

Impact of Intact and Broken Homes on Senior Secondary Students' Academic Achievement in Port-Harcourt Metropolis of Rivers State

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Abstract:

This study examined the comparative study of academic achievement of students from broken and intact homes in port-Harcourt metropolis rivers state. The purpose of this study was to assess the level of academic achievement between senior secondary school broken and intact homes. The causal comparative research design known as ex-post facto design was adopted with the sample consisting of 358 students drawn from eight public senior secondary schools (SSII) using multiple sample. The instrument that was used to collected data was questionnaire and the data collected were analyzed using Pearson Product Moment Correlation (PPMC). There was three hypotheses, each were formulated and tested at 0.05 alpha level of significance. The results shown that there are significant differences between SSII students from intact and those from broken homes should be given special consideration in terms of scholarship to assist in providing all their academic needs a design of work plan to address the prevalent cases of broken homes for use as policy formulation in the country.

Key words: Intact homes, broken homes, academic achievement

INTRODUCTION

Education is of great importance to every nation. It therefore attracts considerable attention to the family, community and to all tiers of government; education is discussed, planned and processed (Omolewa, 2001). It is believed that education recreates both the individuals and the nation, influences values and attitudes for a worthwhile living. The National Policy on Education (2009) is not wrong in its assertion that education is “an instrument par excellence” and the world at large had keyed into this, by recognizing education as the panacea to development and survival of man itself. It is not surprising therefore that the stages of education are in three levels which are primary, secondary and tertiary education. Education is the art or process of parting or acquiring knowledge and habits through institution or study. Adeyemo (2010), perceive Education as the art or science of transmitting culture, norms, traditions, values and ethics of a society from one generation to its succeeding generation. To this end Education can be seen as act of giving intellectual or moral instruction to a child or group of learners for the betterment of their characters in the society. As a result, education is classified on the concurrent list. That is administration, funding, policy formulation and maintenance of schools or matters relating to education can both be deliberated upon by the federal and state governments. Over the years, there had been public outcry concerning the fate of educational system in Nigeria and the breeding of graduates with little technical know-how which has resulted in serious setbacks to industrial and economic development of the nation and its place among comity of nations in the 21st century. Investigations into the factors that influence academic achievements of students in and out-of-school could be trace to individual family or home.

The family or the home is an integral part of the society which is a sub-system of the social structure. It is an axiom that good homes breed a productive nation. This is the brain child of why every society aspires for development. The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally which, family/homes are either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. According to Adeyomo (2010), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school achievement of the child he asserts. Life, in a broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (children defense fund) Ayodele (2007), noted that if adolescents from broken homes are to be compared with those from intact homes, it would be seen that the former have more social, academic and emotional problems. Murphy (2002) is of the opinion that the family and its structure play a great role in children's academic achievement. Musa (2010) states that "parents are the actor with the clearest un-dimensional interest in a high level of their children's academic achievement". To some extent, there is simple evidence to show the marital instability brings about stress, tension, lack of motivation and frustration obviously, these manifestations act negatively on a child's academic achievement.

Johnson (2005) asserts that children of broken homes often fail and are at risk emotionally. However, this may not be

completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic achievement in school.

Generally, the home has been identified as an overwhelming factor affecting students' performance academically. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent. This impinges on students' academic achievement.

In Nigeria, there are widespread cases of single-parenthood as a result of broken homes across all regions and tribes which has become a major source of concern to the socio-economic and socio-cultural development. Single parenting can be defined as a situation in which one of the two individuals involved in the conception of the child is being responsible for upbringing of the (Tolu, 2015). This idea is relatively unknown before now in Nigeria but is a fast growing family pattern both inside and outside the shores of the land (Chukwuelua, 2016). Children from single parent homes are likely to suffer deprivation, and denial of some rights and opportunities. They are more exposed to anti-social behaviours and poor academic achievement.

