



Impact of Broken Homes on Academic Performance of Handicapped Students As Expressed By Secondary School Teachers in Oyo State

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ABSTRACT

A study on impact of broken homes on academic performance of handicapped students as expressed by secondary school teachers seem to be necessary in view of the stigma attached to both the students and their parents. Therefore, the investigate the impact of broken homes on the academic performance of handicapped students as expressed by secondary school teachers in Oyo State in order to assess their expression about handicapped students. Data was collected with the use of a structural questionnaire. Purposive sampling technique was used to select four (4) secondary schools in the state. 200 completed questionnaire forms were returned to the researcher. Data were analyzed using t-test and analysis of variance, (ANOVA). All the five hypotheses tested were accepted. The results showed no significant difference in the expression of secondary school teachers in Oyo State on the impact of broken homes on academic performance of handicapped students at 0.05 alpha level of significant. Implications of the study were brought into focus, these include the fact that there are many factors associated with impact of broken homes on academic performance of handicapped students.

Keywords: Handicapped students, broken homes, academic performance, secondary schools

INTRODUCTION

It has been said that the three most important events in a person's life are birth, his marriage, and his death. Of these, he has no control over the first and little over the third. With respect to the second, he may, if he will, exercise considerable control. But alas, nature is often allowed to take its course with little thought of consequence (Farrel, 2009).

Many a young person has asked, 'How will I identify a suitable life-time partner?' Thus, young people have been expected to have taken into consideration the issues such as love, cultural background, educational differences, religious, personalities, mutual interest, philosophies of life, financial status, age of marriage, compatibility, honesty, interest, trust, respect understand, common goals etc before a young person concluded that he/she has found a partner possessing qualities favourable to a satisfactory marital adjustment. Hence, reasonable precaution should be taken even in matters of choosing a wife or husband (Gottman, 1998).

As a matter of fact, young people find it difficult to identify a suitable partner and due to people's inability to identify their choice, they tend to fall in love with partner that they considered having 'nearly' the same traits/qualities as that of which they desires and they eventually venture into marriage. But in the process, the lapses, discrepancy, dissatisfactions/misunderstandings, criticisms begin to manifest in the family which may no longer be endured the home and once things begins to fall part, the divorce leading to broken homes (Gottman, 1995).

Blindness is a terrible handicap, but especially connection with the choice of a life partner. Early, proper attention to those factors, which tend toward marital compatibility, may easily make the difference between happiness and anguish (Kirby, 1993).

Oniye (2004) described marriage as a socially sanctioned sexual relationship involving two or more people of the opposite sex whose relationship is expected to endure beyond the time required for gestation and the birth of the children. In Nigeria, according to the matrimonial causes Act of 1970, broken home (divorce) can be granted, following the irretrievable breakdown of a marriage (Oniye, 2004). However, the party seeking divorce has to prove this breakdown through certain conditions including a situation where one party refuses to consummate the marriage, where the party been divorced has behaved in such a way that the other person is not reasonably expected to live with him, adultery (sex outside marriage): Separation of two years, that is both parties have ceased co-habitation and parties are not opposed divorced, and where parties have been separated for three years, a three years separation is a ground for automatic divorce. As a result of the societal approval of divorce however, many divorced women do not feel ashamed of living with their parents rather longer (Oniye, 2004). And in some cases, parents rather than settling disputes between their married children often move such to file petitions.

Hill (1999) in his work on Broken Homes shows how grievous and pathetic the situation always be with divorced coupled, which is actual explains the negligence a child of such marriage suffers. This disturbing situation he described when he says that 'it is difficult to describe the sense of shock, hurt, bewilderment, emptiness, anger, rejection, isolation and loss of self-worth felt when someone has been deserted or divorce after many years of marriage' (Hill, 1999).

Families have experienced major breakdowns in recent years both in husband-wife relationship and in parent-child relationship. Everywhere, unpleasant news is spread about some families instead of the gleeful stories that should come from a truly beautiful and happy family.

The arrival of a new baby in a family is a thing of joy, immediately, the child is delivered and cleaned, he or she is given to the mother to curdle and feed. The mother's love is brought to bear; there and then a bond is created and sealed between mother and child. The birth of a handicapped child in a family can be compared to the loss of child, the parent had expected they would have. To them it is a realization of a dream, which may never come true (Ogbebor, 2005).

