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THE INFLUENCE OF BROKEN HOMES ON STUDENTS ACADEMIC PERFORMANCE IN THE SCHOOLS

Abstract

The study investigated the influence of broken homes on the academic performance of Students in the school. The study aimed at determining the extent to which broken homes influenced the performance of students in selected schools of Islamabad. In this quantitative study method was used and data was collected through the questionnaire. The target population for the study comprises teachers, head teachers, students (broken home) and parents (divorcee) from selected FG Schools of Islamabad. Total of 121 responses was collected which consists of 49 teachers, 14 head teachers, 16 parents and 42 students (broken The Questionnaires had both closed and open-ended questions. The closed-ended questions provided quantitative data while open-ended questions provided qualitative data. The questionnaire mainly uses a Likert scale to get the levels of agreement or disagreement on a series of statements. The data collected through the quantitative survey questionnaires was first screened and then entered the statistical software namely SPSS. A descriptive analysis is presented on the participants' demographic data. Descriptive analysis was further used to perform frequency analysis on the data of the respondents and represented in percentages and frequencies. The study found that broken homes contributed to the poor performance of students in most cases. Differences were found in performance with students from unbroken families outperforming students from broken families in the subjects they were tested. The study noted that

students from broken families experienced a lot of emotional difficulties as they tried to cope with changes brought about by their parents' divorce or separation. However, it was noted that not all children from broken families performed poorly in class. The study found that the home environment was critical in the academic performance of students, as learning whether at home or school occurred through the environment.

Key Words: *Broken homes, Education system, Single Parenting, Pakistan, Students Career*

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Home, as perceived by Abdulganiyu (1997), is the primary institution for children. A home can be defined as a house, apartment or flat in which an individual resides in with his/her family (Hornby and Parnwell, 2010). Home could also be defined as a place in which an individual or a family can both rest and store personal property (Christe, 2009). And, a family can be defined as where two people are related to each other. This relationship may exist through genetic/biological connection, marriage, adoption, or by mutual agreement. A family thus subsequently, can be viewed as a social group that can be characterized by common residence, economic status, collaboration and also production. The nucleus family comprises of a married couple that lives with their biological or adopted child/children in a single household; that is referred by social scientists as an "intact family (home)" (Conkline, 2006). Hence, a family consisting of primary members is the child's first contact when he or she is born, and thus the initial view of the world is created. Therefore, the child obtains initial education and how socialization norms take place from his/her parents and significant others in the family. Moreover, the family lays the initial moral, spiritual and psychological foundation as holistic development of the child. Structurally, family/homes can either broken or intact (Agulana, 2000).

Anselen (1999), also advocates the importance of mutual manifestation and collaboration of both parents in raising and fostering the children as the absence of either of the parents can result in unresolved problems leading to a variety of personality clashes and other psychological wellbeing issues. Once a child psychological wellbeing is

affected, and concerns like personality disorientations are developed, it will affect his or her relationship with other individuals present in their surroundings. The educational performance and academic achievements of the child will also be in jeopardy, and the child may lose interest in educational accomplishments. The general health of children is fundamental to their overall development and educational performance (Davidoff, 1987).

It is believed that by the age of 5 years, a child should be able to identify and understand his rights, obligations and respective roles in the society as the learning of social values, the moral and religious standings and acceptance of the familial bonds is obtained. Given this context, the background circumstances and environment of the child are of pivotal importance as it defines the individual personality of the child. Thus, when the child enrolls for his academic journey, he starts exhibiting certain attitudes and anticipates particular behaviors. Although the children in an educational setting may belong to the same age group but grew at varying degrees and extents, so they might be capable of dealing with the presented intellectual and social tasks on different levels, however a home is identified as broken or stable; that is a home where the parents (both mother and father) are living together with their children while a home where parents (both or either one of them) are not living together with the children. The degree of functioning of a home is what directs and determines how a child performs and achieves in the academic realm. The definition of broken maintains that a house in which one of the partners has suffered the loss of significant other as a result of divorce, departure, or single parent concept has come into play (Conkline, 2006). Whereas,

in Deborah (2002) views broken homes as an ensuing situation emerging out of the decision of parents to part their ways.

These studies compared the performance of students who have not experienced a divorce with those that have and agree that a correlation does exist between marital dissolution and academic performance. Allison (1981) found that those who “experienced a marital dissolution were significantly worse off than those who did not,” (p. 546) in the area of academic performance. Furthermore, Allison (1981) indicates that variations such as age, sex, and maternal education have little if any effect on these results. Kinard (1986) agrees that children’s academic performance is affected by divorce; however, this study suggests that age, sex, and time since the divorce can all mitigate the degree to which a divorce impacts on school performance.

