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EFFECT OF BROKEN HOME ON EDUCATIONAL ACHIEVEMENTS OF PUPILS AT BASIC SCHOOLS LEVEL IN ADAMAWA STATE-NIGERIA

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Abstract

This research titled effect of broken home on the educational achievements of pupils in primary schools in Adamawa State-Nigeria, has focus on some selected basic schools, where 150 pupils were selected randomly, questionnaire was used as the research instrument for data collection, and data collected were analyzed using descriptive statistics. Specifically, Pearson Product-Moment Correlation Statistics, it was used to compute and analyze the mean and standard deviation of the percentage of the responses from the respondents, based on the research findings, it was discovered that broken homes affect the pupils' education psychologically, economically, emotionally, and academically. therefore, results from the findings show the level of pupils' academic performance in Adamawa State, Also the results of the findings showed some elements of parental status which include education level, income level, motivation level and marital status affect pupils' academic performance, Furthermore, the study has shown that parental background has significant relationship with pupils in primary schools and their academic performance in the state, and the study recommended that; to avoid broken home the society should put an eye on the couples from broken home as this Will help to minimized people from allowing their homes get broken, as well as tolerance and forgiveness among couples should be encouraged so as to allow peace to exist in their homes.

Keywords: Broken Home, Divorce, Academic Performance.

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Abstrak

Penelitian ini berjudul Efek Rumah Yang Rusak Terhadap Prestasi Pendidikan Siswa Pada Sekolah Dasar Di Negara Bagian Adamawa-Nigeria, berfokus pada beberapa sekolah dasar yang dipilih, di mana 150 siswa dipilih secara acak. Kuesioner digunakan sebagai instrumen penelitian untuk pengumpulan data, dan data yang dikumpulkan dianalisis menggunakan statistik deskriptif secara khusus, Statistik Korelasi Momen Produk Pearson, digunakan untuk menghitung dan menganalisis rata-rata dan standar deviasi persentase tanggapan dari responden, berdasarkan temuan peneliti. Ditemukan bahwa rumah tangga yang rusak mempengaruhi pendidikan siswa secara psikologis, ekonomi, emosional, dan akademis. Oleh karena itu, hasil dari temuan menunjukkan bahwa tingkat prestasi akademik siswa di Negara Bagian Adamawa cenderung kurang baik. Hasil temuan juga menunjukkan beberapa unsur status orang tua yang meliputi tingkat pendidikan, tingkat pendapatan, tingkat motivasi dan status perkawinan mempengaruhi prestasi akademik siswa. Studi ini telah menunjukkan bahwa latar belakang orang tua memiliki hubungan yang signifikan dengan siswa di sekolah dasar dan kinerja akademik mereka di Negara Bagian. Dan peneliti merekomendasikan bahwa; untuk menghindari rumah tangga yang rusak, masyarakat harus mengawasi pasangan mereka masing-masing karena hal tersebut akan membantu meminimalisir orang dari membiarkan rumah tangga mereka rusak, serta toleransi dan memberi maaf di antara pasangan harus didorong agar kedamaian ada di rumah mereka.

Kata kunci: Rumah Tangga Yang Rusak, Perceraian, Prestasi Akademik.

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A. Introduction

The home is the primary institution for pupils, as perceived by Mallam, D (2009), according to Ajila, C. & Olutola, A. (2002), defined home as a place in which an individual or a family can rest and store personal property. Having defined the concept of home, it is therefore important to define family. The family can therefore be looked as a social characterized by common resident economic, cooperation and production. When a pupil is born the family is the first primary group with which they come into contact. Transmission of social values of right and wrong what is morally and religiously accepted or condemned by the family it follows therefore that by the time a pupil attained five to seven years of age he must have learnt what are his rights obligation and roles within the society. (Mudassir, A. & Abubakar, N. 2015, Pp 78).

