

# ***THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES***

## **Impact of Broken Home on the Academic Achievements of Primary School Students in Nkanu West Local Government Area of Enugu State, Nigeria**

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**Abstract:**

*This study investigated the impact of broken home on the academic achievements of some selected primary school students in Nkanu Local Government Area. Five research questions guided the study. Questionnaire was used to elicit information from the respondents. The population for the study was eight primary schools in Nkanu Local Government Area of Enugu state. Through random sampling, three hundred (300) affected students and teachers were chosen out of the total population of about six thousand (6, 000) literature related to the study was reviewed. Data collected were presented in tables using means formular. The findings showed that children from broken homes are always late to school, they lack full concentration in class; they rarely complete their home work and school assignments. They loiter about the school compound because they lack learning materials. The findings from teachers showed that childlessness, issue of the sex of children, early marriage and parental involvement, academic and cultural differences contributed to broken home. The forms of marriage that contribute more to broken home are: court marriage, Islamic and traditional marriage. The findings showed that church marriage and monogamy marriage is the best form, since it is one man one wife and for better for worse till death do them part. Based on these findings, the researcher recommended that the Federal Government should create awareness through marriage training workshops, seminars and symposium on the causes and effect of broken home in children's academic achievements.*

### **1. Introduction**

Family is the basic unit of a society. This is the most important component of a country. A home is where a family lives. It may be alternated to the word "house" but a house is more appropriately referring to the material structure where as home refers to the intangible things that bind together the family members. It has the immeasurable love and care that keeps together the mother, father and their children. The family is an essential factor for a human well-being, everything about a man, his background, attitude, all his achievements, his honour and dignity, rallies on the structure of the family a man lives in with. Marriage on the other hand can be seen or viewed at as a legal union of two people i.e. a man and woman in love as husband and wife. In Nigeria marriage is regarded as an institution which every person gives much importance .

Umahi, (2009) states that, marriage is a system by which a society recognizes a man and a woman bounded by love to stay together as couples, have a sexual relationship and expect children which they will bring up together.

In Nigeria when a person is married he or she is expected not only to have children but also to give them the psychological emotional, moral and economic support with adequate education which will be of help to them in future.

Couples have the duty to give their children education which will enable them live happily, be stable emotionally, and acquire worth while knowledge, understanding and skills.

Egbo (2012), views broken home as a place where the parents engage themselves in quarreling, fighting suspecting, keeping late hours to the detriment of the children's primary drive for food, sleep and other basic needs.

Broken homes are in various aspects and these in various aspects and these include: Divorce, separation and Death. Agu (2012) defines divorce as permanent separation of husband and wife.

If there is no love, understanding and peace in the home children suffer and pay severely for it. Those children may be defective behaviourally and often they are not given worthwhile education training and skills which in turn may have a carry over effect which is always detrimental to the progress and stability of the society. Studies have shown that divorce though frowned at is on the increase amongst our youths. Hake (2000) lamented that after couples have made solemn and sacred contracts before the public, friends well wishers and family members as their witness to be together till death put them apart, the same couples fail victims to broken home within a short period in our modern society.

The influence of broken home on the academic achievements of the primary school students is beyond measure, when a home is broken, affected in many ways for example the girls amongst them may run into men in order to pay their school fees some of them may get pregnant in the process which might warrant them to quit, education entirely (Okoye, 2001). Nwosu (1991) noted that some girls too go after prostitution in a bid to also pay their school fees which may be difficult for their single parents. Boys also give in to robbery roistering in the school, joining criminal gangs and exhibiting all form of social vices.

In view of the incessant cases of broken homes seen in our society recently the researcher felt that such occasion do not go well with after effects on both the couples and their offspring, hence the study.

This is the concern of the researcher to find out the influence of broken home on the academic achievement of the students. This is with a bid to addressing it through counselling

## **2. Statement of the Problem**

Children from broken families exhibit behaviours like drug abuse, smoking, drunkenness, sexual abuse, truancy and disrespect for elders at the detriment of themselves, their family and the society as well.