Broken homes that have been on edge and unpredictable can impact a student’s academic performance. In addition, the students who have been subjected to neglect or deprivation of love have been observed to find it psychologically difficult to deal with realities of life. When there is disagreement between parents and discord in the family, the child suffers the most as being the receiving end casualty.

Furthermore, Momoh (2011), explained that the broken home had been worn into shreds. Unfortunately, broken homes are managed by a single parent, may be due to parental separation or death (natural cause) of one of the parents: single parent nurture and take care of the children. Separation (divorce) may be permanent or temporal. In the case of temporal divorce, presumably, spouses unite after the

settling of the issues that has caused temporal separation. Nevertheless, in the case of divorce, there is no way back for the spouses to get back. The relationship between the partners ends, with a "bye-bye" note in between them. There are a multitude of causes of separation namely infidelity, religion, disloyalty, pride; interference's of in-laws, superstition, drug abuse or alcoholism, violence (bullying) or disrespect and discrepancy.

Individuals take the distressing decision of divorce, due to a myriad of personal reasons and causes. These are specific to each divorced couple's individual experiences, marital relationship or personal challenges. Notably, not all the reasons are the same for the people getting divorced. However, some of the recurrent causes serve as an indicator for the term.

Many reasons have been cited but we shall only discuss those that are common in Pakistan; *physical abuse, emotional abuse, personal differences or "irreconcilable differences" financial problems, interferences from parents or in-laws, lack of maturity, sexual incompatibility, abandonment, religious conversion or religious beliefs, cultural and lifestyle differences, alcohol addiction, criminal behavior and incarceration for crime*, etc. Sondashi (1977), says that marriage is not for weaklings. This seems to be true considering the hardships and problems encountered by married couples.

Pakistan is a country where marriage is considered a sacred union. Islam teaches Muslims not to opt for divorce and instead work towards rebuilding the relationship between man and wife. However, the increasing rate of divorce in Pakistan is an alarming issue. Moreover, little seems to have been documented on the effects of broken

homes on students' academic performance in Pakistan. In order to fill this gap, this study will investigate the influence of broken homes on students' academic performance in selected schools of Islamabad and will bring out Lessons for School Managers.

OBJECTIVES OF THE STUDY

The objectives of the study will be:

1. To ascertain the influence of broken homes on students' academic performance by collecting views from Teachers, Head Teachers, and Parents.
2. To find out the responses of children regarding their home backgrounds and academic performance.

RESEARCH QUESTIONS

1. To establish if there is any significant relationship between the broken homes and academic performance of the students.
2. Determining any significant difference between adolescents' academic performance of the intact home and the single-parenting/ broken home children.
3. Find out the impact of the parental socio-economic status of the students from broken homes on their academic performance.
4. How Children are psychologically affected by the divorce or separation of their parents and its effects on their academic performance.

Since the 1960s in the United States and most European countries, the rate of divorce has increased drastically. The concern of the public and social scientific community related to the consequences of divorce for both adults and children

has generated vast research literature that not only provides recommendations but also urges Governmental organizations and NGOs to take a number of steps as countermeasures. Literature entails studies that address divorced adults experience to be more mental and physical health problems in comparison to married adults. Likewise, prior evidence has shown several investigations affirming that physical and mental health problems are experienced by children who are having divorced parents, in comparison to the children having parents that are intact. On the contrary, there is considerable evidence that these associations are deemed to be spurious in nature and are raising stress levels due to marital disruptions. It has been revealed, that couples with divorce experience reveal a distinct set of reactions and these reactions are deemed to be diverse in context. These responses are variable with respect to the speed and extent of adjustment of the divorced couples and on the basis of the post-divorce experiences. A bunch of community-based and court-based programs is executed in the United States, in order to assist the children and facilitate the parents as an adjustment to their divorce (Amato, 2000).