Divorce and separation of various kinds may leave a child with no option than to have a single parent. The benefits of an intact home far outweigh that of a broken home; as mothers play the traditional role of child care and home-making while the father's role is that of economic responsibilities and discipline of children. In a broken home, less attention is given to the education of the child. Invariably the cost of receiving education today is huge to be financed only by a single parent who may be financially handicapped.

Teachers commonly describe children from broken homes as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact home (Chukwualua, 2016).

The conditions are not conducive for effective parenting of a child in most broken homes (Ortese, 1998). This was because when the parents are overburdened by responsibilities and by their own emotional reactions to environmental situations they often become irritable, impatient and insensitive to their children's plight. It is against academic this backdrop that this study is being planned to investigate the achievement of Senior Secondary School Students from broken and intact homes in Port Harcourt Metropolis of Rivers State, Nigeria.

CONCEPT OF THE FAMILY

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulanna (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family/homes are either broken or intact. A broken home in this context, is one that is not structurally intact, as a result of divorce, separation, death of one parent and illegitimacy. According to Adeyomo (2010) psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken home, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school achievement of the child he asserts.

The Oxford Advanced Learner's dictionary defined a home as the house, flat/apartment that an individual live in especially with his/her family. Family is broadly defined as any

two people who are related to each other through a genetic connection adaption, marriage, or by mutual agreement. Family members share emotional and economic bonds (Musa, 2010). The term nuclear family is used to refer to family members who live together and share emotional, economic, and social responsibilities. The nuclear family is often comprised scientist as an "intact family", signifying that the family had not been through a divorce, separation, or death of a member (Gale Encyclopedia of Psychology). When a family has experience divorce or death leaving one parent to be primary responsible for raising the children they become broken home (the term broken family and broken home are no longer widely used because of their negative connotation) (Musa, 2010).

Life, in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (children defense fund). Ajila and Olutola (2007) noted that if adolescents from broken homes are to be compared with those from intact homes, it would be seen that the former have more social, academic and emotional problems. Scales and Murphy (2002) are of the opinion that the family and its structure play a great role in children's academic achievement. Musa (2010) also states that parents are probably the actors with the clearest undimensional interest in a high level of their children's academic achievement. To some extent, there is simple evidence to show that marital instability brings about stress, tension, lack of motivation and frustration. Obviously, these manifestations act negatively on a child's academic achievement.

Johnson (2005) asserts that children of unmarried parents/separated families often fail and are at risk emotionally. However, this may not be completely applicable in all instances of broken homes. Some children irrespective of home background or structure may work hard and become

successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic achievement in school. A family is a complex natural social system complete with its own properties and processes, sin any system no part stands alone and no process operates without influencing to a degree, every other process and every component of the system.

In view of the above, the home environment or family is therefore important on students' academic achievement (Ajila and Olutola, 2007) It has a great influence on the students' psychological, emotional, social and economic state. The family lays the psychological, moral and spiritual foundations in the overall development of the child. Structural, the family was earlier seen as an institution, but nowadays, the family is based on the intimate relationship between at least two adults (male and female) involved. If the relationship is not working, the family will probably be broken (Jallingo, 2000.).

Children are totally dependent, they move from dependence towards independence throughout childhood, in order to survive and develop during this period of dependence, they need care, security, protection, stimulation and social contact. In most societies at most time in history children have most commonly nurtured and cared for within families/homes. Stability of the family is therefore of greatest significance to child's development. However, broken homes on the other hand are experienced to be stressful by children, they feel sense of loss, even blame themselves when home is broken down, their children are reported to be suspicious, timid, anxious, introverted and they may not be able to cope with live in the school.