However, the background of a pupil goes a long way to determine his/her individuality as the pupils entered schools he/she will start manifesting different

attitudes and expectations. In addition, they may be able to cope with the intellectual and social task of the school in varying extent. However, a home can neither be stable or broken. a stable home is one in which both the parents (mother and father) lives together with their pupils, while a broken home is the one in which one or both of the parents are not living together with the pupils. It is the level at which the home operates that determine the academic achievement of a pupils in school. Broken home being unstable can influence the achievement of a pupil academically. Also, pupils that have suffered from neglect or lack of love (in broken home) are known to be psychologically imbalanced to face the realities of life. When there is disunity in the family or a difference between a mother and a father, the pupil is caught in the middle and will be at disadvantage.

According to Mallam, D (2009), broken home is a home in which the parents are separated or divided or are no more together as a result of death. In the

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same way a broken home means a house in which the parents are no more living together. Other research studies been carried out on broken are associated with increased aggression and juvenile delinquency in pupils. From such home (broken home) pupils lack proper care and security. In assessing the definition such as a situation (broken home can result to poor academic achievement in a pupil as once the pupil misses such opportunity of guide, security, affection and assistance where necessary).

Homes and the pupil's family provide the best and first education since the pupils serve as teachers. The parents laid the foundation for the desire, social, moral, emotional spiritual and intellectual wellbeing of the pupil. The training a pupil received from home is of imperative in his/her total personality formation and the academic performance as a student in primary school. It can also be observed that the pattern of life in the home (stable or broke), the economic and social status of the family in the community and many

other conditions that give the performance of pupils in the school.

Some researches have shown that pupils differ in various ways as a result of variable of their home background such as socio-economic status, parental attitude to school and pupil rearing practices. These home background variables are also found to be positively related to pupils' academic performances. this is also, because peoples are born with some psychological, emotional and intellectual needs such as need of love and security. The need for new experience, the need for praise and recognition and need responsibility. (Stich, T.G.& McDonald, B.A. 1990, Pp 23)

It is pertinent out this juncture to point out in spite of all the needs expressed as to be most especially primary school pupils. This research also has intended to seek for how much a primary school pupil is affected in academic achievement, either as a result of his home been stable or broken. Broken

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home can not the division or the separation of parent who have been together and suddenly divorced or terminated their relationship or Unite they once agreed marriage knot after exchanging material vows and have lived together. Marriage is an institution that play very important role in the upbringing and the development of human beings. Marriage is the joining together of two matured people who agree to spend their life time together. Thus taking joint care or responsibility over their pupils who are the fruits of the union. In fact the institution is gradually losing its standard value as a statistic show that it is fact diminishing as many home are broken. The problem of single parenthood is far alarming in our society and the explanations for broken marriage include among other things cheerlessness, parental interference, religious conflicts, poverty and poor mutual understanding. The growing trends of this phenomenon from the basic background to this study.

In our society, pupils are sometimes exposed at an early age to all sort of dangers arising from malnutrition, diseases and various temptation of surviving due to absence of one or both of their parents. Pupils life in broken homes is observed to be associated with emotional stress that can impair intellectual development, thereby giving way for such pupil to grow up without being trained properly. however, absence of one or both parents deprives young children of the stable love, care security and total support. They have been accustomed to and tend to make children different in the eyes of the peer group. If pupils are asked where the missing parent is or why they have a new parent to replace the missing parents, they become embarrassed and ashamed.

They May also feel guilty and unwanted by the society, such stressful situation leads to psychological, emotional and intellectual imbalance in growing pupils. These subsequently result to quitting from school pupils as education

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require critical thinking, relaxed mind and proper family support to be able to perform to expectation in the school. Hence it becomes necessary in the school. The effects of broken homes on the academic performance primary school pupils in Adamawa state.

B. Method

The focus of this research works on the effect of broken home on child education, where a survey research designed was used and information was gathered base on the questionnaires used as the research instrument of the study where total number of fifty (150) respondents were used as the sample for the study, a simple percentage was used for the set of data collected and the result was 80% of the respondents agreed that the broken homes has bad effects on moral development of a school children, while 20% disagreed.

C. Result and Discussion

The purpose of this study is to find out causes of broken home on academic performance of primary school pupils in Adamawa state. with a view to suggest ways of minimizing and overcoming the problem. Home plays very significant role in pupil personality formation and socialization, broken homes are identify as one of the factors that undermined the socialization process at home, which consequently affects the performance of pupils.