A study conducted in Nigeria by Akomolafe and Olabisi (2011), investigated the impact of family type on academic performance among secondary school students. The randomly selected sample consisted of students that ranged between 13 years and 20.5 years of ages. Hence, the results of the study showed that secondary school students' family type significantly influenced academic performance. Another study investigated the relationship between broken homes and academic achievement of students from Senior Secondary Schools in Oredo Local Government Area of Edo

State, Nigeria (Alika & Edosa, 2012). The results of the study indicated that there was a significant relationship between broken homes and academic achievement of students. The results also revealed gender differences in terms of academic performance such as female students who belonged to broken homes had a better academic performance than the male students who belonged to broken homes. Furthermore, the results also indicated that low socioeconomic status had an adverse effect on the academic performance of students from broken homes.

Ogbeide, Odiase, and Omofuma, (2013), investigated the influence of broken homes on secondary school students' academic performance from secondary schools in Esan West Local Government Area of Edo State, Nigeria. The result revealed that there was a significant difference between the academic performances of the students from broken homes and the intact homes. Thus, indicating that students belonging from intact homes performed better academically than students belonging from broken homes. The results also indicated that broken homes affect student's academic performance; that there is a difference in the academic performance of students in the rural area and those from urban areas. Thus, indicating that students from urban areas have a better academic performance than their counterpart from rural areas. Finally, the findings of the study demonstrated that there is no significant difference in the impact of broken homes on the academic performance of students between age 10-15 years and those between ages 15-20 years. The finding exhibited that the two groups performed similarly.

Omoruyi (2014), carried out a research to study the effect of broken homes on academic performance and personality development of the adolescents in Kosofe Local Government Area of Lagos state metropolis, Nigeria. The sample comprised of randomly selected adolescents from 4 Public Senior Secondary Schools. The data analysis showed a significant difference between single-parenting and academic performance of the adolescents as well as a significant difference between socioeconomic status of the parents and academic performance of children. Additionally, the findings also highlighted the significant relationship between adolescents from broken homes background and academic performance.

A study by Akindele, Iwayemi, and Idoko (2017), highlighted the influence of separated homes on task performance and personality development of junior secondary school students belonging from public secondary schools in Ondo State metropolis, in Nigeria. The data analysis showed that there was; a significant difference between single-parenting and task enactment of the children at school, a significant difference between parental socioeconomic status and task enactment and significant relationship between school children from separated homes and task enactment.

Prior research has shown that parenting has a role in the academic functioning of the child (Muller, 2018). Muller (2018), notified that the students experiencing poor parenting behaviors reveal lower academic performances at school. Disruptive and internalizing behaviors are deemed to predict academic deficiency among students. Degarmo, Forgatch & Martinez (2001), argued that the students that are from the

divorced families are deemed to posit disruptive behaviors and students reveal academic failures. Kasoma (2012), conducted a research exploring the impact of broken homes on the students' academic outcomes. For the examination of extent of academic failures, the study adopted the case study design with both quantitative and qualitative approaches. For the qualitative analysis, the study included an interview collection from the school administrators, teachers, students, provincial education officer and civil society organization and education standard officers. A total of 91 participants were included in the study and data was collected through the purposive sampling design. The results of the study showed that the students that belonged to the broken homes had lower performance, in comparison to the outperforming students belonging to the non-broken families (Kasoma, 2012). The study affirmed that the students belonging to the broken families, experienced emotional challenges. The study showed that the students were willing to cope with the next experiences of their parents getting separated or divorced. Nevertheless, the same research by Kasoma (2012), showed that not all students belonging to divorced families revealed poor academic outcomes.

Jeynes (2007), notified that broken homes are unstable and impact the academic performance of the students. This is because the students have a shortcoming of parental love and care. These students are recognized to be psychologically imbalanced and face a challenge in dealing with the realities of life, due to their parents being separated or divorced. Parents have an important role on the academic achievement of the students. Jeynes (2007), conducted a meta-analysis to explore the association between academic performance of the

urban secondary school students and parental involvement. Research included 52 studies and conducted a statistical analysis to determine the impact of parental involvement on academic achievement. For the assessment of educational outcomes, the research was inclusive of four distinct measures. These measures included evaluation of student grades, facets of academic achievement, standardized test. Some other measures based on the evaluation of academic behaviors & attitudes and teacher grading scales were also assessed during the course of the study. The results of the study showed significant impact of parental involvement and academic achievement in the secondary school students

METHODOLOGY

For the collection of data, research questions are structured on the basis of two different sections; one having demographic questions and other related to the context of the study. The researcher had to face the limitation of time and budget, therefore, the most suitable sampling technique chosen by the researcher is the Convenient Sampling Technique. The questionnaire also included one paragraph that notified the objective of the research. Researcher has worked under ethical rules and conduct, and for this purpose the respondents were requested to volunteer. The researcher kept full care of the confidentiality of the respondents, making them aware that this information will be used only for the purpose of the current research. The quantitative survey-based method is deemed appropriate for the current research, as it enabled the researcher to collect valuable information with convenience. This method did not include an interview collection, regardless, assist the researcher to

analyses the data more objectively and scientifically. Therefore, this method is deemed successful in collecting the information from the respondents.