Generally, family can be seen as a group of people who have biological, emotional or legal ties to each other (McDonald; Campbell and Seaburn, 1990). In different cultures, the term

"family" may mean different things and a wide variation in families, usually people of two generations and two genders are involved (Hallinoja, 2000). In the 1990s the sociological literature defined family as a unit in which at least one adult and a child lived together (Hallinoja, 2000). The concept of family has changed from the large extended families to smaller units, the nuclear family, and nowadays to even smaller single-parent families. Family systems evolve rules, roles and power structures as well as the various forms of communication, conflict resolutions and problem solving that enable the performance of numerous tasks and the achievement of their objectives.

But a family, unlike other systems, is an emotional system characterized by affection, loyalty and durability of memberships that organize itself in ways that may be either stated or unstated and whose meanings and broad effects may not be fully understood by the family members or at least may be difficult for them to isolate and articulate (Goldberg and Goldberg, 1991). A family is a complex natural social system complete with its own properties and processes. As in any system no part stands alone and no process operates without influencing to a degree, every other process and every component of the system.

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ACADEMIC ACHIEVEMENT OF STUDENTS FROM INTACT AND BROKEN HOMES

It will be interesting, to see if students whose families were intact had significantly different test scores and grades from those students whose parents had been separated or divorced. Such factors as emotional distraction and confusion were thought to be strong indicators of a difference in these two populations of students. Thus, the hypothesis would be that the students who had to deal with another factor in life, such as the divorce or separation of their parents, would achieve lower test scores and grades than those who did not have to deal with such distraction. As American Sophomore students in high school were observe were observed, it was found that children from both broken homes were behind in academic when compared to those from intact families. Musa (2010) looked at the impact of family structure on standardized achievement test performance, grades in high school n and the probability of drop out. Differences in both test scores and GPA during early in secondary school were shown during the test. Mean achievement test score for intact families exceeding those for their steps or single parent families by a small margin. However, the tests were statistically significant. As far as grade-point averages, females outscored males in all three family groups while intact families obtained the highest score overall regardless of gender. It was also found that students from broken homes are almost three times as likely to drop out of schools as their counterparts from intact families, compared as 21% 7% (Musa, 2010).

THE NATURE AND CONCEPT OF BROKEN HOMES

Haven define the concept of broken home, Omolewa (2001) perceived broken home as the integral part of the setting that is father and mother whereby if any of the integral part is not

available, the home is then said to be broken which in one way or the other affect members of the home negatively.

Marriage unionism is not always a stable one, couples usually indulge in quarrels, fighting etc. Which consequently result into separation or termination of the marriage union, it is in view of this that(2005), observed that homes are usually broken up by death and increasingly by divorce, abandonment or involuntary separation as a result of job demand or other obligations. Hauwa, however outlined factors that causes divorce among couples to varies, depending on the locality, culture and nature of the home. In most localities in the north the major causes of divorce among couples include forced marriages, child marriage (early marriage), ignorance of the right of spouses under shari'ah, instigation from parents and friends, failure to uphold marital obligations, lack of proper upbringing from childhood, difficulty of earning a living (economic hardship) and many more to mentioned but few.

Studies have shown that the foundation of a happy family is a strong, loving relationship between the two parents. The single, most important thing that parents can do for their children is to do everything in their power to have the best possible relationship with their spouse (Ayodele, 2007). According to Conkline (2006), Broken home is a situation that arises when an individual losses his/her spouse by death, separation, divorce, desertion, single parenting, never married but with a child/children. Mothers and fathers both play important roles in the growth and development of children (Child Trends) the number and the type of parents (i.e. biological, step) in a child's household can have strong effects on their well-being. Broken families tend to have much lower incomes than do intact families, but research indicates that the income differential account for only about one half of the negative effects of parent absence on many areas of child and youth wellbeing, including health, educational attainment and

assessments, behaviour problems, and psychological wellbeing (Brown, and Susan (2004), The Urban Institute, over half of all children living with a single parent (mother or father) are living in poverty; a rate live to six times than that of kids living with intact parents (U.S. Bureau of the Census, 1991). In 1991, 60% of all poor families with children were headed by single mothers. Also, fatherlessness consigns children to poverty: children in father-absent households are six times more likely to be poor than children whose homes are headed by a father (Murphy, 2002).

