Home Background and Academic Performance of Secondary School Students in Oredo Local Government Area of Edo State***

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### **Abstract**

*This research work investigated the influence of home background on the academic performance of secondary school students in Oredo Local Government Area of Edo State. Descriptive survey methodology was employed for this investigation. The data was gathered using the results of the English Language Arts and Mathematics sections of the Academic Performance Test which was administered on a sample of 115 secondary school students out of which 55 students had parents who were separated, and 60 students had parents whose marriages had ended in breakup/divorce. The t-test statistics was used to test the hypothesis at 0.05 level of significance, and the mean and standard deviation were used to answer the research question. Findings indicated that secondary school students in the research region suffer a substantial decline in performance when their parents separated or brokeup. The results of this study led to the recommendation that students whose parents are no longer together should get counselling and other supporting services from counsellors, teachers and school administrators in order to help them concentrate on their schoolwork. Counselling should be made available to all students with the goal of improving their academic performance.*

**Keywords:** home, background, academic, performance, students

### **Introduction**

A child's initial group of friends is his or her family. This means that the home is often the first place a youngster learns about the world outside of school. Nothing can replace the mental, moral, and spiritual groundwork supplied by one's own family. Children from broken homes can easily be distracted, and a child who grows up in a family where his or her parents are no longer together has the tendency to miss out on the social and psychological advantages that come from having father and mother figures to look up to and follow.

What a child can accomplish when assessed or evaluated on the content that has been taught is academic performance (Otu-Danquah, 2002). The factors that impact students' academic performance in the classroom are both internal and external factors, personal factors such as the students' intelligence, knowledge, and abilities, and institutional

factors which include parental and societal pressures, teachers' living and working situations, and the quality of the student-teacher interaction. Disagreement between parents has been related to a variety of poor effects for children, including worse academic performance and lower socioeconomic status.

Olatunde and Abisola (2010) conducted research on adolescent girls from single-parent homes at secondary schools in Ibadan, Nigeria. Their findings indicated, among other things, that there is a significant gap in the academic performance of adolescents from broken and intact families in middle school and high school. In their work, Ogbeide et al. (2013) reported that academic achievement was worse among children from broken families compared to that of those from stable homes. Students from intact families were shown to have fared better academically than those from less stable homes. A child's capacity to perform in school may be negatively impacted by the stress, worry, lack of drive, and discontent that can occur at parents' divorce. Igbinosa (2014) reported that children whose parents never married or divorced had a higher risk of mental health problems.

Frank (2012) noted that students whose families were unstable also performed poorly in school. On average, students from stable families did better on standardized tests than those from unstable homes. Children of divorced or separated parents have a harder difficulty, emotionally, adapting to their new normal. He, however, mentioned that not every youngster from a broken home performed poorly in school. Students' academic performance was shown to be significantly influenced by their home environments, which makes sense given that learning takes place via one's circumstances, whether at home or at school.

Home background has positive or negative effects on academic performance. According to Uwaifo (2008), children living in two-parent and single-parent families had strikingly different levels of academic success. Peter (2005) argues that children do best when nurtured by a loving, involved parental duo who encourage but do not stifle their children's curiosity about the world and their own unique interests. Children from single-parent households could also experience low GPAs, test scores, and dropout rates than their two-parent counterparts. According to research by Ballantine and Hammerick (2009), children from single-parent households had worse GPAs, test scores, and dropout rates than their two-parent counterparts.

Also, Wisemen (2011) argues that the loss of parental support, whether temporary or permanent, may be devastating for a child. Salihu (2008) reported a connection between student's parents' divorce, their level of social adjustment, and their performance in school. The student's home life may have an impact on how he performs in the classroom. Wisemen (2006) argues that parental participation greatly improves a child's academic outcomes.

It was observed by the researchers that it is not known whether home background has any influence on the academic performance of secondary school students in Oredo Local Government Area of Edo State. Thus, the influence of home background on the academic performance of secondary school students in Oredo Local Government Area of Edo State is not known. This study therefore, sought to find out whether there is any influence of home background on the academic performance of secondary school students in Oredo Local Government Area of Edo State. This study was delimited to the influence of parental separation and breakup on academic performance of secondary school students in Oredo Local Government Area of Edo State. This study was also delimited to secondary school students in Oredo Local Government Area, Edo State.

### **Research question**

1. What is the influence of parental separation and break up on academic performance of secondary school students in Oredo Local Government Area of Edo State?

### **Hypothesis**

**Ho1:** There is no significant influence of parental separation and breakup on academic performance of secondary school students in Oredo Local Government Area of Edo State.

### **Methodology**

Survey research method was used in this investigation. The researchers could not influence the independent variable. The goal of every survey is to characterize a population via the collection and analysis of relevant data. This study's design is appropriate for answering the research question at hand, which is how much influence separation and breakup have on students' academic performance in secondary schools in Oredo Local Government Area, Edo State, because the researchers intended to use sample data to characterize the entire population.

Due to the sensitive nature of the topic, it is not possible to ascertain the population of students whose parents are separated and brokeup/divorced. Therefore, 115 students were selected using the convenient sampling technique. This technique involves using available respondents as sample (Blaxter et al., 2002). Students whose response indicated that their parents were separated or brokeup/divorced were included for the study.

The researchers collaborated with the English Language and Mathematics Teachers to develop the "Home Background and Academic Performance Test" (HBAPT) to collect data. The instrument is divided into three sections, labeled "A," "B," and "C." The Academic Performance Test's Section B, on English Language, consists of 25 questions, while Section C, on Mathematics, consists of 25 items. Students' family situations, such as parental separation, divorce, or death, are included in Section A's

four biographical data fields. Two (2) points were awarded for each right answer on the English Language and Mathematics examinations, with no points deducted for any wrong answers. The justification of the instrument is based on the fact that respondents were not manipulated. The level of significance is 0.05.