## **3. Purpose of the Study**

The purpose of the study is to find out the impact of broken homes on the academic achievement of primary school students in Nkanu West Local Government Area of Enugu State, Nigeria

- i. To Find out the impact on the academic of both male and female students in Nkanu West local government Area.
- ii. To find out some of the causes of broken homes in Nkanu Local Government Area.
- iii. To find out the type of marriages that leads more to broken home.
- iv. To suggest the measures which the government would take in reducing ca
- v. home on the academic achieve ses of broken home to the barest minimum.

## **4. Research Question**

What are the impacts of broken home on the academic achievement of primary school students in Nkanu Local Government Area of Enugu State, Nigeria?

- i. What are the impacts of broken homes on the academic achievement of female students?
- ii. What are the causes of broken homes?
- iii. What type of marriage leads more to broken home?
- iv. What measures would the government take in reducing cases of broken homes?

## **5. Research Design**

The design employed in this investigation was a survey design. Osuala (2004) writes that design is a design in which a group or items are studied by collecting and analyzing data from few people or items considered to be a representation of the population.

## **6. Area of the Study**

The study was carried out in Nkanu West Local Government Area of Enugu State.

## **7. Population of the Study**

The population of this study is about (6,000) six thousand teachers and students drawn from primary schools in Nkanu local government Area.

## **8. Sample and Sampling Techniques**

Sample comprised of 300 respondents i.e. students and teachers selected through proportionate random sampling technique out of the total population .

## **9. Instrument for Data Collection**

The instrument for data collection was the questionnaire developed by the researcher. The questionnaire is named "Broken Home and Academic Achievement Questionnaire (BHAAQ).

## **10. Validity of the Instrument**

In order to ensure the validity of the instrument the researcher submitted the finished draft of the questionnaire to three experts, two in Guidance/Counselling and one in Measurement and Evaluation for face and content validity, some necessary corrections were made on their observation.

## **11. Reliability of Instrument**

The Test Re-test method was used to measure the reliability of the instrument. The instrument was administered to 12 people in Ezeagu Local Government Area of Enugu State, Nigeria. The scores were recorded after two weeks; the same instrument was administered again. The scores from the two weeks test were correlated to find the co-efficient of stability which stand at high degree of 0.85 after using two variable interval data of product moment.

## 12. Method of Data Collection

The researcher visited the various schools with the help of two trained research assistants and administered the questionnaire on respondents. The instruments were collected on completion to ensure 100% return.

## 13. Method of Data Analysis

The data obtained by the researcher from the respondents were presented in tables 1-5 and mean was used for the analysis. The response scale used was the Likert type of strongly Agree SA = 4 Agree A= 3 Disagree D= 2, Strongly Disagree SD =1

Since the maximum mark is 4 and the least is 1, the scale value (4, 3, 2, 1) was added together to get 10. This was divided by the number of scale values which is 4, and given a mean 2.5. A mean 2.5 and above will be used as for agree: below 2.5 as for disagree in the response scale. Therefore 2.5 is the cut off mark or point.

### 13.1. Research Question 1

What are the impacts of broken home on the academic achievements of the primary school pupils in Nkanu West Local Government Area of Enugu State, Nigeria?.

| S/N | ITEMS  | SA  | A  | D  | SD | $\bar{N}$ | FX   | $\bar{X}$   | Remarks  |
|-----|--|-----|----|----|----|-----------|------|-------------|----------|
| a.  | Lateness to school                             | 240 | 30 | 15 | 15 | 300       | 1095 | 2.65        | Accepted |
| b.  | Non concentration in class                     | 240 | 30 | 30 | 30 | 30        | 1020 | 3.4         | Accepted |
| c.  | Non completion of home work and assignments.   | 195 | 45 | 15 | 45 | 300       | 990  | 3.3         | Accepted |
| d.  | Low scores in continuous assessment and Exams. | 186 | 24 | 30 | 60 | 300       | 936  | 3.1         | Accepted |
| e.  | Inability to read fluently in class.           | 180 | 60 | 30 | 30 | 300       | 990  | 3.3         | Accepted |
|     | <b>Grand mean</b>                              |     |    |    |    |           |      | <b>3.35</b> | Accepted |