Nevertheless, Hauwa, (2005), observed that children grow older, loss of the father is often more serious than loss of mother, especially for boys. The mother may have to go work and with the double burden of home making and outside work, the mother may lack the time and energy to give children the care they need, consequently they feel neglected and become resentful, his mother may be unable to provide the recreational opportunities and status symbols children's peers have, this will add to their resentment. Students in this case may lack a lot of fatherly advice on their carrier choice to compare with those from intact stable home or whose father is alive. For older boys, loss of the father means that they have no source of identification as their friends have, and they resent petticoat rule in the home as they do in school.

A home broken by death in such a way that both parent were loss at the same time, the effect are double serious beside having to make the radical changes in the pattern of their lives, children will have to adjust to the care of another person, often a person unknown to them, and by so doing the students will have to face so many challenges in his/her academic achievement.

Balikisu, (2005) perceived a home to be broken by divorce; such homes can be more damaging to students. There are two reasons with which she supported her point, the period

of adjustment to the divorce is longer and more difficult for children than the period of adjustment to death of a parent, children pass through series of adjustment like denial of divorce, anger which strikes out at those involved in the situation, bargaining in an attempt to bring the parent back together and depression all which must have go a long way in determining the academic achievement of the student who need time to make good use of his brain to think logically as a student.

Secondly, broken homes caused by divorce are so serious because they tend to make children different in the eyes of the peer groups. When enquiry is made about the missing parent is or why they have another to replace the missing parent, they become embarrassed and ashamed. Furthermore, they may feel guilty if they enjoy the time they spend with the missing parent or if they prefer living with the missing parent to living with the parent who is taking care of them.

However, Musa, (2010), reported temporary absence could be damaging to children than permanent break, he added that this mostly occur when the mother or the father is always around for a relatively short time, the absence could be for vacation, military operation and so on that take him away from the home, it could be hospitalization in the case of the mother, such temporary break for a child in school could be stressful though for both parents and their children and could lead to deterioration in family relationship. Therefore failure of the family to adjust may hinder the academic achievement of students from such a family background, and a child from a family that happen to be otherwise could also have challenges in his/her academic achievement in his subjects, that is to show that at this juncture his problem could be social or emotional instability.

Child Trends 2005 states 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 (Manaremi, 2017) 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. These bases of 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".

The role of home in students education Abduganigu (1997) observed that the extent to which a child's basic needs are met during the formative years of children between the age of six or seven is the extent to which they enter school well equipped or ready to deal with social and emotional aspect of schooling.

Murphy, (2002), also observed some factors within the student's home that affect their achievement in school variable such as socio - economic status, family size, birth ' order, parental attitude, child rearing practices, parental absence or presence have been found to affect the social and intellectual learning, experiences of students in schools. Also Balikisu, (2005), revealed that a child becomes educated not only by attending schools but by total experience in life which include experiences with family members through which is bound to learn by imitation and direct experiences.

The preliminary training and educational background of the children being at home, right from the time the child is born, he begin to interact with the mother, later with the father

and the siblings. Hauwa (2005), also stressed that parents have the responsibilities of guiding and directing their children towards living a useful life by inculcating in them such highly priced values such as discipline, integrity and sense of duty of all the major social institutions, the family has been considered as the initial and most influencing agent on the lives of children.

In conclusion, students will only perform to expectation if they are fully equipped and fully supported by their respective homes.

INFLUENCE OF BROKEN HOME ON THE ACADEMIC ACHIEVEMENT OF STUDENTS

The effects of broken homes on students depend on many factors, the most important of which are the causes of the broken homes when it occurs, and it is either temporary or permanent. When there is a break in the home as result of death and children realize that, the parent will never return, mourn the loss and transfer their affection to the remaining parent, hoping in this way to regain the security they formally had. By so doing one will find the students forgotten that they had other things to attend just like their academics and as a student there is need for determination and commitment to the classroom activities and laboratory practices, but a child who happens to have a parent pre occupied with grief and practical problems of a broken home give rise to children that feel rebuffed and unwanted.

