Influence of Broken Homes on Senior Secondary School Students’ Academic, Emotional and Social Adjustments in Katsina State, Nigeria

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ABSTRACT
The study examined the influence of broken homes on students’ academic, emotional and social adjustment in senior secondary schools in Katsina State, Nigeria. Survey design was employed for the study to draw a sample size of 300 students (through simple random sampling technique) from public senior secondary schools in Katsina State, Nigeria. Three research questions guided the study, while three research hypotheses were tested at alpha = .05. The instrument used for data collection was a questionnaire of four-point rating scale titled, “Influence of Broken Homes on Secondary School Students’ Academic, Emotional and Social Adjustments Questionnaire”, (IBHSAESAQ). Descriptive statistics in the form of mean was used to answer the research questions and Chi-square statistics was used to test the hypotheses. Findings of the study revealed that broken home has a significant influence on senior secondary school students’ academic, emotional and social adjustments. It was recommended; among others that parents should critically consider the implications of broken homes as they influence senior secondary school students’ academic, emotional, social and adjustments.

Keywords: Academic-adjustment, broken homes, emotional-adjustment, secondary school students, social adjustment

INTRODUCTION
The child’s home is a primary agent of education where the child acquires socialization. The home lays the psychological, moral and spiritual foundation in the overall development of the child (Ogbeide, Odiase and Omofuma 2013). Therefore, the home is a determining factor in children’s behaviour and thus influences their academic, emotional and social adjustments. A stable 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 (Achilike, 2017). The relationship between couples must be cordial in order to breed peaceful coexistence and understanding: the absence of which breeds instability and frustration in children.

Broken homes exist where children are left to their own ideas and solutions due to lack of care, affection and control by their parents (Omoruyi, 2014). Broken homes are thus, affected by divorce, separation, death of one or both of the parents, desertion or single-parenthood. Terms such as adopted children, divorce, separation and parental deprivation are usually associated with broken homes and their associated with academic, emotional and social adjustments of children from such homes, where lives can be awesome for them (Akuto, 2017). In such niches, the family structures play great roles in children’s adjustments. Researchers such as (Achilike, 2017 and Omoruyi, 2014) have shown that broken homes are fertile breeding grounds for children’s stress, tension, lack of motivation, frustration and depression which are instrumental to their academic, emotional and social adjustments. On the other hand, training received from stable homes is of great importance in their personality, academic, social and economic achievement. It can safe to state that live in homes (stable or unstable), the social and economic status of
the family in the community and many other conditions can influence children’s adjustment especially, their academic, emotion and social dispositions in the senior secondary school level. There is the tendency for children from broken homes to associate with others designated as societal deviants with the result of emulating their negative habits. Poor adjustments occur when children are unable to adapt or cope with societal norms or best practices (Kasoma, 2012). Children from broken homes are likely to stay away from school because their parents can no longer monitor them effectively. Such children may also have identities such as laziness, low academic performance and social instability because they will not be able to settle down for meaningful achievements. This in turn, influences their normal adjustment to academic, emotional and social spheres while in school. The lack of attention from parents therefore, influences the overall development of children especially, their academic, emotion and social performances.

**Causes of Broken Homes**

Achilike, 2017; Ogbeide, Odiase and Omofuma (2013) have identified causes of broken homes to be multi-variant with the following being prevalent in Nigeria:

i. Lack of understanding between couples;

ii. Infidelity;

iii. Childlessness;

iv. Wrong choice of partners;

v. Persistent delivery of same sex by wife against the desire of in-laws;

vi. Parental interference into the affairs and management of couples;

vii. Bad associates;

viii. Infidelity;

ix. Poverty;

x. Negligence of paternal responsibilities;

xi. Alcohol addiction;

xii. Physical and emotional abuse;

xiii. Sexual incompatibility and

xiv. Religious beliefs and cultural differences.