Table 1: Response chart

From the above table 1, the grand mean is 3.35. Then going by the decision rule all the items were accepted true of the impact of broken home on the academic achievement of primary school pupils.

### 13.2. Research Question 2

What are the impacts of broken home on the academic achievement of male/female primary school pupils in Nkanu local government area of Enugu State, Nigeria?

| S/N | ITEMS                                    | SA  | A  | D  | SD | $\bar{N}$ | FX   | $\bar{X}$   | Remarks  |
|-----|--|-----|----|----|----|-----------|------|-------------|----------|
| A   | Sleeping in class as a result of stress. | 210 | 36 | 24 | 30 | 300       | 1026 | 3.42        | Accepted |
| b.  | Stays alone in class.                    | 240 | 30 | 15 | 15 | 300       | 1096 | 3.65        | Accepted |
| c.  | Lack of interest in school activities.   | 195 | 45 | 30 | 30 | 300       | 1005 | 3.35        | Accepted |
| d.  | No enough time to read at home           | 219 | 51 | 21 | 9  | 300       | 1080 | 3.6         | Accepted |
| e.  | Low scores in continuous assessment      | 210 | 30 | 30 | 30 | 300       | 1020 | 3.4         | Accepted |
|     | <b>Grand mean</b>                        |     |    |    |    |           |      | <b>3.48</b> | Accepted |

Table 2

From the above table the grand mean is 3.4 showing that all the items are accepted true of the impact of broken home on the academic achievement of male/female primary school pupils.

### 13.3. Research Question 3

What are the causes of broken home in Nkanu Local Government Area of Enugu State, Nigeria?.

| S/N | ITEMS                                    | SA  | A  | D  | SD | $\bar{N}$ | FX   | $\bar{X}$   | Remarks  |
|-----|--|-----|----|----|----|-----------|------|-------------|----------|
| a.  | Inability to procreate.                  | 255 | 15 | 18 | 12 | 300       | 1131 | 3.77        | Accepted |
| b.  | The issue of sex of the children         | 198 | 42 | 36 | 24 | 300       | 1014 | 3.38        | Accepted |
| c.  | Early marriage and parental involvement. | 210 | 60 | 15 | 15 | 300       | 1065 | 3.55        | Accepted |
| d.  | Cultural differences                     | 150 | 60 | 60 | 21 | 300       | 939  | 3.1         | Accepted |
| e.  | Academic differences                     | 174 | 45 | 21 | 60 | 300       | 933  | 3.11        | Accepted |
|     | <b>Grand mean</b>                        |     |    |    |    |           |      | <b>3.38</b> | Accepted |

Table 3: Responses

From the above table, the grand mean is 3.38 showing that all the items were accepted true of the causes of broken home.

### 13.4. Research Question 4

What type of marriage in your own view leads to broken homes in Nkanu Local Government Area of Enugu State, Nigeria?.

| S  | ITEMS                | SA  | A  | D  | SD | $\bar{N}$ | FX   | $\bar{X}$   | Remarks  |
|----|----------------------|-----|----|----|----|-----------|------|-------------|----------|
| a. | Court marriage       | 29  | 51 | 12 | 18 | 300       | 1071 | 3.57        | Accepted |
| b. | Church marriage      | 195 | 45 | 36 | 24 | 300       | 1011 | 3.37        | Accepted |
| c. | Traditional marriage | 201 | 39 | 30 | 30 | 300       | 1011 | 3.37        | Accepted |
| d. | Islamic marriage     | 240 | 15 | 30 | 15 | 300       | 1080 | 3.6         | Accepted |
| e. | Polygamy marriage    | 210 | 30 | 30 | 30 | 300       | 1020 | 3.4         | Accepted |
|    | <b>Grand mean</b>    |     |    |    |    |           |      | <b>3.46</b> | Accepted |

Table 4: Responses showing the type of marriage that leads more to broken homes.