This will however, result to resentment that can seriously cause damage or affect the child's intellectual potentialities required from him/her as student and that could determine his/her academic achievement in classroom and elsewhere. However, Hauwa (2005), observed that the loss of the mother in early life is more damaging to a child than loss of father. She stated the reason for this to be that the care of

young children must under the circumstances be turned over to relatives or paid housekeepers whose child training techniques may differ from those used by mothers and who rarely can give children the attention and affection they formally received from their mothers.

The psychological development of the adolescent in the family is influenced not only by what occurs in their new environment but also the environments their parents spend a considerable time in such as their work place (Broffenbrenner, 2002). Broken home is generally associated with increase stress and emotional difficulties among adolescents, several aspects have a mediating effect. The amount of family conflict experienced by the adolescents, their religious background, their age and place in the sibling order were reported to have a vital impact on their efforts to adapt to this transition Ajila & Olutola (2007). Meanwhile, it is important to explain to adolescents the reason why the divorce is occurring. In addition, Musa (2010), determined that one third of the adolescents under this family structure were not given a reason as to why their parents separated. Therefore, repressed anger due to divorce may be channeled in to destructive patterns, these may include compensatory lying, self doubt, self-estrangement. Compulsives rituals, malevolent dreams, and may other behaviours in regard to separation anxiety, the child may repeatedly fear (Chukweelua, 2016)

Tolu (2015), reveal that, “students can stand helpless in a divorce situation and may become frustrated that may strive toward unreal and unattainable psychological compensation in child development, an important factor is that a child’s anger at loss can be channeled incorrectly or poorly and that the separation-anxiety may become over powering. He also states that the students can escape the negative consequences of parental conflicts when they are-not caught in it by their parents, when their parents avoid direct, aggressive

expressions of their conflict in front of them or adolescents who were living part of the time with each parent, the effects of discord between parents is parent's disagreements and who felt they had to manage their parent's relationship to make things run smoothly were the most likely to feel depressed and exhibit deviant behaviour.

CAUSES OF POOR ACADEMIC ACHIEVEMENT OF STUDENTS FROM BROKEN HOMES

Research results have proved that there's a close correlation between the meaning of education to parents and students learning achievement, that is, if education is regarded as a value in the family, there is a big possibility that children will have a higher learning achievement.

Jallingo (2000) observed that the chief practical concern of educators and parents alike is how to explain why some children succeed in school while others fail.

If this question can be answered, there is hope that measures can be taken to increase the number of children who achieve at a high level. Hence the need to carry out this study. Such improvement in achievement is expected not only to contribute to national welfare and productivity but also to reduce the personal unhappiness experienced by students who are seen as failures both in their own eyes and eyes of others.

The child whose memories are associated with resentment cannot be expected to compete successfully with those whose memories are associated with a feeling of what we call personal satisfaction or a sense of achievement. Student's academic performance from broken families is affected by home based factors. Children from broken families often become truants at school (Adeyemo, 2010).

Chukwelua (2016) states that children thrive best when they are brought up in an intact family in which two parents are able to give them a great deal of care and attention,

encouraging them, on one hand, to develop their own life and interests and providing them on the other, with secure base to which they can return and in which they can always find comfort and support.

Though the cause of disturbance may lie in infancy, the shape of it is determined by a social situation in which the adolescents find themselves. In this case the social institution is referring to the broken home in which the students find themselves. The 'broken home' is perceived by social welfare societies as a 'family where one of the parents is not present or there is serious family problem.