Home is where a family lives, it may be alternated to the word "house" but a house is more appropriately referring to the material construction, whereas "home" refer to the intangible thing that bind together the family members. It is the immeasurable love and care that keep together the mother father and their children. Home is a primary institution for pupils, a home can either be stable or broken. According to Ajila, C. & Olutola, A. (2002): defined home as a place in which an individual or a family can rest and store

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personal property. A stable home is one in which both parent (mother and father) live together with their children. While a broken home is the one in which one or both of the parents are not living together with the children. (Gratz, J. 2006, Pp 47).

Causes of Broken Home:

1. Wrong choice of marriage: when both parents are not in good terms most of the time when one partner always regrets marrying the other partner, these are all signs of wrong choice, disagreement is the language they understand.
2. Parental or friends influence: Many broken homes today are cause by undue influence of parents, friends and relatives in the private affairs of the family, when a man or a woman allows these third parties to be advisers and confidants such home is bound to break.
3. Lack of genuine sacrificial love: This is one of the major reason many couples have fallen apart today, love they say does not fade. If truly you love your spouse, it will be very difficult to break away from such a person, the truth is that when one of the spouse, had found a new love elsewhere he or she become desperate and start and start looking for any means to break down.
4. Communication breakdown: This is also responsible for many broken home today, there should be freedom of speech, every problem should be talked over or discussed to find a lasting solution to it.
5. Sexual unfaithfulness: Unfaithfulness to one's wife or husband has also caused a lots of broken homes. whatever you fancy in another man or woman that make you another man or woman that make you attracted to him or her, you can get it for your spouse, be content with your spouse. Sex is good, but excess of it with many partners is very dangerous. be satisfied with your spouse. This is the attitude to this menace.

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6. Stinginess/meanness and extravagance: Money management is equally not good for any home, give to your spouse, meet his or her needs any ways as for as is your power to do so, if for some reasons there is a delay kindly talked it over within the two of you.

Effects of Broken Home on Educational Achievement of Pupils

The effects of broken home on educational achievements of pupils include the following:

1. Psychological Effects of Broken Home:

A broken home deprives pupils of essential parental warmth, love, emotional stability intellectual and moral under development. Ghazi, S. R.et, al (2013). Said that stability may be defined in terms that the change of rules or expectation that conformed stable marriage maybe defined as a stable conugal relation

without regard of matrimonial relationship.

Rana, M. (2015) in his own view said pupils from infant home display different attitude such as difficulty in socialization themselves. He also observed that pupils from broken home find it difficult to fix themselves in to the society. however in some studies about pupils and adult of different races (location) ethnic groups and he said that deprivation of material care may automatically eventually destroy or damage mental development due to lack of control can also have effect on the life of an individual for instance high tension may cause headache, lack of appetite chronic diseases fatigue, rudeness to elders, restlessness of mind craziness and other effect that makes pupils to be useless.

This type of pupils mentioned above cannot reason or think at all for their own good based on the above

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research, the conducted that consistent emotional pressure can led to effect the pupils and also any pupil is found in this situation usually becomes a helpless pupil in future. So family is very important in the development of a pupil's education a broken home is hinged up with abnormalities and improper education of pupils normally.

2. Social Effects:

Broken home aid the growth of indiscipline and lawlessness in our society, pupils who constantly present disciplinary problems in public place are product of broken homes some of them morally detective. there is an extensive literature linking broken homes with juvenile delinquency. it is true that pupils from such homes have contributed greatly on evil practices in our society.

Osonwa (2013) stated that divorce should be generally discouraged whether on contract, court marriage,

traditional on an agreement is our society. he also stated that divorce make nonsense of marriage because the pupils from this particular homes or from this type of parents will not receive the adequate type of training which good moral behaviors, the matured one's (pupils) may turn out to be very rigid that cannot be bent also they can be way ward and morally defective. (Osonwa, O. K. et, al. 2013).