They have also shown that nature of parental discipline in broken homes affect academic, emotional and social output of children. Such children have low self-worth, insecurity, and may find it difficult to consult with teachers. Dowd (1997) says; in most broken homes, the children are generally disadvantaged because they are generally regarded as being deprived academically, emotion allay and socially. Their environments are not conducive to learning and in which education is not adequate (Ogbeide, Odiase & Omofuma, 2013). Father-child 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.

**Adjustment**

Adjustment is generally, the psychological processes through which individuals cope with the demands and challenges of everyday life. Students are often caught in this web of uncertainty during their school lives with course mates, lecturers, and other significant members of their school. Adjustment is therefore, a continuous process by which persons vary their behaviour to produce more harmonious relationship between themselves and their environments which involves changes in their academic, emotional and social thinking (Ukaegbu & Obikoya, 2017). Academic adjustment refers to how well students deal with educational demands, such as motivation to complete academic requirement, academic effort and satisfaction with academic environment. Social adjustment refers to how well the students involve in social activities and the satisfaction with various aspects of school challenges, while emotional adjustment refers to how satisfied students feel psychologically and physically (Sharma, 2016). In the school setup, living with other students in hostels, fields and halls can be very challenging problems especially when they come from diverse socio-cultural environments (Lakhani, Jain & Chandel, 2017).
Statement of the Problem
The influence of broken homes on senior secondary school students’ academic, emotional and social adjustments are the holistic concern of parents, teachers, school authority and society (Ogbeide, Odiase & Omofuma, 2013). Despite the fact that people are at the receiving end of the disastrous effects of broken homes, yet children in particular, from such homes are continuously under threat due to rising cases of divorce and separation (Omoruyi, 2014). For this reason, schools are likely to have more students whose parents have been divorced or separated. In some countries like Nigeria, where divorce is legalized, the trend is so bastardised that it is difficult to stop its resultant societal repercussions.

In the light of the above, the aim of the present study was set to determine the influence of broken homes on the academic, emotional and social adjustments of senior secondary school students in Katsina Central Senatorial District, Katsina State, Nigeria. Specifically, the study sought to find out:

i. The influence of broken homes on senior secondary school students’ academic adjustments.

ii. The influence of broken homes on emotional adjustments of senior secondary school students.

iii. The influence of broken homes on social adjustments of senior secondary school students.

Research Questions

i. What is the influence of broken homes on the academic adjustments of secondary school students?

ii. What is the influence of broken homes on the emotional adaptations of senior secondary students?

iii. What is the influence of broken homes on the social adjustments of senior secondary students?

Research Hypotheses

$H_0$: There is no significant influence in the mean scores of broken homes on senior secondary school students’ academic adjustments.

$H_1$: There is no significant influence in the mean scores of broken homes on the emotional adjustments of senior secondary school.

$H_2$: There is no significant influence in the mean scores of broken homes on the social adjustments of senior secondary school.

METHODOLOGY
This was as survey study design conducted in Katsina Central Senatorial District, Katsina State, Nigeria. The population for the study was all public senior secondary school III students in Katsina. The sample size of the study was 250 students randomly selected from 10 senior secondary schools. The instrument used for data collection was a questionnaire of four-point rating scale titled, “Influence of Broken Homes on Senior Secondary School Students’ Academic, Emotional and Social Adjustments Questionnaire”, (IBHSAESAQ). Descriptive statistic in the form of mean was used to answer the research questions while the hypotheses were tested using chi- square. The instrument was validated by experts from the Faculty of Education, Nasarawa State University, Keffi, Nigeria to ensure their content validity. All the corrections were incorporated before the final draft was made, while the reliability of the instrument was determined by the researcher through pilot testing method to justify the use of the instrument. Descriptive statistics in the form of mean was employed to answer the research questions, while Chi-Square statistics were used to test the hypotheses at 0.05 level of significance.
RESULTS
Research Question One: What is the influence of broken homes on the academic adjustments of senior secondary school students?
Data for the influence of broken homes on the academic adjustments of students is presented in Table 1.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students from broken homes have slowed academic development.</td>
<td>4.12</td>
</tr>
<tr>
<td>2</td>
<td>Students from broken homes have educational outcomes.</td>
<td>4.91</td>
</tr>
<tr>
<td>3</td>
<td>Students from broken homes have scored lower academic success.</td>
<td>4.70</td>
</tr>
<tr>
<td>4</td>
<td>Students from broken homes are truants.</td>
<td>4.81</td>
</tr>
<tr>
<td>5</td>
<td>Students from broken homes end up being dropouts.</td>
<td>4.77</td>
</tr>
<tr>
<td>6</td>
<td>Students from broken homes in achieve lower academic achievement.</td>
<td>4.57</td>
</tr>
</tbody>
</table>