Broken homes were also identified as detrimental to overall development of the child. Hence, here seems to be a strong need to: find out possible cause of broken homes. It has been noted that without any instruction from a parent, a child given only the requisite nourishment would survive into adulthood. This is because the body is well equipped to protect the child from environmental harm. However, such a child, though grown would remain uncivilized, a veritable danger to himself and his environment and community. Parental instruction is vital for the right outcome to emanate from a child. This is why parents and teachers are the most important early integrators that a child is exposed to. If a child has the right guidance from his or her primary teachers, it is almost impossible for such a child, in adulthood, to lead a life bedeviled with perpetual poverty.

The work that any human being does is based on his or her mind or how his or her mind has been set over time. Research works have shown that nature of parent discipline affect academic output of children. Such children have low self-worth, insecurity, and may find it difficult to consult with teachers.

Jallingo (2000), in most broken homes, the children are generally disadvantaged because they are generally regarded,

as being deprived academically, economically, socially and culturally. Their environments are not conducive to learning in which education is not adequate. Students from broken home families always have deficit. As a result of loss of one parent these children suffer, psychological problems. Father-son contact is an essential element in moral development, without it, moral bankruptcy arises. The effect of a broken home on the education of the child is devastating.

The home environment is a strong predictor of the future behavior of children and an impact of broken homes touches almost every aspect of life. Many studies have documented an association between marital disruption and a wide range of deleterious effects in children. For example, the US centre for marriage and family released a study in November, 2005 that shows that broken family structures consistently lead to difficulties, when it comes to educational achievement.

Manaremi (2017) observed that children from broken homes have lower grades, lower test scores and higher dropout rate on average than those from intact homes. These results are also influenced by factors such as the education level of parents and the low level involvement by the absence of a parent. Children from broken families give warning signs that they are likely to have problems in school very early especially for students who receive little cognitive stimulation and emotional support. Unless there is significant parental support and supervision, these factors are correlated with children living today and absent from school, not doing homework, not having contact with their parents and sometimes, engaging in frequent dating and early sex if they are adolescents children from broken families are likely to receive less parental encouragement and attention with respect to educational activities than children who live with both biological parents. Children from broken families often have lower educational

expectations, less monitoring of school work and less supervision than children from intact families (Musa 2010).

In an earlier study which was under taken in Ayodele (2010) examined the cases of 1,171 children in remained homes and approved schools. With regard to schooling, he found that 796 had no education at all. There were only eight (8) students who had two years of secondary education. With regard to family relationship, it was found that there were 691 (59%) cases where parents did not live together because of death, divorce and separation. The implication of the above statistics is that very soon there would be more children in schools coming from broken homes and whose academic achievement would be affected due to lack of parental care and guidance. Ayodele (2010) said that the presence of both parents in proper upbringing of the child.

Tolu (2015) further claims that divorce is always more devastating from children than their parents and that the effects of divorce are often long lasting. The convention wisdom has been that the divorcing family goes through the stress of adjustment in about two years. But longitudinal studies indicate that children's fundamental attitudes about society and about themselves can forever be changed and by related events in the years afterwards. The mother and father may resolve the crisis and move on to the next chapter. For children, divorce is not a chapter, but a long continuation of life experiences.

Children react with a variety of behaviours related to their dependent positions in a family and the age level of intellectual development. In general, pre-school children are the most frightened and demonstrate the most dramatic symptoms with separation and divorce. Their self-concept seems to be particularly affected with an increased sense of powerlessness. Their view of predictability, dependability and order in the word is disrupted. In the anxiety to be sure f-hat their needs

are met, pre-school children may show an increase in dependence, whining, demanding and disobedient behaviours. In their fear of abandonment, they may have trouble sleeping or being left by adults. Other noted behaviours according to Chukwelua (2016) include regression to immature behaviour, anxiety and intense attachment to one parent. Children also have increased feeling of guilt, shame and anxiety about loss of love, symptoms of emotional stress may take a form of night mares, temper tantrums, bedwetting and unusual fears. In their play at school, pre-school children may be less imaginative, exhibiting less associative and cooperative play and more unoccupied spectators. In addition, more aggression is noted. Manaremi that losing parent support either temporarily or permanently is extremely stressing for a child.