3. Emotional Effects:

Pupils from broken homes may not be pleasant and cooperative because of their parent feelings they may be more seeking for parental approval which they find it difficult to get. the achievement of any pupil at home depend on how the family guide the pupil but when the family did not give the pupil good character development or encouragement he may find it difficult to protect himself because his parents are not helping him and this

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will bring back up-tines in the pupil life and the family in general. Osanwa, (2013) stated that broken home can cause the pupil to have irresponsible life style of education due to the way the parents take the responsibilities of the pupil. If one of the parent can affect the pupil to be irresponsible self and lack the moral development and education. (Osonwa, O. K. et, al. 2013).

Research Instrument

The researcher used one (1) instruments for the study which was a structured questionnaire, the questionnaire was used to get information on respondents' view on the effects of broken home on pupils' academic performance in Yola North, it contained 10 items relating to the subject matter. The rating scale used was the four Likert-rating scale, which ranges from 4 to 1. The scale was rated as:

Strongly agree - 4,

Agree - 3,

Disagree - 2,

Strongly Disagree -1.

Answering Research Questions

Research Question 1: Does a broken have any effect on educational achievements of a boys and girls in some selected primary schools in Adamawa State?

Group Statistics					
Table 1: broken home and educational achievements					
		N	Mean	Std. Deviation	Std. Error Mean
SIS	EXPERIMENTAL	75	20.5000	2.13985	.47848
	CONTROL	75	7.1000	1.74416	.39001

Table 1 shows the calculated r-value of .75 while p-value (0.000) is less than the significance level (0.05) for 150 pupils in the selected primary schools in Yola north. Therefore, broken home have a significant effect on educational achievements of a boys and girls in some selected primary schools in in Yola Local Government Area, Adamawa State, the finding reveals that there is significant

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relationship between a broken home and educational achievements of school children.

Research Question 2: Which gender among the pupils of the selected primary schools a broken home has more effect on?

Table 2: The Gender of the pupils

Gender	N	%
girls	95	69.5
boys	55	30.5
Total	150	100

Table 2 presents the gender of the pupils' in the selected primary schools in Yola north Local Government Area, Adamawa State. Analysis of table shows the total number of pupils who are mostly affected of the broken home in Yola north are girls, and mostly under-aged. The table further shows that 95 girl-pupils corresponding to 69.5% of respondents suffer the effects of broken home, while only 55 boy-pupils corresponding to 30.5% of the respondents suffer the effects.

This section gives detailed explanations on the various findings discovered from the research question/hypotheses answered.

Research question 1 shows the calculated r-value of .75 while p-value (0.000) is less than the significance level (0.05) for 150 pupils in the selected primary schools in Yola north, as a population of the study, and therefore, a broken home have a significant effects on educational achievements of a boy and girl-pupils in primary schools in in Yola Local Government Area, Adamawa State, The finding reveals that there is significant relationship between a broken home and educational achievements of school children. It was evident from the findings that the factors used by the researcher can cause a broken home to diminish the educational ability of a child.

The finding on research question 2 revealed that a certain gender of the pupils' in primary schools in Yola north

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Local Government Area, Adamawa State, has become the most vulnerable to the effect of broken home than the other, Analysis of table shows the total number of pupils who are mostly affected of the broken home in Yola north are girls, and mostly under-aged. The table further shows that 95 girl-pupils corresponding to 69.5% of respondents suffer the effects of broken home, while only 55 boy-pupils corresponding to 30.5% of the respondents suffer the effects.

D. Conclusion

The home is the primary institution for pupils, as perceived by Mallam, D (2009), according to Ajila, C. & Olutola, A. (2002), defined home as a place in which an individual or a family can rest and store personal property. Having defined the concept of home, it is therefore important to define family. The family can therefore be looked as a social characterized by common resident economic, cooperation

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However, the background of a pupil goes a long way to determine his/her individuality as the pupils entered schools he/she will start manifesting different attitudes and expectations. In addition, they may be able to cope with the intellectual and social task of the school in varying extent. However, a home can neither be stable or broken. a stable home is one in which both the parents (mother and father) lives together with their pupils, while a broken home is the one in which one or both of the parents are not living together with the pupils. It is the level at which the home operates that

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