Table 1 shows that ‘students from broken homes have educational outcomes’ has the highest mean score, while ‘Students from broken homes have slowed academic development’ has the lowest mean score.

Research Question Two: What is the influence of broken homes on the emotional adjustments of senior secondary students?
Result of the influence of broken homes on emotional adjustments of the students is presented in Table 2.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students from broken homes feel loneliness and fall into depression.</td>
<td>5.67</td>
</tr>
<tr>
<td>2</td>
<td>Students from broken homes display oppositional behavior, or signs of anxiety.</td>
<td>5.78</td>
</tr>
<tr>
<td>3</td>
<td>Students from broken homes exhibit anger and fear.</td>
<td>5.98</td>
</tr>
<tr>
<td>4</td>
<td>Students from broken homes may express feelings of resentment, confusion and jealousy.</td>
<td>5.13</td>
</tr>
<tr>
<td>5</td>
<td>Students from broken homes feel the sense of isolation.</td>
<td>5.50</td>
</tr>
<tr>
<td>6</td>
<td>Students from broken homes repeatedly have low self-esteem.</td>
<td>5.14</td>
</tr>
</tbody>
</table>

Table 2 shows that ‘Students from broken homes exhibit anger and fear’ has the highest mean score, while ‘Students from broken homes may express feelings of resentment, confusion and jealousy’ has the lowest mean score.

Research Question Three: What is the influence of broken homes on the social adjustments of senior secondary students?
Result of the influence of broken homes on the social adjustments of the students is presented in Table 3.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students from broken homes experience difficulty in social relationships.</td>
<td>6.98</td>
</tr>
<tr>
<td>2</td>
<td>Students from broken homes have bad parent-child relations.</td>
<td>6.34</td>
</tr>
<tr>
<td>3</td>
<td>Students from broken homes have poorer social competence.</td>
<td>6.19</td>
</tr>
<tr>
<td>4</td>
<td>Students from broken homes get very little support from adults.</td>
<td>6.90</td>
</tr>
<tr>
<td>5</td>
<td>Students from broken homes are aggressive in behavior.</td>
<td>6.03</td>
</tr>
<tr>
<td>6</td>
<td>Students from broken homes harbor feelings of mistrust, both toward their parents and potential romantic partners.</td>
<td>6.00</td>
</tr>
</tbody>
</table>
Table 3 shows that ‘Students from broken homes experience difficulty in social relationships’ has the highest mean score, while ‘Students from broken homes harbor feelings of mistrust, both toward their parents and potential romantic partners’ has the least mean score.

**Hypotheses Testing**

To show whether the mean score in the influence of broken homes on secondary school students’ academic adjustments is significant, hypothesis 1 was tested at alpha = .05.

**H₁**: There is no significant influence in the mean scores of broken homes on senior secondary school students’ academic adjustments.

**Table 4: Result of Chi-Square Test on Influence of Broken Homes on Academic Adjustments of Students**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Df</th>
<th>$X^2_{cal}$</th>
<th>$X^2_{crit}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square</td>
<td>24</td>
<td>59.12</td>
<td>42.06</td>
</tr>
<tr>
<td>No. of valid cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at P = 0.05

Table 4 reveals that broken homes have significant influence on the students’ academic adjustment. It therefore, means that the null hypothesis which states that there is no significant influence in the mean scores of broken homes on senior secondary school students’ academic adjustments was rejected. The result indicates that broken homes influence students’ academic adjustment among secondary school students.

