



Perceived Influence of Broken Homes on Secondary School Students Social and Emotional Adjustment in Katsina Ala Town of Benue State, Nigeria

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ABSTRACT

The study examined the perceived influence of broken homes on students social and emotional adjustment in secondary schools in Katsina-Ala town of Benue State. The study has two objectives, two research questions and two hypotheses. Survey design was used to carry out the research work a four point rating scale used as the instrument. A total of 150 students using the simple random sampling technique were selected to take part in the study. Chi-square statistics was used to test the hypotheses while mean was used to answer the research questions. Findings of the study revealed that broken home has a significant influence on secondary school students' social and economic adjustment in Katsina-Ala township of Benue State. It was suggested that parents should discourage and avoid broken homes.

Keywords: broken homes, secondary school students, social adjustment

INTRODUCTION

The family is the child's first place of contact with the world. The child as a result acquires education and socialization from parents and other significant persons both in and outside the family circle. Agulaina (2000) pointed out that the family lays the psychological, moral and spiritual foundation in the overall development of the child. Structurally, a home, in this context is a built or constructed structure that houses one or two or more members of the family. An intact home is the one that consists of the father, mother and children without separation, divorce, death of one or both parents, desertion or single parenthood; while on the other hand, broken home is the one that is affected by divorce, separation, death of one or both of the parents, desertion or single-parenthood.

According to Fraser (2004), psychological home condition arise mainly from illegitimacy of the children; the label of the adopted child, broken homes, divorce, separation and parental deprivation are likely to cause poor or abnormal adjustment. Life in a broken home can be stressful for both the child and the parents. Such families are faced with the challenges of inadequate resources, social, academic and emotional problems as noted by Schultz (2006). Rochlkepartain (2013) is of the opinion that the family structure plays a great role on children's adjustments. Levine (2001), states that the parents are probably the actor with the dearest undimensional interest in high level of their children's adjustment. To some extent, there is simple evidence to show that marital instability brings about stress, tension, lack of motivation, frustration and depression as noted by Levin (2001). Obviously, these manifestations act negatively on the child's adjustment to social and economic aspect of life.

The child's home and his family offer the best upbringing, as they serve as teachers. The parents lay the foundation for the desired social and economic wellbeing of the child. The training received from home is of great importance in his personality formation, in social and economic achievement. It can also be observed that the pattern of life in the home (stable or unstable), the social and economic status of the family in the community and many other conditions can influence the child's adjustments to his economic and social life as a secondary school student. Abdulganiyu (1997) added that research have also shown how children differ in various ways as a result of factors in their home background such as social and economic status, parental attitude to the child's needs and other child-rearing practices (factors mentioned

earlier in broken/unstable homes). These home background variables are also found to be positively related to children's social and economic adjustments as they need care and love which is absent in broken homes and invariably resulting to abnormal adjustments. Poor adjustments occur when an individual is unable to adapt or cope with a particular stress or a major life event as mentioned by Abdulganiyu (1997). They have symptoms similar to people with depression; loss of interest, feeling of hopelessness and crying. This disorder is caused by an outside stress and generally resolves once the individual is able to adapt to these situations (Patricia, 2009).

Similarly, Giwa (1997) have investigated the factors within student's home background on family that affect their social and economic adjustments such as the family size, birth order, multi-parity, parental attitude, child-rearing practices, parental absence or presence, polygamy and poverty. This is so because, children's social and economic needs to be balanced with psychological, emotional and intellectual needs such as love, security, new experiences, needs for praise and recognition and the need for responsibility. Most of these needs may not be adequately offered in broken homes, which in turn, influence their normal adjustment to social and economic status in their schools. The extent to which these needs are met during formative years is the extent to which they enter school well-equipped or ready to deal with the social aspect of school life.

In the light of the above, and in line with the assumption that social needs of many children in most localities is being undermined by the cultural practices that promote widespread divorce among couples and brought untold hardship to the growing children; it is pertinent at this juncture, to ascertain how much influence broken homes have on secondary school student's social adjustment in Katsina Ala town of Benue state.

Objectives of the study

The objective of this study is to examine the perceived influence of broken homes on secondary school student's social and emotional adjustment in Katsina-Ala town of Benue State. Specifically, the study sought to;

1. Ascertain the influence of broken homes on secondary school students' social adjustment in Katsina-Ala town of Benue state.
2. Ascertain the influence of broken homes on emotional adjustment needs of the secondary school students in Katsina-Ala town of Benue State.

Research questions

The following research questions are asked to guide the study:

1. How does a broken home influence secondary school student's social adjustment in Katsina-Ala Town of Benue State?
2. What is the influence of broken homes on the emotional adjustment of students in Katsina-Ala town of Benue State?

Research hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance;

1. Broken home has no significant influence on students' social adjustment in Katsina-Ala town of Benue State.
2. Broken home has no significant influence on secondary school students' emotional adjustment in Katsina-Ala town of Benue State.

RESEARCH METHODOLOGY

Survey design was adopted for this study. The study was conducted in Katsina-Ala town of Benue State, Nigeria. The sample size of the study was 150 students randomly selected from 5 schools. A questionnaire of four-point rating scale called "perceived influence of broken homes on secondary school students' social and emotional adjustments" was used to collect data. The face and content validations were done. Means were used to answer the research questions while the hypotheses were tested using chi-square.

RESULTS

Result of this study was presented according to the research questions followed with related hypotheses.

Research Question one

How does broken home influence secondary school students social adjustment in Katsina-Ala town of Benue State?

Table 1: Mean rating of the perceived influence of broken home on students’ social adjustment.