Abang (2005) opined on the management of the handicapped child at home found that the feelings of such parents is normal, and that the parents should not allow themselves to be overcome by such feelings. She also said such feelings by themselves are not bad but what is done with the feelings is what counts.

It is the reaction of the parent's feelings toward their handicapped children that would allow the developments that would exist between the parent and the child. Acceptance of the child is crucial. Parents to accept the child and show love to him/her like any other child in the family and in spite of its handicaps the parent should wish the child to do well, showing a caring and loving attitude, which would help to build up a good relationship with others starting with the parent themselves (Ogbebor, 2005).

Such parents may feel disappointed and resentful. These may bring crises into the family. They start shifting blames on each other; the father blames the misfortune on the mother while the mother blames it on the father on 'the other woman'.

Some superstitious parents might regard the arrival of such a child as punishment from gods, probably for braking taboos in the community. In some area, marriage without parents approval may force such parents to curse the couple to be and such a curse may lead to giving birth to a handicapped child that gives a shock to parents. They are likely to be anxious to cope with the problems of the handicapped children. At the end of the day, the mother is most times left alone to take care of the child single headedly. When she can no longer continue or the father relinquishes his responsibilities, the couple may result to a break-up (Ortese, 1998).

Broken-home is the breaking of family unit. One obvious effect of divorce is the vacuum that emerges in marital institutions. This by extension greatly affects the upbringing of the product of such marriages. Children from broken homes lack parental care and are maltreated by step-mothers. The upbringing of a child prepares the child for general adjustment to the role of an adult, and his social class, (Douglas, 1994).

Currently in Nigeria, broken homes are becoming of social menace that is causing a lot of concern. Most married persons move out of their matrimonial homes due to one reason or the other. Broken homes have

a lot of devastating influences on development, social adjustment and academic performance of the children of such homes. For example most of such children usually have emotional problems and behaviour adjustment and in most cases they perform poorly in academic work. They are socially backward because they often lack adequate parental care that leads them to juvenile delinquency (Douglas, 1994).

Okland and Hu (1994) have attempted to highlight how a home environment can influence students' adjustment. It is believed for instance, that some categories of troublesome students come from broken homes. According to Hodges (1994), students from broken homes developed anti-social behaviour; perform poorly in academic work and usually do not respect anything or anybody because they have been brought up to expect no love themselves. Similarly symptoms can be observed in homes where both parents are neither separated nor divorced but still live together physically under the same roof. Although, due to some reasons, they do not co-operate with each other and do not extent enough warmth and love and understanding to their children some of the time too, such parental attitudes towards their children could be the indirect effect of trauma. Depending on such factors as the set off child and the circumstances of the child's birth (Hodges, 1994).

However, as divorce brings peace to a couple who engage in persistent conjugal wrangling, it never brings relief to the children. The children are often let in a situation of confusion. Most of them still hope that their parents would get back together one day even if they have married. Some of them (children) enter adulthood worried, un-achieving academically, self-deprecating and sometimes angry (Sussan, 2001).

It is a common feature to observe student of broken homes having higher rate of delinquency and anti-social behaviour than the students from intact families. The rate of admission from broken home to psychiatric hospitals may be twice as high as for students' of intact families. The situation in broken homes is leading cause of childhood depression. The students often suffer deep disillusionments that show their view of marriage and other institutions, such as school. Some students has taken to drugs, sexual promiscuity and running away from home. Others seem at first to take the effect of broken relationship between their parents with ease, only to go through a delayed reaction (Guddard, 2001).

Hill (1990) says that home is the place where students' lives are moulded into what they are or what they would be in future. It is evident that home is very powerful environment for total development of multifarious characteristics in a child. The influence is in actual fact a serious determinant of students' performance in later life, most especially in academics. And unless, such children strongly determine to succeed may be slim in their academics.

Gottman (1998) pointed out that, the separated parents feel so angry and perceive on their child as an undesirable burden they might face either financially or psychologically. Other parents behave more like martyrs, silently bearing their heavy cross as feelings of resentment range. The students may suffer from negative effect that persists undiminished through life span. Despite the negative effect on the students, it does not mean that every student from broken home is destined to fail but broken home parents are real dangers to students.