From the above table, the grand mean is 3.46. showing that all were accepted true of the types of marriage that leads more to broken home.

### 13.5. Research Question 5

What measures will Government take in reducing causes of broken home in Nkanu West Local Government Area.

| S/N | ITEMS                                    | SA  | A   | D   | SD | $\bar{N}$ | FX  | $\bar{X}$  | Remarks  |
|-----|--|-----|-----|-----|----|-----------|-----|------------|----------|
| a.  | Encourage monogamous family.             | 90  | 150 | 30  | 30 | 300       | 900 | 3          | Accepted |
| b.  | Encourage the adoption of children       | 75  | 75  | 90  | 60 | 300       | 765 | 2.55       | Accepted |
| c.  | Teach the evil effect of broken homes.   | 120 | 90  | 75  | 15 | 300       | 915 | 3.05       | Accepted |
| d.  | Stop court from accepting divorce cases. | 135 | 75  | 45  | 45 | 300       | 900 | 3          | Accepted |
| e.  | Compulsory marriage course.              | 90  | 30  | 120 | 60 | 300       | 750 | 2.5        | Accepted |
|     | <b>Grand mean</b>                        |     |     |     |    |           |     | <b>2.8</b> | Accepted |

Table 5

From the table above the grand mean is 2.8 showing that all the items were accepted true of score measures government would take in stopping cases of broken homes.

### 14. Discussion of Findings

The findings on table 1. showed the impact of broken home on academic achievement of primary school pupils lead to five problems. It includes lateness to school, non concentration in class work, non completion of home work and assignment, inability to read fluently in class. These findings agree with the findings of Egbo (2012) who identifies the feeling of inferiority complex, self pity, disappointment and resentment in children from broken home.

The findings on table 2 showed that the impact on students includes sleeping in class, lateness to school, loitering on the school compound and failure in examinations. These findings agreed with the findings Anagbogu (2010) sees broken home as a home where parents quarrel, fight much so regularly that children become over tensed, greatly disturbed.

The findings on table 3, on the causes of broken homes include childlessness early marriage and parental involvement cultural and academic differences, this findings agreed with the findings of Okedaa (2003) who stated that differences in culture can bring clashes, and conflicts among married couples . The findings on table 4 showed that cases of broken homes are more rampant in marriage contracted in the court.

The findings on table 5 states that the monogamous family is among the best form of marriage since it is one man, one wife. The children from such homes are well catered for in terms of academics.

The analysis suggests that seminars and marriage training workshop should be organized to teach the evil effect of broken homes.

### 15. Recommendations

Based on the findings, it is recommended that:

- i. Government should help establish counselling centers for the settlement of family problems.
- ii. There should be inculcation of the family living in the primary school curriculum
- iii. Couples should be intimated into the issues in marriage and family through counselling so as to help them understand what marriage and family entail.
- iv. The government should create awareness through marriage training workshops, seminars and symposium on the causes and impact of broken homes in children's academic achievement in particular and society at large.
- v. Government should establish decree/law that will be guiding marriage, and the court that will try marriage cases, and when found guilty, the convict must be punished based on merit system of fair justice.
- vi. The government should provide free education to children from broken homes to make them academically, socially and emotionally adjusted.
- vii. Teachers should identify children from broken homes and establish cordial relationship with them.
- viii. The parents of both couples should reduce their involvement and counter advices in their children's marriage. They should allow the couples to manage their family the way they like.
- ix. Early marriages should be discouraged.
- x. Marriages course should be carried out before marriage.

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