ITEM	Mean
1. Students in broken homes without father or mother find it difficult to interact well in school.	2.55
2. students from broken homes are not always accepted into some discussion or play groups	2.53
3. Students whose parents are re-married feel very uncomfortable at home and in school.	2.51
4. Students from broken homes hardly speak freely in public.	2.51
5. Students from broken homes often display inferiority complex.	2.52

Results from table 1 indicate that the mean ratings for items 1-5 are more than the bench mark of 2.5. From item 1 and 2, the respondents agreed that students from broken homes suffer in social interactions. They also agreed in item 3,4 and 5 that students from broken homes have complex issues. This shows that the respondents perceived that broken home influences secondary school students social adjustment in Katsina-Ala town of Benue State. To show if the mean rating on the perceived influence of broken home on secondary school students social adjustment is significant, hypothesis 1 was tested at 0 .05 level of significance.

Hypothesis one

Broken home has no significant influence on students social adjustment in Katsina-Ala town of Benue State.

Table 2: chi-square test for the perceived influence of broken home on students social adjustment

	df	X_{cal}^2	X_c^2
Chi-square	12	30.52	21.03
No of valid cases		150	

In table 2, the chi-square calculated has a value of 30.52 while the critical value at 0.05 level of significance with the degree of freedom of 12 is 21.03. Hence the chi-square calculated is greater than the critical value, the null hypothesis is rejected. Therefore it was concluded that broken home has a significant influence on secondary school students’ social adjustment in Katsina-Ala town of Benue State.

Research Question two

How does broken home influence secondary school students emotional adjustment in Katsina-Ala town of Benue State?

Table 3: Mean rating of the perceived influence of broken homes on students' emotional adjustment.

Item	Mean
1. Students from broken homes are occasionally depressed.	2.95
2. Students from broken homes often express poor self- confidence	
3. Students from broken homes are often victims of bullying	2.57
4. Students from broken homes tend to be ignored.	2.54
5. Students from broken homes repeatedly indulge in social vices.	2.59
	2.53

Results from table 3 indicate that the mean ratings for items 1-5 are more than the bench mark of 2.5. The respondents agreed in item 1 and 2 that students from broken homes suffer from depression and lack confidence respectively. They also agreed as it reflects in item 3,4 and 5 that such students are always molested, ignored and easily indulge in social vices. This indicates that the respondents perceived that broken home influences secondary school students emotional adjustment in Katsina-Ala town of Benue state. To show if the mean rating on the perceived influence of broken home on secondary school students emotional adjustment is significant, hypothesis 2 was tested at 0 .05 level of significance.

Hypothesis two

Broken home has no significant influence on secondary school students emotional adjustment in Katsina-Ala town of Benue state.

Table 4: Chi-square test for the perceived influence of broken home on students' emotional adjustment

	df	X_{cal}^2	X_c^2
Chi-square	12	57.55	21.03
No of valid cases		150	

In table 2, the chi-square calculated has a value of 57.55 while the critical value at 0.05 level of significance with the degree of freedom of 12 is 21.03. Hence the chi-square calculated is greater than the critical value, the null hypothesis is rejected. Therefore it was concluded that broken home has a significant influence on secondary school students' emotional adjustment in Katsina-Ala town of Benue State.

DISCUSSION OF FINDINGS

Results from table 1 indicate that the mean ratings for items 1-5 are more than the bench mark of 2.5. From item 1 and 2, the respondents agreed that students from broken homes suffer in social interactions. They also agreed in item 3, 4 and 5 that students from broken homes have complex issues. This shows that the respondents perceived that broken home influences secondary school students social adjustment in Katsina-Ala town of Benue state. To determine if this result is significant, hypothesis one was tested using chi-square and the calculated value of 30.52 was obtained while the critical value at 0.05 level of significance with the degree of freedom of 12 was 21.03. Hence the chi-square calculated was greater than the critical value, the null hypothesis was rejected. We therefore, conclude that broken home has a significant influence on secondary school students' social adjustment in Katsina-Ala town of Benue state. This result agrees with Giwa (1997) who investigated the factors within students' home background on family that affect their social adjustment and found that parental absence negatively affects the social status of students.

Results from table 3 indicate that the mean ratings for items 1-5 are more than the bench mark of 2.5. The respondents agreed in item 1 and 2 that students from broken homes suffer from depression and lack confidence respectively. They also agreed as it reflects in item 3,4 and 5 that such students are always molested, ignored and indulge in social vices. This indicates that the respondents perceived that broken home influences secondary school students emotional adjustment in Katsina-Ala town of Benue state. To show if the mean rating on the perceived influence of broken home on secondary school students' emotional adjustment is significant, hypothesis 2 in table 4 where the chi-square calculated has a value of 57.55 while the critical value at 0.05 level of significance with the degree of freedom of 12 is 21.03. Hence the chi-square calculated is greater than the critical value, the null hypothesis was rejected. We therefore, conclude that broken home has a significant influence on secondary school students' emotional adjustment in Katsina-Ala town of Benue state. These findings agree with Agulaina (2000) who posited that the state of the home lays a psychological, moral and spiritual foundation in the overall development of the child.

RECOMMENDATIONS

The following recommendations were made in respect to the findings of the study;

1. Parents should consider the implications of broken homes, especially divorce in areas of social & emotional adjustment in schools.
2. Families should understand the damage of separation of partners on the children and look for palliatives that would help in healthy social and emotional development of the children.
3. Family therapy should be sought for assistance to avoid some cases of broken homes. Therefore family counselling should be used to intervene in family crises.

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