However, the danger on academic performance of a student from a broken home cannot be quantified since such effect is not only observed on the student involved, but on the society, at large, hence this study which focused on the impact of broken homes on academic performance of the handicapped students as expressed by the teachers in Oyo State.

Statement of the Problem

As every parent looks forward to have normal baby surpass the parents' level of social economic accomplishment, they become disappointed if the body turns out to be physically handicapped. The discrepancy between expectation and reality presents major challenges to parent's coping ability. Hence, crises may arise in the family, which tend to result into a break-up. The rapid increase in marital break down has raised a number of issues such as sociological, emotional, psychological, and examples of such issues are social unrest, delinquency, crime, sickness, child abuse, psychological problems such as psychiatric cases and many others. All these associated with family discord and disintegration. It ought to

do this by researching into the impact to broken homes on the academic performance of handicapped students. However, the study would emphasize teachers' expression because they deal directly with such students' academic performance. It is obvious that students from broken home are observed to be always in a confused state, unstable to interact with the peers, delinquent and know for all kinds of anti-social behaviours. Many people who roam about the streets, the truants and those that are unable to cope with academic work are believed to be the products of broken homes. In such a situation, the child becomes a misfit in the society. Therefore, this study is channeled toward making people learn from previous mistakes of the past as it affects the academic performance of the handicapped students.

Research Questions

This study intends to assess impact of broken homes on the academic performance of handicapped students. It seeks to deal with the following research questions: -

- 1) What is the impact of broken-home on academic performance of handicapped students as expressed by teachers?
- 2) Is there any significant difference in the expression of the male and female teachers on the impact of broken-homes on academic performance of handicapped students?
- 3) Is there any significant difference in the expression of impact of broken-homes on academic performance of handicapped students by teacher on the basis of age group?
- 4) Is there any significant difference in the expression of the impact of broken homes on the academic performance of handicapped students by teachers on the basis of educational qualification?
- 5) Is there any significant difference in the expression of the impact of broken-homes on the academic performance of handicapped students by teachers on the basis of marital status?

Research Hypotheses

- 1) There is no significant difference in the expression of male and female teachers on the impact of handicapped students.
- 2) There is no significant difference in the expression of the impact of broken-homes on academic performance of handicapped students by teachers on the basis of age.
- 3) There is no significant difference in the expression of the impact of broken-homes on academic performance of handicapped students by teachers on the basis of education qualification.
- 4) There is no significant difference in the expression of the impact of broken homes on academic performance of handicapped student by teachers on the basis of marital status.
- 5) There is no significant difference on the expression of the impact of broken-home on academic performance of handicapped student by teachers on the basis of years of service.

Purpose of the Study

The main purpose of the study is to investigate the impact of broken-homes on the academic performance of handicapped students as expressed by teachers in Oyo State on the basis of age, gender, educational qualification and marital status.

Significance of the Study

The finding of this study will supply data and add to the pool of knowledge for the administrators, special educators, social workers, guidance counselors and the parents who will effect positive and dynamic attitudinal changes in students when their background are understood. The findings of this study would assist various stakeholders in the education of the handicapped children.

This research finding at the same time will assist educational authorities and government in having an insight into the numerous problems being faced by handicapped students from destabilized homes and supply the needed affections. Therefore, it is the goal of this study to actually contribute to the understanding and betterment as well as building better future generation in order to have peace and love in our home and society.

METHODOLOGY

The research design adopted for this study is the descriptive survey research design, which according to Stangor (2004) attempts to capture the complexity of everyday behaviour. The purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest factually and accurately (Ogundare, 2013). This research design was used to determine the impact of broken homes on the academic performance of the handicapped students as expressed by teachers in Oyo state. This was used in order to have a well spread of selected respondents. The population for the study were all the entire teachers in Oyo state, schools for the handicapped comprised of local government areas out of the total population, a simple random sampling technique was used to select 120 respondents.

The instrument used in data gathering was impact of broken homes on the academic performance of handicapped student’s questionnaire (IBHAPHSQ). The instrument is divided into two sections i.e. A, B. Section A deals with the personal data of respondents. Section B elicited information for the respondents on an impact of broken homes on academic performance of handicapped students. It has 20 items. The four point response pattern was used to score the responses of the participants with Columns SA, A, D and SD representing Strongly Agree, Agree, Disagree and Strongly disagree respectively, which were assigned numerical values of 4, 3, 2, and 1.