STATEMENT OF THE PROBLEM

There is a global awareness of the Importance of the home environment on students' academic achievement. In Nigeria, most home are not intact as a result of issues of incompatibility of the couples, death of a parent and the quest for the overseas trips to make more money, and at times marital infidelity. This has resulted in the separation of couples and children. In some states in the federation, this is quite clear, in that most young lady abandon their homes, and embark on overseas trips with a view of making money. Some men, who travel abroad, abandon their homes and would not communicate with the families' back-home, so children from such homes are in dilemma, especially in terms of adjustment.

The environment in which the students come from can greatly influence his/performance in school. The effects of broken homes may have some impact on the internal organization of the family and by extension; effect a child's emotion, personality and academic achievement. Bearing in

mind the role of the family in a child's education, the failure of the family to perform its duties could hinder the child's academic achievement. Any nation that is desirous of advancing technologically will no doubt ensure that the future of our future leaders (the adolescents) is well guided, protected and guaranteed.

However, a single parent faces doubled responsibilities requiring time, attention and money of the parent. Hence, less attention may be paid to the education of the child. Some teachers may commonly describe children from broken home as more hostile, aggressive, anxious, fearful, hyperactive and distractive than children from unbroken homes. Thus, this study is set out to compare the academic achievement of Senior Secondary School Students from broken and intact homes in Port-Harcourt metropolis, in Rivers state, Nigeria.

HYPOTHESIS

To guide this study three hypotheses were formulated as follows:

H0₁: There is no significant difference between the academic achievement of SS II students form intact homes and those from broken homes?

H0₂: The socio-economic status of parents from both broken and intact homes has no significant impact on academic achievement of SSII students in Port-Harcourt metropolis

H0₃: There is no significant relationship between the level of academic achievement of SS II students from intact homes and those from broken homes in terms of their parental educational attainment.

METHODOLOGY

The causal comparative research design known as ex-post factor design was adopted in the study which was carried out in port-Harcourt rivers state. The population comprised of all SS II students in government secondary secondary schools in Port Harcourt metropolis. A selected using multiple sample.

Instrument used for data collection was a structured questionnaire on students' academic achievement named Student Questionnaire on Academic Achievement of Senior Secondary School Student (SQAASSSS) the instrument was development by the researcher on 5 point Likert format of strongly Agree (1) Disagreed (2) Not sure (3) Agree (4) Strongly Agree (5). The instrument was face validated using two experts form test and measurement and educational psychology from. University of Jos. The reliability of the instrument was established using the split-half methods of estimation of reliability. A single administration of the instrument was administered on fifty students were not part of the study in the state. The test was split into halves which scored separately and a Pearson product moment correlation co-efficient between the two sets of scores was calculated. Thereafter, the spearman. Brown prophecy formula was a computed to compensate for the fact that the reliability was estimated from a single test and a value of .74 was obtained.

Data were collected by using research assistant duly oriented on how to administered and collect back from the respondents. Pearson Product Moment Correlation (PPMC) was used for the analysis of the hypotheses at .05 level of significance.

RESULTS AND DISCUSSIONS

Hypothesis One: There is no significant difference between the academic achievement students from intact homes and those from broken homes?

Table1: Independent t-test Statistics

Variable	Sex	N	Mean	Std. Dev.	Std. Err	Df	t-calculated	t-critical	Sig (p)
Academic achievement	Intact home	205	68.600	9.212	.643	351	25.95	1.96	0.01
	Broken home	148	42.344	42.344	9.599	.789			

Calculated $p < 0.05$, calculated $t > 1.96$ at $df\ 351$

Outcome of the above independent t test statistics showed that significant difference exist between SSII students from intact homes and those from broken homes in their academic achievement. Reason being that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance while the calculated t value of 25.959 is higher than the critical value of 1.96 at $df\ 351$. The table revealed that their calculated mean academic achievements were 68.2195 and 9.5996 by SSII students from intact homes and broken homes respectively. The difference between them is 26.2554. This implies that students from intact homes have significantly higher academic achievement than those from broken homes. Hence, the null hypothesis which states that there is no significant difference between students from intact homes and those from broken homes in their academic achievement, is hereby rejected. This is in line with the studies of Balikisu (2005), Musa (2010) and Tolu (2016).