To find out whether the mean score for the influence of broken homes on secondary school students’ emotional adjustments is significant, hypothesis 2 was tested at alpha = .05.

**H₂**: There is no significant influence in the mean scores of broken homes on the emotional adjustments of senior secondary school students.

**Table 5: Result of Chi-Square Test for the Influence of Broken Homes on Students’ Emotional Adjustment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Df</th>
<th>$X^2_{cal}$</th>
<th>$X^2_{crit}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square</td>
<td>24</td>
<td>67.34</td>
<td>42.06</td>
</tr>
<tr>
<td>No. of valid cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at P = 0.05

Table 5 reveals that broken homes have significant influence on the students’ emotional adjustment. It therefore, means that the null hypothesis which states that there is no significant influence of mean scores of broken homes on the emotional adjustments of senior secondary school was rejected. The result indicates that broken homes influence students’ emotional adjustment.

To show whether the mean score for the influence of broken homes on secondary school students’ social adjustments is significant, hypothesis 3 was tested at alpha = .05.

**H₃**: There is no significant influence in the mean scores of broken homes on the social adjustments of senior secondary school.

**Table 6: Result of Chi-Square Test for the Influence of Broken Homes on Students’ Social Adjustment**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Df</th>
<th>$X^2_{cal}$</th>
<th>$X^2_{crit}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square</td>
<td>24</td>
<td>63.56</td>
<td>42.06</td>
</tr>
<tr>
<td>No. of valid cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at P = 0.05

Table 6 indicates that broken homes have significant influence on the students’ social adjustment. It therefore, means that the null hypothesis which states that there is no significant influence in the mean scores of broken homes on senior secondary school students’ social adjustments was rejected. The result indicates that broken homes influence students’ social adjustment.
DISCUSSION
Findings from this study revealed that there is significant influence of broken homes on the academic adjustment of senior secondary school students in Katsina, Katsina State, Nigeria. This is in line with the finding of Achilikile (2017) who found that broken homes have negative effects on students’ academic achievement which requires adjustment. It is also similar to the finding of who asserted that most students from broken homes lack academic orientation and need to adjust. Similarly, Okafor (2012), Ogbeide, Odiase and Omofuma (2013) found that there was difference in academic performance between students from urban and those from rural schools, with all of them requiring adjustments to fully attain academic independence.

In relation to the influence of broken homes on emotional adjustment, the study shows that broken home influences senior secondary school students’ emotional adjustments in Katsina, Katsina State, Nigeria. This finding agrees with that of Agulainas (2000) who concluded that emotional adjustment depends on stability of the home, which dictates the psychological, moral and spiritual foundation of the child. The finding also concurs with that of Akuto (2017) that broken homes influence emotional adjustment of senior secondary school students.

Regarding social adjustment, the study revealed that broken homes have influence on the students’ social adjustment. This finding is consistent with the finding of Akuto (2017) who found that broken homes have influence of students’ social adjustment. Giwa (1997) also found that absence of parents (broken homes) negatively influenced students’ social adjustment.

CONCLUSION
The findings from this study lead to the conclusion that broken homes have immense influence of the academic, emotional and social adjustments of senior secondary school students in Katsina State, Nigeria.

RECOMMENDATIONS
i. Parents should consider the implications of broken homes, especially divorce in areas of academic, emotional, social and adjustments especially, in senior secondary schools.
ii. School counsellors should train parents on the dire need for them to stay together as husbands and wives for the academic, emotion and social adjustments of their children,
iii. Family therapy should be sought for assistance to avoid some cases of broken homes.
iv. Governments should create awareness on the ills of broken homes on the academic, emotional and social adjustments of students through training, workshops and seminars.

REFERENCES