In order to establish the validity of the instrument, it was given to five experts in counseling and psychology for perusal. Their suggestions were used to improve upon the IBHAPHSQ and to establish its content validity. The measure of reliability was obtained from a sample of 30 teachers (15 males and 15 females) who were not part of the target population. The Cronbach alpha formula was used to ascertain the homogeneity of the rating scale. Mean score were used in analyzing the response and a Cronbach alpha coefficient value of 0.75 was obtained which was a satisfactory coefficient to measure stability. The instrument was administered by the researcher with the help of two trained research assistants in the four selected schools. A total number of 120 IBHAPHSQ were administered to the respondents who are teachers, there was no time limit given, 120 copies were completely filled and return. The data collected were analyzed using t-test and Analysis of Variance (ANOVA) statistical methods, the five formulated hypotheses stated were also tested at 0.05 alpha level of significant.

PRESENTATION OF DATA

Hypothesis One

There is no significant difference in the expression of male and female teachers on the impact of broken homes on academic performance of handicapped students.

Table 1: t-test comparison on the expression of male and female teachers on the impact of broken homes on the academic performance of handicapped students

Variable	N	Mean	SD	Df	Calculated t-value	Critical t-value
Male	62	51.1129	4.956			
Female	58	51.3103	5.374	118	-0.21	1.96

Table 1 show that the calculated t-value (-0.21) is less than the critical t-value (1.96) at 0.05 level of significance. Therefore, hypothesis one which stated that there is no significant difference in the expression of male and female teachers on the impact of broken homes on the performance of handicapped students in Oyo state is accepted.

Hypothesis Two: - There is no significant difference in the expression of the impact of broken homes on academic performance of handicapped students by teacher of different age.

Table 2: - Analysis of Variance (ANOVA) showing expression of respondents on the impact of broken homes on the academic performance of handicapped students on the basis of age.

Source of Variance	Sum of Squares	of Df	Mean Squares	Calculated f-value	Critical f-value
Explained	130.756	3	43.585		
Residual	3015.035	116	25.992	1.67	2.68
Total	3145.792	119			

Table 2 shows that the calculated f-value of 1.67 is less than 2.68 the critical t-value at df (3) at 0.05 alpha level of significance. In view of this, there is no significant difference in expression of respondents on the impact of broken homes on the academic performance of handicapped students in Oyo state on the basis of age group. Hence, hypothesis two is accepted.

Hypothesis Three

There is no significance difference in the expression of the impact of broken homes on academic performance of handicapped students on the basis of educational qualification.

Table 3: Analysis of Variance (ANOVA) showing expression of respondents on the impact of broken homes on the performance of handicapped students on the basis of educational qualification

Source of Variance	Sum of Squares	of Df	Mean Squares	Calculated f-value	Critical f-value
Explained	91.200	3	30,400		
Residual	3054.592	116	25,992	1.15	2.68
Total	3145.792	119			

Table 3 indicated that the calculated f-value of 1.15 is lesser than 2.68 the critical f-value at df (3) at 0.05 alpha level of significance. In view of this, there is no significant different in the expression of respondents on the impact of broken homes on the academic performance of handicapped students. Hypothesis 3 is therefore accepted.

Hypothesis Four:

There is no significant difference in the expression of the impact of broken homes on academic performance of handicapped students by teachers of different marital status.

Table 4: Result of t-test comparing the expression of single and married teachers on the impact of broken homes on the performance of handicapped students.

Variable	N	Mean	SD	Df	Calculated t-value	Critical t-value
Single	18	49.7778	6.302			
Married	102	51.4608	4.902	118	-1.28	1.96

Table 4 indicated that the calculated t-value (-1.28) is lesser than the critical value (1.96) at 0.05 level of significance. Thus, this null hypothesis is accepted because it indicates no significant difference in the expression of single and married teachers on the impact of broken homes on the academic performance students in Oyo State.

Hypothesis Five:

There is no significance difference in the expression of the impact of broken homes on academic performance of handicapped students by teachers of different length of service.

Table 5: - Analysis of Variance (ANOVA) showing expression of respondents on the basis of year of experience.