Hypothesis Two: The socio-economic status of parents from both broken and homes has no significant impact on academic achievement of SSII students in Port Harcourt.

Table 2: Pearson Product Moment Correlation (PPMC) Statistics

Variable	N	Mean	S D	Correlation index R	Df	Sig (P)
Academic achievement	354	57.63	15.99	0.741	352	0.048
Socio economic status of parents	54	22.28	4.65			

**Correlation is significant at the 0.05 level (2-tailed).

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist between the academic achievement and the socio economic status of parents of SSII students in Port Harcourt State. This is because the calculated significant (p) value of 0.048 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.741 at df of 352. This shows that the SSII students academic achievement is significantly affected and related to their socio economic status of their parents. Hence, the null hypothesis which state that there is no significant relationship between the academic achievement and the socio economic status of parents of SSII students in Port Harcourt State is hereby rejected. This is in line with the studies of McDonald, Campbell and Seaburn (1990), Ajla and Olutola (2007) and Aremu (2011).

Hypothesis Three: There is no significant relationship between the level of academic achievement of SSII students from intact homes and those from broken homes in terms of their parental educational attainment.

Table: Pearson Product Moment Correlation (PPMC) Statistics

Variable	N	Mean	S D	Correlation index R	Df	Sig (P)
Academic achievement	354	57.63	15.99	0.66	352	0.007
Parental academic attainment	354	18.86	4.05			

Correlation is significant at the 0.05 level (2-tailed).

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship

exist between the academic achievement and the Parental Academic Attainment of parents of SSII students in Port Harcourt State. This is because the calculated significant (P) value of 0.007 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.66 at df of 352. This shows that the SSII student's academic achievement is significantly affected and related to the Parental academic attainment of their parents hence the null hypothesis which states that there is no significant relationship between the academic achievement and the Parental academic attainment of parents of SSII students in Port-Harcourt State is hereby rejected. This is in line with the findings of Murphy 2002, Brown and Susan (2004) and Chukwelua (2016).

Intact homes to a great extent provide the needed academic materials such as books, school fees, and also most students from intact homes have high esteem because of their family type. Educated parents from both intact and broken homes give career directives to their children, and also children from highly educated parents are well groomed in their academic activities such as homework, lessons etc. because parents lend their children support. Students from intact and broken homes lack manner of approach and also the children from broken homes are not outspoken, it was also noted that children from intact homes have much financial support compared to their counterparts from broken homes.

RECOMMENDATIONS

Based on the findings of the study, the researcher recommended that:

1. Students from broken homes should be given special consideration in terms of scholarship to assist in providing all their academic needs.

2. Government should make all secondary schools completely free as this will reduce the burdens of parents and guardians of the students.
3. Government should provide employment opportunities for all parents/guardians as their socio economic status affect their children academic achievements.
4. Parents should be encouraged to read and be educated so that they can contribute academically by supervising their children academic activities.
5. Students should be allowed to socialize at school and after school as this also affect their academic achievements.
6. School counsellor should be employed in all the school where they should provide necessary assistance to students especially those that are from broken homes to enable their overcome their emotional concerns.
7. Stigmatization of single parents and their children should be discouraged forth with by enacting all relevant laws.
8. Parents should be mindful of their children especially their education before contemplating divorce of separation
9. That the society should promoter her cultural values and assist the social institutions within its locality to orientate families on the benefits and odds of divorces especially as it affect students educational outcome.

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