In the study herein, the data collected through the quantitative survey questionnaire, was first screened and then entered into the statistical software namely SPSS (Statistical Package for Social Sciences). A descriptive analysis is presented on the participants' demographic data. Descriptive analysis was further used to perform frequency analysis on the data of the respondents and represented in percentages and frequencies. In this research Questionnaires were used because of the nature of the study. Primary data was collected using questionnaires which were distributed personally into selected schools. The questionnaires were delivered to school heads for data collection from head teachers, teachers and students.

The sections provide complete details as given in table1,2,3. All questionnaires filled by teachers are same regarding the behavior of students during class. All teachers agreed that those students who are from the families of separated and divorced parents always show less attention during the class. Most of the teachers confirmed that conflicts, disturbances, and troubles at home had adverse consequence upon children. It is evident that student's concentration is all about their troubles and intensified negative thinking regarding their future.

The findings also show that handling of students from broken homes is complex and hard. Similarly, the work of Fraser (1968), shows that anxiety, insecurity and stress existence in these students have adverse effects on their school progress. Because of these unfulfilled emotional and

psychological requirements, education becomes unimportant and irrelevant. These problems have diverted them from education to their prime problem to be solved. For that reason, teachers as well as the family/ guardians must concentrate on the emotional and psychological issues of these pupils.

Another important aspect has been noted during that approximately 80% of the respondents approved the declaration that students with background of family issues have high absenteeism and many students from separated or divorced parents hated school particularly when their material requirements were not fulfilled by guardians or parents.

Evidence shows that different number of respondents respond that the main cause of financial constraints is due to separation of parents. The burden lies on the single parent resultantly children face financial problems. These financial restrictions lead to failure to pay dues. This will negatively affect the performance of the student as well as lead to inferiority complex because they were psychologically badly affected.

It is also reported by different teachers that, students whose family background are disturbed or more specifically children of divorced or separated families are usually upset, unhappy, depressed, and sad. The significance of home residence as an aspect impacting school is highlighted by research works of Tracy and Walter (1998). Several teachers or supervisors show the evidence that there is a need of administrators and teachers to take steps in favor of children of divorced and separated family to boost their confidence and motivation towards academics.

Some of the teachers disagreed by opposing the view. It evident that children from divorced and separated families are always motivated and encouraged at school so that they can able to make their future bright. Different programs like career counseling, guidance, mentoring is specifically held for needy and deserving students to come out of their personal problems or problem associated with them because of their incomplete family background. Likewise, students themselves agreed for different types of assistance or special treatment from their teachers and supervisors.

The misunderstanding or perception of discouragement of these students comes out due to their unfortunate below the standard performance recorded of many students. The main issue was that even though these children received motivation and encouragement, their surroundings were not encouraging to educate them in true spirit.

The effect of divorced and separated families on the learning of the child is overwhelming. Consequently, even when these individuals are given motivation as well as encouragement to work hard at academic institutions, they give the impression not to trounce the distressing circumstances that they may be going all the way through. A lot of work has documented a connection between marital disturbance and an extensive range of harmful effects on children.

Evidences found from the responses of different teachers show that about 40 percent of the teachers disagreed to this statement that students from broken homes are found disobedient and non-cooperative in the class. On the other hand almost, 60 percent showed agreement to the given

statement. But the reality shows that supervisors and teachers who showed consent on this were not realistic. The reason behind it is that the teachers couldn't find the indulgence of students in acts of disobedience because according to them children from broken homes were not actively participating in different school activities.

These children were usually recognized to be submissive and very doubtful to be unhelpful and badly behaved. On the other hand, as noted previously on, one expects to see honorable impoverishment in children from separated and divorced families. The internal home environment is a well-built forecaster of the prospect performance of children and an effect of broken home hurdles roughly every phase of life. According to Erickson (1963), an individual's fundamental trust in other person is a distinctive development in the first year of life during affection and warmth of those who concern for him.