Source of Variance	Sum of Squares	of Df	Mean Squares	Calculated f-value	Critical f-value
Explained	53.283	3	17.761		
Residual	3092.508	116	25.992	0.66	2.68
Total	3145.792	119			

Table 5 shows that the calculated f-value of 0.66 is lesser than the critical f-value 2.68 the critical f-value at df (3) at 0.05 alpha level of significance. Thus, this null, hypothesis is accepted, since there is no significant difference in the expression of the respondents across different years of teaching experiences in Oyo state.

Summary

The summary of the findings indicate that majority of the teachers in Oyo state accepted that broken homes have negative impact on the academic performance of handicapped students. Hence, there is no significant difference in the expression of teachers based on their sex, age, educational qualification, marital status and years of teaching experience on the impact of broken homes on the academic performance of handicapped students.

DISCUSSION

Five null-hypotheses were formulated and all were accepted. The first hypothesis stated that there is no significant difference in the expression of male and female teachers on the impact of broken homes on academic performance of handicapped students. The findings revealed that hypothesis one is accepted. This support the research conducted by Fadeiye (1995) who pointed out that both parents have roles to play in their children education. Parents are mainly responsible for the educational and career development of their children. Since, the responsibility of both parents will be left in the hand of a single-parent and such children are usually found to have problem of concentration, which inhibit learning and consequently lead to low academic performance that may be the reason why there is no difference in the perception of male and female teachers.

The second hypothesis stated that there is no significant difference in the perception of the impact of broken homes on academic performance of handicapped students by teachers of different age groups. The findings revealed that the hypothesis was accepted. Wallerstein and Kelly (1992) discovered that marital disruption had negative and more lasting effect on handicapped children because it is an additional burden on the children. The findings therefore supported the previous findings showing that indeed different age groups did not perceive the impact of broken homes differently.

The third hypothesis stated that there is no significant difference of an impact of broken homes on the academic performance of handicapped students by teachers of different qualification. The hypothesis was accepted. This support the research conducted by Allam and Lipskhey (1997) in a study of teacher's views on the effect of the home on academic performance of handicapped found that teachers in working class believed that children from divorced homes were violent is often reported and assertive parents usually do not perform well academically. This may be responsible for the reason why there is no difference in the perception of teachers of different educational qualifications.

The fourth hypothesis stated that there is no significant difference in the perception of the impact of broken homes on academic performance of handicapped students by teachers of different marital status. This hypothesis was accepted. According to Fadeiye (1995) both parents have roles to play in their children's education. This may be the reason why there is no difference in the perception of teachers of different marital status.

Hypothesis five stated that there is no significant difference in the perception of handicapped students by teachers of different length of service. This hypothesis was accepted. This support the research conducted by Fadeiye (1995) who pointed out that both parents have roles to play in the child's education. However, divorce of various kinds or death of one spouse may leave the roles in hand of a single parent. And a single parents may not be privileged enough to cater for all the basic need as well as some other special needs, especially of handicapped and supervised the academic performance of the child, the child will be backward or withdrawn totally.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made: -

The handicapped children have found themselves in these conditions through no fault of their own. There should be enlightenment programmes for the married couples, unmarried men and ladies on coping strategies with the presence of handicapped child and the adverse effects of broken home on academic performance of handicapped children.

Counsellors should regularly organize lectures, workshop and seminars to enlighten the separated parents and handicapped persons never to allow the problems mar the educational pursuit of their children. The findings of this study have implications for the Nigerian families, that the emotional climate of the child's home life is probably the most important factor in the development of deviant behaviour that militate against their academic pursuit.

The researcher is therefore advocating for peaceful co-existence among husbands and wives, as they will help in reducing the problems of the handicapped children.

Single parents are also advised to try their best to ensure their handicapped children do well in school and attain a great height educationally by providing every necessary facility to their children.

Schools should be well equipped, teachers should be well motivated and counselors should be employ to provide emotional supports for the students. Also, awareness or public enlightenment campaign programme needs to be sponsored on the media to advice couples to try to tolerate themselves in order to keep their home intact so that both can see to the upbringing of their children in all lie ramifications.

Individuals, completes to be and worried couples should seek marital counseling. It is hoped that the suggestions made in this work, if applied would assist the handicapped students to remove the barrier, which hinders their educational pursuit to the point of being able to fit into his environment and to contribute the best of his/her ability to the well being of the society.

Finally, handicapped students should be enlightened on the importance of education.

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