The researchers used test-retest reliability, giving the instrument to the same group of 20 students from a secondary school in another Local Government Area of Edo State twice over the course of two weeks. The two sets of scores were compared using Pearson's product-moment correlation (PPMC) to see how they were related. Both the English Language and Mathematics sections of the instrument have high levels of internal consistency (0.82 and 0.76, respectively). The reliability coefficient for the instrument indicates that it has good internal consistency.

The researchers handed out the instruments in person. The instrument was administered over a three-week period. Respondents were given 50 minutes to complete the instrument. There were a total of 115 respondents.

### **Presentation of results**

**Research question 1:** What is the influence of parental separation and parental breakup on academic performance of secondary school students in Oredo Local Government Area, Edo State of Nigeria?

**Table 1:** Mean and standard deviation of academic performance of secondary school students whose parents are separated and breakup

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Separation	55	51.30	32.43
Breakup	60	47.56	23.92

Students whose parents had separated ( $n = 55$ ) had an average scholastic performance of 51.30 ( $SD = 32.43$ ), whereas students of broken up/divorced parents ( $n = 60$ ) had an average scholastic performance of 47.56 ( $SD = 23.92$ ). Students whose parents have divorced tend to have lower average grades, as seen in the table 1.

**Ho1:** There is no significant influence of parental separation and parental breakup on academic performance of secondary school students in Oredo Local Government Area.

**Table 2:** t-Test on effect of parental separation and breakup on academic performance

<b>Variables</b>	<b>No</b>	<b>Df</b>	<b>Mean</b>	<b>STD</b>	<b>tcal</b>	<b>P</b>
Separation	55		52.30	32.43		
Break up	60	114	47.56	23.92	1.108	0.271

Ns- Not Significant at 0.05 Level of significance

Table 2 shows that there was no difference between academic performance of students whose parents had separated and those whose parents had divorced. The results indicated a p-value of 0.271, a t-calculated value of 1.108 and df of 114. The p-value is greater than the 0.05 alpha criterion for significance. This showed that there was no statistically significant influence of parental divorce or separation on a student's performance in school.

### **Discussion of the findings**

Research question one sought to find out if there is any influence of parental separation and break up on academic performance of secondary school students in Oredo Local Government Area of Edo State. The findings of this research revealed that the academic performance of secondary school students in Oredo Local Government Area of Edo State is negatively affected by parental separation and breakup. The reason for this could be due to the fact that students' academic performance in the classroom is influenced by both internal and external, personal factors such as the students' intelligence, knowledge, and abilities and institutional factors which include parental and home environments. The findings of this study are in line with the findings of Ogbeide et al. (2013) who reported that academic achievement was worse among children from broken families compared to that of those from stable homes. Also, the findings of this work corroborate the findings of Igbinosa (2014) who argued that children whose parents never married or divorced had a higher risk of mental health problems.

The findings of this study are also in line with the findings of Frank (2012) who noted that students whose families were unstable also performed poorly in school. On average, students from stable families did better on standardized tests than those from unstable homes. Children of divorced or separated parents have a harder difficulty emotionally adapting to their new normal. He however, mentioned that not every youngster from a broken home performed poorly in school. Students' academic performance was shown to be significantly influenced by their home environments, which makes sense given that learning takes place via one's circumstances, whether at home or at school. Home background has positive or negative effects on academic performance. The findings of this study support the findings of Ballantine and Hammerick (2009), who reported that children from single-parent households had worse GPAs, test scores, and dropout rates than their two-parent counterparts.

Hypothesis one stated that there is no significant influence of parental separation and parental breakup on academic performance of secondary school students in Oredo Local Government Area. The findings of this study showed that there is no statistically significant influence of parental divorce or separation on a student's performance in school. Therefore, neither parental separation nor parental break up benefited secondary school students in the Oredo Local Government Area of Edo State. The reason for this could be due to the fact that parental and home environments have significant influence in academic performance of students as well as the fact that children from broken homes, can easily be distracted, have the tendency to miss out on the social and psychological advantages that come from having a father and mother living together. Parents also often withdraw from their children's life after a divorce. The findings of this study are not in line with the findings of Uwaifo (2008) who reported that children living in two-parent and single-parent families had strikingly different levels of academic success. The findings of this study differ from the findings of Salihu (2008) who noted that there is a connection between their parents' divorce, their level of social adjustment, and their performance in school. The findings of this study are also in line with the findings of Peter (2005) who argues that children do best when nurtured by a loving, involved parental duo who encourages but does not stifle their children's curiosity about the world and their own unique interests. The findings of this study are at variant with the findings of Ballantine and Hammerick (2009) who stated that children from single-parent households had worse GPAs, test scores, and dropout rates than their two-parent counterparts. The findings of this study corroborate the findings of Wisemen (2011) who reported that the loss of parental support, whether temporary or permanent, may be devastating for a child. The findings of this study are not in agreement with the findings of Wisemen (2006) who argued that parental participation greatly improves a child's academic outcomes.

### **Conclusion**

Base on the findings, the researchers concluded that in Oredo Local Government Area, separation and breakup between parents has negative effect on students' academic performance in Oredo Local Government Area secondary schools.

### **Recommendations**

The findings of this study should be used as empirical basis on the need for parents to live together in harmony in order to facilitate improvement on the academic performance of secondary school students in Oredo local Government Area, Edo State. School Counsellors, instructors, and administrators should assist students who are experiencing parental separation and breakup get back on track academically by listening to their concerns and rendering necessary assistance to the students.

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