Table 1 Respondents Responses Analysis

Study Aspect/Question	Classification	Frequency	Percent
Pupils whose parents are divorced or separated are emotional and difficult to handle.	Very Likely	20	40.8
	Likely	25	51
	Unlikely	4	8.2
Pupils whose parents are divorced or separated are not	Strongly Agree	16	32.7
	Agree	25	51
	Disagree	8	16.3

helped with school work.			
Pupils whose parents are divorced or separated become truant at school.	Very Likely	9	18.4
	Likely	25	51
	Unlikely	15	30.6
Academic performance of pupils whose parents are divorced or separated is affected.	Strongly Agree	22	44.9
	Agree	25	51
	Disagree	2	4.1
Pupils from broken families are usually unhappy sad or depressed.	Strongly Agree	28	57.1
	Agree	19	38.8
	Disagree	2	4.1
Pupils whose parents are divorced or separated are usually not encouraged or motivated to work hard at school.	Very Likely	9	18.4
	Likely	17	34.7
	Unlikely	13	26.5
	Very Unlikely	10	20.4
Pupils whose parents are divorced or separated are usually non-cooperative and disobedient	Strongly Agree	7	14.3
	Agree	26	53.1
	Disagree	12	24.5
	Strongly Disagree	4	8.2
Pupils who come from broken families are mostly unruly and difficult to control	Very Likely	15	30.6
	Likely	22	44.9
	Unlikely	12	24.5

Pupils whose parents are divorced or separated usually don't complete their education or drop out on the way.	Strongly Agree	8	16.3
	Agree	26	53.1
	Disagree	14	28.6
	Strongly Disagree	1	2
Pupils whose parents are divorced or separated mostly are reserved or passive in class.	Very Likely	12	24.5
	Likely	35	71.4
	Unlikely	2	4.1
Pupils coming from broken homes generally look unhealthy and are hunger stricken (especially those not in boarding schools).	Strongly Agree	2	4.1
	Agree	9	18.4
	Disagree	27	55.1
	Strongly	11	22.4
	Disagree		

Table 2 Respondents Responses Analysis Parents

Study Aspect/Question	Classification	Frequency	Percentage
Children deprived of the love and stimulation of a mother frequently become physically and emotionally disturbed.	Strongly Agree	6	37.5
	Agree	8	50
	Strongly Disagree	2	12.5

Disturbances at home have a distracting effect upon children.	Very Likely	9	56.3
	Likely	7	43.8
Do you agree with the notion that children are not born dull but it is the physical and social environment?	Agree	2	12.5
	Disagree	5	31.3
	Strongly Disagree	9	56.3
Has divorce or separation any psychological effect on the general behavior and performance of a child at school.	Yes	14	87.5
	No	2	12.5
As a parent or guardian, do you discuss social or educational problems facing your child at school?	Yes	6	37.5
	No	10	62.5
Do you help your child with school work?	Yes	6	37.5
	No	10	62.5
Would you encourage other couples to divorce or separate when they encounter problems in their marriages.	Yes	1	6.2
	No	15	93.8

Table 3 Respondents Responses Analysis (Students)

Students Responses Analysis			
	Classification	Frequency	Percent
How often does your mother / father or guardian inquire about your school work?	Frequently	2	4.8
	Often	4	9.5
	Sometimes	22	52.4
	Never.	14	33.3
On average how often do you study at home?	Frequently	3	7.1
	Often	11	26.2
	Sometimes	28	66.7
Does your mother, father or guardian help you with school work?	No	31	73.8
	Yes	11	26.2
If the answer to the question above is Yes, indicate how often you are helped?	Frequently	3	8.4
	Often	8	17.8
Do you have a place or room where you study or do your school work?	Yes	19	45.2
	No	23	54.8

Table 4 Respondents Responses Analysis (Teachers)

Teachers Responses Analysis			
	Classification	Frequency	Percent

Poor performance at school is one of the effects of broken homes	Strongly Agree	5	35.7
	Agree	8	57.1
	Disagree	1	7.1
Truancy at school is attributed to lack of parental control and guidance to children.	Strongly Agree	2	14.3
	Agree	10	71.4
	Disagree	2	14.3
Divorced or separated parents do not adequately support their children with education needs.	Strongly Agree	5	35.7
	Agree	7	50
	Strongly Disagree	2	14.3
Children from disorganized homes generally come to school without food.	Agree	4	28.6
	Disagree	8	57.1
	Strongly Disagree	2	14.3
Guidance teachers in schools try hard to assist children from vulnerable groups attain their education by counseling and encouraging them to work hard.	Strongly Agree	1	7.1
	Agree	12	85.7
	Disagree	1	7.1
Would you agree with those who say that children from broken	Strongly Agree	3	21.4
	Agree	8	57.1
	Disagree	2	14.3

homes do not perform well in school?	Strongly Disagree	1	7.1
Children are psychologically affected by the divorce or separation of their parents.	Strongly Agree	9	64.3
	Agree	5	35.7
Teachers have a very big task of helping children from broken families.	Strongly Agree	2	14.3
	Agree	12	85.7
Children from broken homes generally fail to complete school or drop out on the way.	Strongly Agree	1	7.1
	Agree	6	42.9
	Disagree	2	14.3
	Strongly Disagree	5	35.7
Children from disrupted homes are unruly, disobedient Non-cooperative and not easy to handle.	Strongly Agree	2	14.3
	Agree	10	71.4
	Disagree	1	7.1
	Strongly Disagree	1	7.1
Parents should not leave the task of educating their children to teachers alone. They also have a role to play.	Strongly Agree	6	42.9
	Agree	8	57.1

Children are not born dull; it's the environment that makes them so	Strongly Agree	3	21.4
	Agree	4	28.6
	Disagree	4	28.6
	Strongly Disagree	3	21.4

CONCLUSION

There are substantial proofs from the records or information collected that broken homes lead to bad performance in academic institutions. As projected, dissimilarities were originated in performance with students with both parents outperforming the others in the group which had parents not living together. As a result, divorced and separated families come into view that they adversely influence the student's academic performance in an unconstructive way. To maintain this, relative research results particularly on the performance of school goings from both unbroken and broken homes confirmed that it was correct that usually children from unbroken homes executed improved performance than those from distressed homes. On the other hand, it was well-known that not all children imminent from broken homes performed badly in the class. This study also looked at another side effect of wrecked homes distinguished that; children flourish in best way when they are given an opportunity to have stable homes in which presence of both parents can give their children care and great attention. While on the other hand, the children from broken homes feel absence of parental guidance and care which will leave negative effects on the performance of children especially from academic point of view. So, the environment

given to the children is most important aspect in educating the child properly.

Furthermore, the findings show that in some cases the poor performance of the teachers due to economic pressure leads to the bad performance of the students. For this, these teachers and supervisors should be aware about the background of the students, well knowledgeable, motivated, and trained. The findings of the research ought to create a center of attention each stakeholder to discover solutions to this. The difficulties and problems painted in the consequences do not present restrictions that cannot be beat, however, innovative opportunities to be received, new-fangled challenges to be faced, novel corridors to be unlocked as the state makes every effort to meet the millennium targets.

Given below are some main recommendations based on the findings of the study. It is recommended that the educational institutions must realize their responsibility to help the pupils who are deprived of society because of their broken homes. These students can only be taken into confidence by providing them different student nurturing programs, different methods of motivating them and fostering them for bright future.

The curriculum of teachers should be designed in a way that can boost the student's educational growth and development. This will ultimately lead to better performance of students from broken homes. Likewise, Civil Society Organizations and Ministry of Education should establish academic hold on individuals from divorced and separated homes in the early stage of schooling, yet in the nonexistence of effects of psychological troubles. In this way a child can be encouraged morally, spiritually, and financially supported from

stakeholders or well-wishers. On the other hand, if there is lack of this type of support the results become adverse and children will be discouraged to continue their process of education.

Another recommendation is the Ministry of Education should strengthen the educational, social, and psychological counseling boost so it can help the children of broken homes. In this way Government can make obvious the significance of effective child support and affordable child care enforcement, consequently able to reduce their economic hardship. The Head Teachers are supposed to ensure the individually examination of enrolled children's family background so that these cases are identified at the initial stage. They should also give confidence to their teachers to bother to have in-depth knowledge regarding the student's family background. And teachers' supervisions should be insured by head teachers.

Another major recommendation is that local community should also support students from broken homes to complete their education so that they can become useful member of the society. There is requirement for School administrators to employ those teachers for counseling and guidance who are particularly qualified in this field and they should be held accountable for it.

School administrators should make every attempt to make stronger the affiliation between the educational institutions and the students.

Finally, there should be a strong and active relationship between parents and school teachers through Parents Teacher Meetings in the educational institutions. Through these meetings teachers will become aware of student's home background and will help in identification of students from

broken homes. Resultantly, these institutions can effectively help the students from broken homes to improve their academic performance.

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